For questions or assistance, contact Laura Katrenicz at lkatrenicz@luzerne.edu or 570-740-0384 (1-800-377-5222, ext. 7384)
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New Faculty Tips (reprinted from May 2012 NISOD newsletter)

NISOD asked Dr. Ali Esmaeili, Dean of Bachelor Programs and University Relations at South Texas College, a long-time NISOD Conference participant, and two-time NISOD Excellence Awards recipient, for his advice for new faculty teaching this summer.

Get to know your students. The first day of class is the most exciting day for students and their instructors. Get to know their first names, majors, academic backgrounds, and their interests.

Help students’ dreams become a reality. Students are coming to your class with hope. Instructors should do their utmost to welcome students and foster their enthusiasm.

Create a comfortable learning environment for students. Reducing students’ stress makes for a better focus on learning and reduces worry about personal problems they may be facing.

Be flexible. Utilize several teaching techniques and methodologies to reach students with different learning styles. Not all students learn the same way.

Don’t work hard; work smart. Draw on the most resourceful students in your class to assist other students, and facilitate cooperative learning. Many times, the best tutor is a peer tutor.

Provide timely feedback to your students. Students need to know and understand their outcomes as students in order to augment their goals and study strategies.

Make things practical. Students learn better by understanding the underlying purpose of what they are learning.

Learn how to energize your students. Instructors must be well trained to understand when students are running out of energy and should be ready to motivate them appropriately.

Be a role model for your students. In order to demand responsibility, we need to display it.

Take notice of students who appear to be struggling in their personal lives. Let them know that you will support them with their academic pursuits, and offer to refer them to student services if they need further assistance.

Provide information about student support services to students. Do not attempt to deal with personal issues. It can get sticky, even legally liable. Be familiar with the services available and the persons to contact.

Be firm, but kind, with students who tend to be disruptive. Do not ridicule or embarrass a student before their peers. Pull the student aside after class, or make an appointment to see him/her privately in your office.

Let students know what the lesson of the day will be.

Try to ask as many questions as possible. When you ask a question, pause and call on a student to answer. Reinforce a correct answer with a positive statement to that student.

Conduct an assessment of learning at the end of each class. Conduct routine evaluations to determine students' understanding. When you finish the lesson, let your students know what will be covered during the next class period.

Build trust. Students respond best to faculty they can trust.

Dr. Esameili hopes these tips will help his fellow instructors! We wish you the best of luck as you prepare for the upcoming semester!
Dear Adjunct Faculty Member:

We are pleased to have you serve as a member of the Adjunct Faculty of Luzerne County Community College. As you may know, LCCC offers over 100 academic, technical and career training programs and has the largest enrollment of any college or university in Northeastern Pennsylvania.

A very important contribution in serving our students is the role of our Adjunct Faculty. Many students recognize you as their most important connection to our college.

As we move forward in meeting the growing demands for our affordable, accessible and quality education, we wish to thank you for your contribution and service to the College and our students.

Sincerely,

Thomas P. Leary
President

Dr. Dana C. Clark
Provost & Vice President of Academic Affairs
Mission Statement

Luzerne County Community College provides excellence in education, fosters student success in achievement of goals, and positively impacts Luzerne County and the surrounding Northeastern Pennsylvania region.

Institutional Goals

- Provide a foundation of core knowledge and skills
- Develop contributing and culturally competent members of society
- Guide the learner in pursuit of educational and career goals
- Design a quality educational experience accessible for all learners
- Develop partnerships within the community to contribute to the economic, technological and social advancement of the region
LCCC’S History

Luzerne County Community College became a reality on December 15, 1965 when the Luzerne County Commissioners adopted a resolution agreeing to act as sponsor of a two year-college under the Pennsylvania "Community College Act of 1963." LCCC formally began operations on October 2, 1967 when 836 students began attending classes in downtown Wilkes-Barre. The College offered 11 programs in two buildings with tuition at $12.50 per credit. LCCC served more than 5,000 students during the first five years.

As the coal industry jobs in northeastern Pennsylvania faded away, the area became a hotbed of various new business and industries that needed employees well trained in the new technologies and trades. LCCC offered the education companies needed for their employees. With an open admission policy, low tuition, numerous academic and technical programs, and the commitment to provide a quality education to anyone who had the desire to pursue a higher education, the College soon became a valuable resource in the community.

Quickly outgrowing its temporary headquarters, LCCC embarked on a plan to find a permanent location. The College wanted a space for expansion that was conveniently located for the residents of Luzerne County. In January 1974, the College moved to a permanent 122-acre campus in Nanticoke. The campus consisted of eight buildings designed with the latest technology and ample classroom space to handle the rising student population.

The campus continued to expand to meet the increased educational needs of the area with the addition the Advanced Technology Center in 1988. The Educational Conference Center was also constructed to meet the needs of business and industry. In the late 1990’s, LCCC began a large scale expansion and remodeling project. An addition to the Advanced Technology Center was completed and the previous student center was converted to the Business and Computer Center. The Library received a new look and new technology. In the Fall of 1999, the Campus Center opened. Additional property along Prospect Street was acquired bringing the total acreage to 167 acres. The most recent updates to the main campus include the opening of the Joseph A. Paglianite Culinary Arts Institute in the Fall of 2010 and the Francis S. and Mary Gill Carrozza, R.N. Health Sciences Building in the Fall of 2011, both in downtown Nanticoke.

In addition, the College has expanded its coverage area with off campus sites at area high schools, as well as dedicated sites in Berwick, Hazleton, Kulp Montgomery, Shamokin and Wilkes Barre. Off campus non-dedicated sites are located in Honesdale High School, Susquehanna Community High School, Susquehanna Career and Tech Center in Elk Lake School District, and Wilkes Barre Area Career and Tech Center. Plus, LCCC offers Distance Learning classes.

Today, the College boasts more than 27,000 degree- and certificate-bearing alumni. LCCC currently offers over 100 academic, technical and career training programs. LCCC has articulation/transfer agreements with over 40 baccalaureate degree-awarding institutions for students planning to continue their education. Plus, LCCC offers hundreds of credit-free programs, making it the largest supplier of credit-free education in the area.

Luzerne County Community College is the largest college in northeastern Pennsylvania and continues to expand and adapt to the educational needs of the residents and business and industry in the region.
LCCC Institutional Learning Outcomes

**LCCC students will be able to develop the following:**

Practical and intellectual skills that include
- communicating effectively orally or in writing to express and exchange ideas
- gathering, organizing and evaluating relevant information to solve problems, enhancing critical thinking

Individual and societal responsibilities that include
- participating in community engagement that addresses environmental responsibility, social justice and/or cultural diversity
- developing the skills to learn independently, enhancing lifelong learning

LCCC General Education Learning Outcomes

*Through the academic disciplines, an associate degree graduate of Luzerne County Community College will be able to develop the following:*

Practical and intellectual skills that include
- Using oral and written communication effectively
- Using quantitative and analytical skills effectively
- Applying strategies to locate, organize and evaluate information
- Demonstrating critical and creative thinking in problem solving and decision-making
- Using current and emerging technologies effectively

*and*

Individual and societal responsibilities that include
- Developing a foundation for personal growth and development
- Exhibiting intercultural and interpersonal knowledge and competence
- Applying ethical reasoning to civic and social engagement
- Demonstrating an appreciation for aesthetics and creative activities
In addition to the General Education Learning Outcomes, students will demonstrate competencies in the chosen curriculum or area of specialization (see program learning outcomes in the catalog).

All associate degree students must complete one course from each category on the Core List totaling a minimum of 20 credits of general education requirements as a part of the credit requirement for a degree. Associate in Arts and Associate in Science students must take an additional 12 credits of general education to meet transfer requirements from either the Core List or the Additional List. The Technology Competency is being reviewed by the Committee and is anticipated to be program specific.

All associate degree programs are structured to be completed in two years with an average semester load of five classes. Some programs have specific course sequences that must be taken, while others are flexible.

**GENERAL EDUCATION CORE LIST**

**ENGLISH:** ENG-101
**SPEECH:** SPE-125
**MATHEMATICS:** MAT-101; *MAT-103; *MAT-104; *MAT-105; MAT-107; MAT-109; *MAT-111; MAT-121; MAT-122; MAT-125; MAT-151
**SCIENCE:** BIO-101; *BIO-110; *BIO-120; BIO-121; *BIO-130; BIO-135; CHE-111; *CHE-131; CHE-151; PHY-101; PHY-102; *PHY-103; *PHY-121; *PHY-123; PHY-131; PHY-151
**SOCIAL SCIENCE:** *PSY-102; PSY-103; SOC-215/SOC-101; SOC-110; SOC-216; SOC-217; SOC-218; POS-101; ECO-151
**HUMANITIES:** ART-110; ART-191; ART-192; ART-200; CAR-119; *CAR-131; CAR-132; *CAR-220; *CAR-233; CAR-243; FRE-101; HIS-101; HIS-201; HIS-210; MUS-150; PHI-150; PHI-151; SPA-101
**PERSONAL DEV:** HPE - any
**FIRST YEAR:** FYE-101; FYE-103

**ADDITIONAL GENERAL EDUCATION FOR AA AND AS DEGREES**

**MATHEMATICS:** MAT-110; MAT-251
**SCIENCE:** BIO-122; BIO-136; CHE-152; PHY-132; PHY-152
**SOC SCIENCE:** HIS-102; PSY-204; PSY-210; PSY-213; PSY-217
**HUMANITIES:** ENG-102; ENG-104; ENG-221; ENG-222; ENG-223; ENG-224; ENG-225; ENG-226; ENG-261; FRE-102; HIS-202; SPA-102; THR-100

* Do not typically transfer - may in certain majors
Accreditation

Luzerne County Community College is approved as an institution of higher learning by the State Board of Education of the Commonwealth of Pennsylvania, 333 Market Street, Harrisburg, PA 17126-0333, (717) 783-6788, and is authorized by the Board to award the associate degree as well as appropriate diplomas and certificates.

Luzerne County Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Post-Secondary Accreditation.

The Nursing Program is approved by the Pennsylvania State Board of Nursing, P.O. Box 2649, Harrisburg, PA 17105-2649, (783-7142) and is accredited with the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, (404) 975-5000. The National League for Nursing Accrediting Commission is a specialized accrediting agency recognized by the U.S. Department of Education.

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Educational Programs, 1361 Park Street, Clearwater, FL 33756, (727) 210-2350. This is a specialized accrediting agency.

The Respiratory Therapy Program is accredited by the Commission on Accreditation of Allied Health Educational Programs, 1361 Park Street, Clearwater, FL 33756, (727) 210-2350. This is a specialized accrediting agency.

The Dental Hygiene and the Dental Assisting Programs are accredited by the American Dental Association: Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, IL 60611, (312) 440-4653. This is a specialized accrediting agency recognized by the U.S. Secretary of Education.

The Emergency Medical Services Program is accredited by the Pennsylvania Department of Health, Division of EMS Services, P.O. Box 90, Harrisburg, PA 17108-0090, (717) 787-8740.

The Accounting, Accounting Technology, Business Administration, Business Management, and Legal Assisting/Paralegal Programs are accredited by the Accreditation Council for Business Schools & Programs, 11520 West 119th Street, Overland Park, KS 66213, (913)339-9356.

All curricula are approved for the training of veterans in accordance with federal laws governing veterans’ education benefits.

The College is authorized under federal law to enroll non-immigrant alien students.
Adjunct Faculty Roles, Rights and Responsibilities
Becoming an LCCC Adjunct Faculty – Application and Hiring Process

To apply for an adjunct teaching position, a letter of interest and copy of your resume should be sent to the department chairperson for the department you wish to teach in. You may also send a copy to the appropriate dean, the provost and vice president for academic affairs, and/or the Human Resources Office. You will be contacted by the department chairperson if an adjunct teaching position is available. Your department chairperson will review academic and logistical information with you and will review with you the documentation you will need to submit to be hired (see below). You will also be required to attend a New Adjunct Orientation Session.

Credentials

The College requires all employees to complete and submit the following documents:

- I-9 Employment Eligibility Verification (Complete the I-9 and attach copies of one document from List A or one document form List B and one from list C. Refer to the back of I-9 for instructions.)
- Employment Application
- Certificate of Residence
- W-4 Tax Withholding
- Disclosure and Release of Information Authorization
- EEO/IPED Data Form
- Fluency in English Law Form
- Emergency Information
- Local Services Tax-Exemption Certificate
- 403 (b) Supplemental Retirement Memorandum
- Return to Service Memorandum

Nursing and Health Science Faculty must submit additional documents such as

- PA Child Abuse History Clearance
- CareWorks Service Check List

For a current list and forms go to http://portal.luzerne.edu/forms/AdjunctEmploymentPacket1-2011.pdf.

Transcripts

Official college transcripts must be forwarded to the Human Resources Office for your employment file as soon as you are hired to teach. Unofficial copies of transcripts are not acceptable. Transcripts must be forwarded from the college or university attended directly to the Human Resources Office at Luzerne County Community College.

Submission of Transcripts and Credentials

Credential documents must be completed and returned to your department chairperson prior to the start of the first semester taught. Transcripts must be forwarded to the Human Resources Office as soon as you are hired to teach. Under special circumstances, a new adjunct may be allowed to teach before submitting all required documentation. HOWEVER, adjunct faculty who do not submit all necessary credential and transcript documentation by the end of the first semester taught will not be eligible to teach in subsequent semesters. Questions should be directed to the Human Resources Office at 570-740-0235 (1-800-377-5222, ext. 7235).

Adjunct faculty who have not taught for two years must update their paperwork before teaching.
**Employment Records Maintenance**

The College's Human Resources Office should be notified of changes in the following: name; address and telephone number; marital status and number of dependents for withholding tax purposes; and contact persons for emergency situations.

**Remuneration**

Before you can get paid, your credentials must be complete and up-to-date in both the Human Resources and Payroll Offices.

The listing of pay dates for each semester is distributed via broadcast message or can be obtained from your department chair prior to the start of each semester. Paychecks will be disseminated by mail according to the date established for each semester.

Questions regarding pay should be directed to your department chair. If the department chair cannot answer your question, he/she will direct you to the appropriate staff in the Academic Affairs or Comptroller/Business Office. The payroll office may be reached at 570-740-0375 (1-800-377-5222, ext. 7375). The Director of Curriculum/Program Development may be reached at 570-740-0398 (1-800-377-5222, ext. 7398).

**Adjunct Orientation/In-service**

Adjunct Faculty are required to attend one adjunct in-service program during the academic year in which they teach. First-time adjuncts will attend an orientation session prior to the start of their first semester. In-service dates are available on the Academic Calendar located on the Staff Intranet, on the Staff Development page of the Staff Intranet, and at www.luzerne.edu under “Academics.”

Additional professional development activities are available during the semester. Information is distributed via broadcast message. Adjunct faculty are encouraged to attend any professional development activities available at the College.

**Teaching Requirements and Guidelines**

**Faculty Attendance**

Classes are scheduled in accordance with the requirements specified by the State Department of Education. All faculty are expected to fulfill their obligations by following the Academic Calendar and holding class for the entire class period. Any deviation from the time or place of a class meeting should be requested in advance and approved by the Provost/Vice President of Academic Affairs (740-0422 or 1-800-377-5222, ext. 7422). If a room change is required, a request should be made through the Director of Master Schedule (740-0490 or 1-800-377-5222, ext. 7490) for main campus, the Off-Campus Programs Program Specialist (740-0482 or 1-800-377-5222, ext. 7482) for non-dedicated, off-campus sites, and the Center Director (various) for dedicated sites. (See Appendix VI for contact information for Center Directors.)

It is your responsibility to fulfill the class time requirement which has been established by the State Board of Education in the Commonwealth of Pennsylvania mandating 750 minutes of
instruction for each lecture hour and 1,500 minutes for each laboratory hour assigned. Instructors found disregarding this mandate may be subject to dismissal.

**Classroom Location**
Your department chair can tell you where your classroom is on main campus. For off campus non-dedicated sites, contact the off campus programs program specialist or the off campus advisor (see Appendix VI for contact information) for your site; dedicated centers, contact the center director.

If the room is unsuitable for your teaching needs, discuss your concerns with the department chair, center director or off campus advisor.

Do not change classrooms without notifying the appropriate staff member as listed in previous paragraph.

**Course Syllabus/Course Outline**
The Pennsylvania State Department of Education has established required contents of course syllabi that must be distributed to all students in every section of a course. The College has developed a required format that meets PDE regulations. All academic departments have developed standard syllabi for all courses in the required format. Standard course syllabi may be obtained from your department chair or the Academic Affairs Office (740-0379 or 740-0398 OR 1-800-377-5222, ext. 379 or ext. 398). You may not modify the course description, goals or student learning objectives or outcomes on the standard course syllabus or any other information included in the standard syllabus. However, you must add your contact information and any of the following not included or prescribed in your standard course syllabus: class policies (ex: attendance, plagiarism, cell phone usage), sequence of topics, assessment methods, grading policy, and the textbook to be used. Questions about the course syllabus should be directed to your department chair. More information about course syllabi and a sample standard syllabus may be found in Appendix II.

Faculty must also provide students with a course outline for every section taught. The course outline provides students with a schedule of the sequence of topics to be taught each class meeting and can include what the learning objective is for the class meeting, and what if any assignments are required for the class meeting.

A copy of the syllabus and course outline must be provided to the department chair before the start of the semester, and must be provided to all students in the section the first week of the semester.

**Assessment Methods**
The instructor must provide information on how the student’s grade will be calculated in the Course Syllabus. It is important for instructors to provide a time for students to ask questions regarding their grades, or their progress, in general, in a course. Providing time for such dialogue may prevent misunderstandings that sometimes occur at the end of a semester when it is too late to correct a situation.

The standard syllabus for the course lists appropriate methods for assessing the course. Faculty may use any of the listed assessments when designing their specific section. The Course Syllabus should identify the methods to be used by the instructor as well as how they will apply to the grade.

Computer test scoring and tabulation are available by contacting 570-740-0255 (1-800-377-5222, ext. 7255).
Final semester examinations are administered according to a schedule set up by the Student Development Office. Do not deviate from this schedule unless prior arrangements have been made with the department chair and approved by the Provost/Vice President Academic Affairs. All tests or examinations must be given under the supervision of an instructor.

**Final Examinations**

Final exams must be administered during the final exam period to meet the Department of Education’s semester time requirement. Exams should be given at the time scheduled by the College. The student is required to take the final examination in each course for which he/she is registered. Final exam schedules are posted on the Student and Staff Intranets during the course of the semester. Be sure to include the final examination on your syllabus and course outline.

**Class Roster Location and Usage**

Faculty can access (and print) the most up-to-date section roster through WebAdvisor. The roster can change daily, so be sure to print the most current version before going into your class and check it throughout the semester for students who drop the course.

If you do not have access to WebAdvisor, please call the Help Desk at 740-0711 (1-800-377-5222, ext. 7711) or the Database Administrator at 740-0752 (1-800-377-5222, ext. 7752). If you have any other questions regarding your class roster, call the Registrar's Office at 740-0336 (1-800-377-5222, ext. 7336).

To access your course roster:
1. Log in to WebAdvisor account.
2. Click on “Faculty.”
3. Under “Faculty Information” select “Class Roster.”
4. Select the appropriate course title under “Section Name and Title.”

**Teaching Materials**

Adjunct faculty members should contact the department chairperson for a copy of text materials to be utilized, as well as a copy of the standard course syllabus. Your text may be accompanied by online resources. Your department chair can explain how to access these resources if available.

Many classrooms at the main and dedicated sites are equipped with “smart classroom” technology. Smart classroom technology includes the following:

1. Instructor Workstation (Computer with USB ports, monitor, speakers, power button)
2. Computer Software (Windows 7 or Windows 8 in labs; Mozilla Firefox; MS Office 2010 or MS Office 2013; Media Player; Real Player; Quick Time)
3. Epson Projector and Remote Control connected to computer

Chalk and whiteboard markers can be obtained from the Academic Affairs Office in Building 5 or from the Security Office on the main campus. At dedicated sites, adjunct faculty should contact the Administrative Office. For locations at a non-dedicated site contact the off-campus programs program specialist at 740-0482 (or 1-800-377-5222, ext. 482). Adjunct faculty are advised to take chalk and whiteboard markers to class to prevent lost class time spent looking for the writing instruments if they aren’t readily available.

It is best to arrive at class early and have all materials (copies, handouts, PowerPoint presentations) set up and ready to go so class time is not spent preparing for the lesson. You should be ready to teach at the time when class starts.
The First Class
The first class is critical in setting the mood and the environment. This is your chance to capture your students’ attention and have a successful course. For your first class, plan an activity or icebreaker that allows students to get engaged immediately and helps them relax. Remember, most students are nervous at their first class meeting as they don’t know what to expect. Make a good impression by getting to know your students by name and establishing a rapport.

During the first class: Take roll to verify that all students attending are on the section roster. Attendance should be checked during every class meeting. If there are any problems with the section roster, call the Registrar’s Office at 570-740-0336 (1-800-377-5222 ext. 7336) or e-mail at registrar@luzerne.edu. See “Class Roster Location and Usage” section below for more information.

Students should be provided a course syllabus and course outline at the first class. See “Course Syllabus/Course Outline” above for more details.

College Closing/ Delayed Start (Compressed Schedule)
When it is necessary to close the College, the announcement is made through the regular college communication channels (broadcast message; monitors; Web page) and is announced over the local broadcasting stations. You can also call the snow cancellation line (740-0314 or 1-800-377-5222 ext. 7314) to check for any delays or closings and sign up to receive text alerts by going to SMS/E-Mail Alerts on the Staff Intranet. At times the College may close/cancel classes at an individual site(s) rather than the whole College, so it is important to read the closing/delay alerts carefully. If an off-campus non-dedicated site closes for any reason, LCCC classes scheduled at that location will be canceled as well.

The College Calendar may be consulted for closings due to holidays. The current college catalog is available at the LCCC website (http://portal.luzerne.edu/calendar/). The College may reschedule cancelled classes as noted on the College Calendar.

Occasionally the weather will necessitate a delay in the start of classes. Delays are announced through the same communication channels as closings.

In the event of a delayed opening, the College will follow a compressed schedule. Different compressed schedules exist for the main and dedicated sites. Copies of each may be found at http://www.luzerne.edu/cs-mwf.jsp.

Academic Calendar
The College Calendar is available at http://portal.luzerne.edu/acadcalendar/.

Distance Learning
LCCC’s Distance Learning program offers learners alternative ways to reach their personal and professional goals. Distance Learning courses are ideal for people who have a full-time job or other commitments, whose schedules do not allow for attendance in the traditional classroom setting. Several programs can be completed in total through online courses.

To be successful in Distance Learning the student needs drive and determination. At Luzerne County Community College, our mission is to connect learners of all ages to the resources of Distance Learning by promoting and supporting the connection between learning and life. For additional information relative to class schedules and student services provided to online
students, please log onto the Distance Learning Web site at www.luzerne.edu/distanceeducation or phone us at 1-800-377-5222 ext 352.

Any individual who has advanced degrees and is interested in teaching online is urged to contact his/her department chair or Academic Affairs at the College. Further information regarding degree requirements and training will be provided.

**Services and Support for Adjunct Faculty**

**Typing and Duplication Services**

Department chairs will provide the name and extension of the faculty secretary who is available to assist both on and off campus instructors in the typing and duplication of tests and related course material. Adjunct faculty should provide adequate time for materials to be prepared before the date for which they are needed. If the instructor wishes to type and duplicate his or her own materials, the department chairperson will direct the instructor to the appropriate person for supplies and equipment.

**Adjunct Faculty Office**

Adjunct Faculty Offices are available on the Main Campus in Building 11, Room 319 in Building 3 for Social Science and History adjuncts, and Room 321 in Building 3 for Math and Science adjuncts. Computers, printers, copier and supplies are available.

**Messages and Mail**

The College communicates with faculty by email. Adjunct faculty are required to obtain and use a College email address. General information is distributed daily at 10:00 am and 2:00 pm by Broadcast emails. Academic Departments, the Registrar’s Office and Academic Affairs send information by email and broadcast message to faculty throughout the semester.

Some departments and Dedicated Centers have mailboxes/drop-off boxes available – please see your department chair or center director for more information.

**Make-up Exams**

If you have a student who needs to take a make-up exam, you can send the exam to the Student Support Services department (located in the Campus Center) and they will hold it in a folder with your name on it in a filing cabinet. Then you can direct the student to go to the Student Support Services area (also known as the Learning Center) to take the exam. When the student completes the exam, the Student Support Services staff will place the exam back in the folder in the filing cabinet, and you can retrieve it from there.

**Fitness Center**

Membership for the LCCC Fitness Center is provided as a benefit to LCCC students, faculty, staff and retirees. Guest Cards are available under certain conditions. Guest Card distribution must be authorized by the Director of Student Life and Athletics (570-740-0429 or 1-800-377-5222 ext. 7429) or the Physical Education Department Chair (570-740-0566 or 1-800-377-5222 ext. 7566) or their designee.
**Tuition Waiver**

Adjunct faculty members teaching a minimum of 3 credit hours per academic year will be granted free tuition for the employee only during that academic year of employment for courses pursued for credit or audit offered by the College. All fees charged by the College shall not be considered tuition. There is no limit to the number of credits for which adjunct faculty will be granted free tuition.

**Parking**

**Main Campus – Day, Evening, Weekend:** Adjunct faculty must register their vehicle with the Security Office (at 570-740-0304 or 1-800-377-5222 ext. 7304) to park anywhere on Main Campus. Maps of the Main Campus may be obtained at the security office in Building 1 and identify parking lots available to adjunct faculty.

**Berwick:** The Berwick Center does not provide parking for adjuncts. The municipal parking lot is not metered. It is open to free parking except where marked "Reserved". The downtown Berwick area has 2-hour parking restrictions where marked. Otherwise there are no parking meters to plug.

**Corporate Learning Center:** Parking is available at the following locations:
1. Park & Lock North (Next to Ramada) North Main St. (.60 cents an hour)
2. Ramada Parking Lot, North Main Street (NO CHARGE AFTER 6:00PM)
3. Boscov’s, South Franklin Street, (.75 cents an hour)
4. Public Square (Free After 6:00 PM)
5. M&T Bank, Frazier Lane
6. C&K Parking Lot, South Franklin Street ($3.00 nightly)

*PARK AT YOUR OWN RISK

**Hazleton:** The Hazleton Center does not provide parking for adjuncts. For more information, see the Center Director.

**Northumberland:** Parking is available in the Career Center Building lot or on the street, though parking in residential areas is discouraged. Daytime instructors may have a free parking pass for the auxiliary lot on Water Street behind Rite Aid. Please see the Center Director.
Academic Policies and Procedures
Class Roster

AFTER THE START OF THE SEMESTER: If a student's name is NOT on your Section Roster on WebAdvisor, and the student IS attending your class, please send an e-mail to lnovitski@luzerne.edu with the student's name and ID. Also, please have the student report to or call the Registrar's Office to get registered for the class.

Please inform your class that in order to drop a course it is necessary to report to or call the Registrar's Office. If a student stops attending class but does not complete the Drop/Add form, he/she will remain on your class roster and therefore at the end of the semester will require a grade. (In that case the student should receive a grade of "F" rather than a "W.") This procedure applies to a change of section as well as a change of course.

The deadlines for dropping classes or withdrawing are listed in the Academic Calendar which can be found on both the Staff and Student Intranets.

Questions should be directed to the Registrar’s Office at 740-0336, 740-0338, or 740-0702 (or 1-800-377-5222, extensions 7336, 7338 or 7702).

Attendance Verification

The College’s Financial Aid Office must be aware of students who have never attended class by a given date for the purpose of financial aid processing. Instructors are reminded to keep accurate attendance records. Attendance in an online course must be verified through active, engaged participation, such as submission of an assignment; completion of a quiz or exam; participation in an interactive tutorial or computer-assisted instruction; participation in online discussion about academic matters; and/or initiating contact with the instructor to inquire about the academic subject being studied in the course. Every instructor must comply with the following procedure.

The College Registrar’s Office will send out a broadcast message notifying instructors of the dates when Attendance Verification information must be submitted. This will generally occur during the third week of classes. PLEASE NOTE: The dates will be different for the Corporate Learning Center and any other courses scheduled outside of the normal semester timeline.

To enter the attendance verification information:

1. Log in to WebAdvisor account and go to the Faculty section. [If you do not have access to WebAdvisor, contact the IT Help Desk at 1-800-377-5222 ext. 7711 (or 740-7711) or the Database Administrator at 1-800-377-5222, ext. 7752 (or 740-0752).]
2. Click on “Grading.”
3. FIRST SCREEN: Select the current semester and click “Submit.”
4. SECOND SCREEN:
   a. Under the Choose One column click on the appropriate course. (Process must be completed for all courses being taught.)
   b. In the dropdown box next to the phrase Final or Midterm/Intermediate Grading select “Midterm.”
   c. Click “Submit.”
5. THIRD SCREEN: This screen contains all students registered in this class. For each student, enter only ONE option based on his/her attendance records according to the following selections:
a. For students who ARE attending enter "NG" in the Midterm Grade column. (Do not enter an actual grade.) Nothing should be marked in this column for students who have stopped attending or never attended.

b. For students who have stopped attending, enter the date the student last attended in the Last Date of Attendance column. Nothing should be entered in this column for students who are attending or who never attended.

c. For students who have never attended, click on the box in the Never Attended column. This box should be clicked ONLY for students who never attended the class.

d. When finished, click “Submit.”

e. REMEMBER:

i. ONLY enter "NG" in the Midterm Grade column for students who ARE attending your class.

ii. Do not submit actual grades.

iii. EACH STUDENT SHOULD HAVE ONLY ONE ENTRY.

iv. Attendance in an online course must be verified through active, engaged participation.

v. Process must be completed for every course you are teaching.

For your information, the students who are marked as “never attended” and are receiving Financial Aid are removed from the classes. If they have never attended and are removed from the class, their aid will be adjusted. For this reason attendance verification must be entered correctly. Entering incorrect information can cause financial and registration problems for the student.

All questions regarding this procedure should be directed to the Registrar’s Office at 740-0336, 740-0338, or 740-0702 (or 1-800-377-5222, extensions 7336, 7338 or 7702). or by email at registrar@luzerne.edu.

**Early Alert**

If a student is experiencing academic difficulties please complete an Early Alert student referral form which can be accessed through the Staff Intranet/Faculty Tools. Early alerts should also be completed during the first two weeks of class for students who do not attend. The completed form is forwarded to the student’s counselor/advisor, who will contact the student in an attempt to identify any obstacles the student is facing and help the student address those issues to increase his/her chances of success in your class.

**Canceling or Postponing a Class**

Adjunct faculty are expected to fulfill their obligations by following the Academic Calendar and holding class for the entire class period. In the event of an emergency situation that causes you to cancel or postpone class, you must inform Academic Affairs at 570-740-0378 (1-800-377-5222, extension 378) and, if you are teaching at one of the dedicated sites, the director of your site, and also make a concerted effort to notify every student of the change in schedule. The College Intranet provides a convenient tool that will allow you to notify all students in your section by email or by text. On the Staff Intranet go to Faculty Tools. You can email all students in your section via the Student E-Mailer tool. You can text them via the Student SMS Notifications tool but only after the students have subscribed to receive the texts.
When a class is postponed, you should make every effort to make up the class. Main Campus instructors should contact the Director of Master Schedule (570-740-0490 or 1-800-377-5222 ext. 7490) to determine room availability and to reserve a room for the make-up class. Dedicated center instructors should contact the center director for room availability and to reserve a room at the center. The decision on time and day for the make-up class should be made in conjunction with the students in the section. Every attempt should be made to select a time that fits the majority of the students’ schedules. Under no circumstances should you independently select the make-up date without first verifying room availability. Also, you may not penalize students for lack of attendance at a class that was not on the original schedule.

**Instructor Evaluation**

Adjunct instructors will be evaluated at least once per academic year by students. Each evaluation will be electronically scored and tabulated. Also, a professional evaluation may be done of current adjunct faculty on a random sample basis. These tabulations will then be utilized to analyze instructor progress, in relation to the entire adjunct faculty population.

You will be notified when your student evaluation is to be conducted. The following process will take place at the main campus: You will need to assign a student to go to Academic Affairs or the Switchboard/Main Reception Area, both in Building #5, to pick up the evaluation packet. When the student returns, you will leave the room while the student distributes the evaluation form. When the class is finished completing the survey, the same student will collect the completed forms, notify you that they have been completed so you can return to the room, and return the completed forms to Academic Affairs (or the Switchboard). If you are teaching at an off-campus site, contact your site director or advisor for information on how the student evaluation will be administered.

It should be noted that the following procedural guidelines regarding instructor evaluations will be observed: Completed evaluations are reviewed by the provost or dean. Upon completion of the evaluation review, department chairs are notified of the adjunct evaluation status. Adjunct faculty identified as having negative evaluations will be notified of their deficiencies by their department chairperson. The department chairperson and the adjunct faculty member will meet to review the negative evaluation and initiate a plan of action for improvement. Adjunct faculty with negative evaluations will be reevaluated in the next semester. Adjunct faculty having a second negative evaluation may not be rehired as adjunct faculty by Luzerne County Community College.

**Adjunct Peer Mentoring Program**

The Adjunct Peer Mentoring program is a semester-long program that provides adjuncts with an opportunity to work with a full-time faculty mentor to gain valuable insight and feedback on their teaching materials and classroom management and instruction style. Adjuncts are generally selected for this program by their department chairperson. If you are interested in participating, contact your department chair.

**Academic Honesty (Plagiarism and Cheating)**

If a faculty member does not provide students with a written definition of plagiarism and cheating and penalties for committing plagiarism and for cheating, then the College policy which follows will be in effect. If relevant to your course, you should include a copy of this policy on your syllabus. Be sure to educate your students on what constitutes plagiarism and cheating.
POLICY:
Student Responsibilities: All Luzerne County Community College students must maintain honest and ethical standards in all assigned academic work. Academic work submitted or otherwise presented by students will honestly represent their personal effort to meet the requirements of the course. The LCCC Library provides assistance on how to cite sources, both in person and via the Citing Sources link of the LCCC Library Web page at http://depts.luzerne.edu/library/citing.jsp. Violations of academic honesty include but are not limited to the following:

1. **Cheating on examinations and assignments, which includes:**
   - Purchasing, selling, stealing or otherwise improperly obtaining examinations or assignments;
   - Using aids, materials or resources not authorized by the instructor when completing an examination or assignment;
   - Providing or receiving assistance not authorized by the instructor when completing an examination or an assignment;
   - Copying another person's work or presenting another person’s work as one’s own; and/or,
   - Employing any other form of deceit in completing examinations and assignments.

2. **Plagiarism or falsification of the origin of data, which includes:**
   - Failing to provide appropriate documentation for another person's original idea, words, opinion, theory, fact, statistic, graph or drawing, including oral, print, electronic, et cetera;
   - Failing to present quoted language properly, with documentation of source;
   - Copying part or all of an assignment, such as a research paper, lab report, or workbook from another person or resource, including print, electronic, et cetera, and presenting it as one’s own work;
   - Purchasing an assignment and submitting it as one’s own work;
   - Listing sources that were not consulted in the completion of the assignment; and/or,
   - Submitting previously submitted work without the approval of the instructor.

3. **and/or, Misconduct, which includes:**
   - Providing a false reason for failure to meet class requirements, including absence from class, tardiness in completing assignments, unverifiable illness, et cetera;
   - Completing an exam intended for another student, or allowing another person to pose as one in taking the exam;
   - Using electronic communications devices during class or when completing examinations or assignments without instructor authorization; and,
   - Employing or assisting another in any other form of deceit in completing course requirements.

Instructor Responsibilities: Every LCCC instructor shall:

1. Create and maintain an environment conducive to academic honesty;
2. Reference his/her own definition of plagiarism and cheating and penalties for committing plagiarism and for cheating or reference the LCCC Academic Honesty Policy in every course syllabus;
3. Uphold the "LCCC Academic Honesty Policy" in her/his own work;
4. Communicate with any student suspected of violating the policy to discuss the concerns, charge and consequences; and,
5. Upon deciding to submit a formal report, inform the appropriate supervisor about the issue, and follow the procedures as outlined under "Consequences."

Written documentation regarding offenses of plagiarism/cheating must be reported by the instructor to the President’s Office, to the instructor’s department chair and academic dean, as well as to the student. The President’s Office creates and retains a disciplinary record. The instructor bringing the charge will decide the consequences as indicated below for each case of academic dishonesty. The instructor will notify the student of the action that s/he is taking.
**Consequences** - Consequences for a formal report of a violation of academic honesty which may be imposed by the instructor include the following:

First Offense in the Course in Question – The student will receive a failure (F grade) for the individual assignment/project/examination in question.

Second Offense in the Course in Question – The student will receive a failure (F grade) for the course and will no longer be allowed to attend class for that course.

Penalties for multiple instances of cheating by a student (offense(s) in two or more classes) will be left to the discretion of the College, and such penalties may range from suspension to expulsion from school.

**Appeals** - Appeals to charges of violation of academic honesty for credit and non-credit courses must be submitted in writing to the President’s Office within five (5) working days of receipt of the charge. Appeals to the charge regarding both credit and non-credit courses are reviewed through the Academic Grievance Procedure for Credit Programs.

**Repeated Violations** - In addition to the consequences imposed by the course instructor, if a student is found to have committed an additional violation of academic honesty in a different class, s/he may be subject to immediate suspension from the College. The student will not be allowed to re-enroll without reinstatement approval from the President’s Office.

**Grading**

Faculty must enter final grades on WebAdvisor no later than 12:00 noon on the due date for grades as identified on the College Calendar. The Registrar’s office will activate the Final Grade screen in WebAdvisor no later than the first day of final exams for the semester.

The procedure for completing the WebAdvisor Grades is as follows:

1. Log in to WebAdvisor account. [If you do not have access to WebAdvisor, contact the IT Help Desk at 1-800-377-5222 ext. 7711 (or 740-7711) or the Database Administrator at 1-800-377-5222, ext. 7752 (or 740-0752).]

2. Click on “Grading.”

3. FIRST SCREEN: Select the current semester and click “Submit.”

4. SECOND SCREEN:
   a. In the dropdown box next to the phrase *Final or Midterm/Intermediate Grading* select “Final.”
   b. Under the *Choose One* column click on the appropriate course. (Process must be completed for all courses being taught.)
   c. Click “Submit.”

5. THIRD SCREEN: This screen contains all students registered in this class.
   a. Enter a grade for each student in the FINAL GRADE column.
   b. If you are issuing an "I" grade, you MUST:
      i. fill in an expiration date no later than the last day of finals of the next major (Fall/Spring) semester; and,
      ii. submit to the Registrar's Office a completed "REQUEST FOR A GRADE OF INCOMPLETE FORM". This form is available in the Registrar's Office.
   c. Once you have finished entering grades for all students in the class, click “Submit.”

**NOTE:** If a student's name does not appear in WebAdvisor, you must immediately notify the Registrar’s Office either in person in Building 5 on the main campus, by phone at 800-377-5222,
ext. 7339 (or 740-0339), or by email at registrar@luzerne.edu, so that the situation can be corrected. Any questions on the grading process should be directed to the Registrar’s Office.

Incomplete Grade Policy

All students who are officially enrolled in a course by the end of the semester must be assigned a final grade by the course instructor. A temporary (Incomplete or “I”) grade may be assigned at the discretion of the course instructor, provided the following conditions are met:

- The student cannot continue to fulfill the course requirements due to unforeseeable conditions and/or justifiable reasons;
- The student is passing the course at the time that he/she is no longer able to continue fulfilling the course requirements; and,
- The student has completed the majority of the course requirements at the time he/she has informed the instructor of his/her inability to continue to fulfill the course requirements.

Exceptions to these conditions may be made in consultation with the department chair.

The course instructor is expected to discuss with the student before issuing the “I” grade a plan for the student to fulfill the remaining course requirements and to ensure the student understands what is expected of him/her and by what date it is expected. The “I” grade may be made up no later than one major semester (Fall/Spring) following the end of the semester (Fall/Spring/Summer) for which the grade was assigned.

If the instructor agrees to issue an “I” grade, he/she must submit a completed Request for Incomplete Grade form to the Registrar’s Office in addition to submitting the grade through the end-of-semester grading process. The Request for Incomplete Grade form must document remaining course requirements that the student must fulfill to receive a permanent grade and must be signed by both the instructor and student. If the student is unable to sign the form due to extenuating circumstances, some form of written documentation (e.g., email or letter with student signature) must be attached to the Request for Incomplete Grade form signed by the instructor and submitted to the Registrar’s Office.

The course instructor must submit the student’s permanent grade to the Registrar’s Office by the end of the next major (Fall/Spring) semester following the end of the semester for which the grade was assigned; otherwise, the grade will automatically revert to a failing grade (“F”).

Grade Changes

A Request for Change of Final Grade Form may be obtained from the Registrar’s Office. It must be signed by the instructor and submitted to the Registrar’s Office.

Faculty members must complete the Request for Change of Final Grade Form once the student has completed all mandated work for any “I” grade.

Instructional Period and Breaks

Day credit courses normally meet on two days for 80 minutes/day or three days for 55 minutes/day. Courses with laboratories meet additional time as required. Evening credit courses (three credit hours) typically meet one evening per week for approximately 150 minutes. Courses with laboratories meet additional time as required.

Classes that meet for more than 100 minutes usually take a break during the middle of the class. Instructors should base their breaks on the needs and interests of the students.
Cancelled Courses
Following registration, the college reserves the right to cancel courses that do not meet minimum enrollments.

Please refer to the College Policy Manual on the Staff Intranet under Document Space/Plans, Policies and Procedures for more related policies such as the following:

- Academic Grievance Procedure
- Academic Honesty Policy
- Academic Probation Policy
- Academic Suspension-Dismissal Policy
- Anti-Discrimination & Anti-Harassment Policy
- Articulation Policy
- Cell Phone and Other Electronic Devices Student Usage
- Code of Ethics for LCCC Staff Policy
- Disciplinary Action for Students Policy
- Drug Free Communities and Drug Free Workplace Policy
- Student Disciplinary Procedure
- Early Alert Policy
- Electronic Recording in the Classroom
- Mandatory Reporting of Suspected Child Abuse or Neglect and Student Abuse Policy
- Student Attendance Policy
- Student Classroom Conduct Policy
- Student Code of Conduct Policy
- Student Rights of Privacy and Access Policy
- Students with Disabilities Policy
- Zero Tolerance for Threats, Threatening Behavior and Acts of Violence Policy
Teaching and Learning Lessons
Teaching Tips
In addition to the requirements for distribution of a course syllabus and course outline and other procedures noted above, the following points, from a variety of sources, have been identified as suggestions for successfully working with students in the classroom.

- Know and call on your students by name.
- Indicate the relationship of the present course to other courses, as well as to various major fields of study.
- Encourage personal interpretation of course material.
- Provide students with opportunities to ask questions, clarify thinking, explore ideas in depth and receive feedback from others.
- Make liberal use of questioning techniques.
- Provide the opportunity to improve grades through retests.
- Deal with academic, personal and discipline problems in private.
- Explore alternate approaches to measuring and evaluating student performance (e.g., mastery learning).
- Use positive reinforcement often.
- Base grades on diverse activities (e.g., projects, papers, class participation) instead of on test scores alone.
- Maintain a firm but friendly classroom atmosphere.
- Use a variety of instructional techniques (e.g., lectures, discussions, demonstrations, simulations, etc.).
- Allow for makeup tests.
- Estimate time needed to complete assignments and schedule them accordingly.
- Return graded tests and papers as soon as possible to your students. Quick feedback to your students is an important aspect of good teaching.

One of the most important ways to ensure success is to be prepared
- Know your subject
- Have any handouts prepared and organized
- Have your presentation prepared and organized
- Arrive early and get smart classroom ready for use if needed
- Be ready to start class on time.

Be in show business
Speaking before a class or group can provide a superb professional opportunity. Here are things to remember as you prepare. When you are teaching or making a presentation, you are really in show business. You become an actor or actress, whether you admit it or not. A teacher in the front of the classroom carries all of the responsibility and requires all of the talent of anyone on-stage or taking part in a performance.

Use Handouts: Don't just talk to your audience, give them something. If possible, prepare a one-page précis of your remarks, or an outline, and distribute it. Your audience needs good supplementary materials so they can review the subject on their own. Provide room on the handouts for notes.
Use Visualization: Get your message across by using visualizations. Use examples and analogies when presenting your material.
**Have a Learning Objective:** Each talk, each workshop, every lecture should have an explicit objective and you should identify ahead of time a way to measure student learning of that objective.

**Have Fun:** Show enthusiasm, excitement and energy. Transmit that energy.

**Be Attentive**
Instructors must care whether students attend class and are involved in the learning process. The instructor must articulate this expectation to all students. Not expecting much from your students is devastating. Teachers significantly affect student performance by both verbally and nonverbally acting out their personal expectations of each student's ability.

**The Learning Curve**
People can only absorb so much information. Different times of the day require different techniques to hold the audience’s attention and increase the learning of the participants.

Eight o'clock in the morning to noon is when people seem to be the most responsive, learn more quickly, and retain information better. After lunch and in the afternoon, the ratio of learning and responsiveness drops, and it drops even more in the evening. For afternoon and evening programs, you should consider using interactive type activities, hands-on projects, group discussion, role-playing and frequent class breaks.

Nonstop dissemination of new or heavy material can overdose the mind. Participants are listening - not learning. This overdose is especially true in evening classes.

**Remember:** Tell them and they will retain 28%.

Tell them and show them and they will retain 61%.

Involve them and they will retain 94%

**Classroom Dynamics**
The configuration of the chairs and desks can be an effective tool to assist your teaching. Just because the chairs are in neat rows doesn't mean they facilitate learning better. The layout and setup of a room can enhance the mood, climate and learning environment. Let us look at various room configurations with their advantages and disadvantages.

1. Classroom or lecture style: Classroom style refers to seating that has tables and chairs or desks in rows facing the front where the instructor is teaching. The classroom configuration elicits more "classroom" type response. Do you want this? Interaction with people is confined to groups of two or three, etc. It is not easy to turn around and interact with other people.

2. Tables or chairs in a "U" or circle. The instructor can move within the U shape or can work at the front of the room at will. The setup gives a feeling of close contact and intimacy. It is great for interaction and a good style for skill acquisition because everyone is able to see clearly what you are demonstrating or teaching.

3. You may not have the choice of seating that best fits the needs of your class. Work with your department chair to brainstorm approaches to minimize these and other barriers to communication and effective teaching.
Academic and Learning Support Services
**Student Support Services**

Student Support Services, including the learning labs, is located on the lower level of the Campus Center. Call 570-740-0406 or 1-800-377-5222, ext. 7406 for information or to arrange services.

Fall and Spring Semester Hours of Operation are Monday to Thursday 8:00 am to 8:00 pm; Friday 8:00 am to 5:00 pm; and Saturday hours by appointment. Summer Hours of Operation are Monday to Friday 8:00 am to 5:00 pm and evening hours by appointment.

Student Support Services provides:
- Special Programs for enrolled college students including ACT 101 and Perkins;
- Tutorial services (one-to-one, small group, Extended Time Group sessions);
- Counseling services (academic, personal, and career counseling);
- Placement testing;
- Seminars on skills (study skills development including note taking, test taking, outlining, time management etc.);
- Services for special needs students;
- Four learning Laboratories equipped with computers and staffed by professionals;
- Make-up test administration;

**Students with Disabilities**

Students with disabilities will bring accommodation forms to you personally. This gives them some responsibility for and ownership in the process. It also greatly simplifies the notification process. The forms are individualized for each student. Each student is asked to speak with you personally to arrange accommodations. Specialized accommodations are arranged by Student Support Services. Questions should be directed to the Counselor of Accessibility Services at 740-0397 or 1-800-377-5222, ext. 7397.

**Counseling/Advising Services**

Counseling/advising services are available to all students. Students desiring help in determining their educational goals should contact the Counseling/Advising Office at 570-740-0453 (1-800-377-5222, ext. 7453), the Main Campus Evening Administrator/Advisor at 570-740-0567 (1-800-377-5222, ext. 7567) or the Off Campus Advisor (see Appendix VI for contact information).

An off campus advisor is assigned to off campus sites on particular evenings. For information on off campus advising, contact Off Campus Programs at 570-740-0482 (1-800-377-5222, ext. 7482).

**Veteran Services**

Students in need of information concerning Veteran’s Affairs should contact the Veterans Affairs Counselor at 570-740-0401 or 1-800-377-5222, ext. 7401. Luzerne County Community College is approved for the education and training of veterans of the Armed Services.

First-time Veterans enrolling at Luzerne County Community College should be referred to the Office of Veterans Affairs, Building 5, Room 521, for VA Forms 22-1990, Application for Program of Education or Training. The VA to establish eligibility and authorize payment of educational benefits while the veteran is attending the college uses this.

You may also inform your veteran students of the LCCC Veterans Club (see http://www.luzerne.edu/studentlife/activities/ for more information).
TACKLE

Total Academic Credit for Knowledge from Life Experience, the TACKLE Program, provides an opportunity for prospective students to have knowledge acquired outside the traditional academic environment assessed for college credit. Detailed information regarding this program may be obtained by contacting Academic Affairs, Building #5, at (570-740-0382 or 1-800-377-5222, ext. 7382).

CLEP

The College-Level Examination Program (CLEP) is a national program run by The College Board (www.collegeboard.com) through which students may earn college credit for knowledge acquired through independent study, prior course work, on-the-job training, professional development, cultural pursuits, or internships. Students are eligible to earn up to 12 credits through CLEP at Luzerne County Community College. The CLEP program at LCCC is administered through the Career Services Office at 570-740-0456 or 1-800-377-5222, ext. 7456.

Developmental Courses

Developmental courses are required of students whose academic background, as indicated by academic records and the college’s placement tests, is not adequate to meet the standards of certain college-level courses. Developmental courses are offered in the areas of Reading, Writing, Pre-technical Mathematics, Pre-technical Orientation, Arithmetic, Algebra, and Science. The program is described in greater depth in the College Catalog. Instructors who feel that students would benefit from instruction in the areas named should refer them to Student Support Services in the Campus Center.

Library

The library, centrally located in Building 6 of the main campus in Nanticoke, supports the objectives of the college by providing resources and services to meet the information needs of LCCC students, faculty, staff, alumni, as well as the residents of Luzerne County. With over 60,000 books, approximately 200 print periodical subscriptions, over 33,000 audiovisual items, 11,000 microforms, and direct access to over thirty research databases and the Internet, students and faculty should be able to access all the information resources they need. In the library, there are over sixty seats available for quiet study and two group study rooms for projects. Students have access to the many computers in the library; some are reserved for only research while others have both research capabilities and Microsoft Office applications such as Word, Excel, and PowerPoint. A photocopier and three microform-reader printers are available for use at a charge of ten cents per copy. Library users may use audiovisual materials in Room 601. The library is also accessible to people with disabilities.

The library hours of operation during the Fall and Spring semesters are: Monday–Thursday, 8:00 a.m. to 8:00 p.m., Friday 8:00 a.m. to 5:00 p.m., and closed on Saturdays and Sundays. During the summer sessions and holidays, the library hours vary, with the changes made public through signage and the library Web site.

Adjunct Faculty may schedule Information Literacy classes which are conducted in the library’s Bibliographic Instruction Classroom by one of the professional librarians. Please contact the Director of Learning Resources at 570-740-0420 (1-800-377-5222, ext. 7420) to schedule an Information Literacy session. Additionally, librarians are always available at the Reference Desk to help students and faculty in the use of reference sources, research databases,
the Internet, and the library online catalog. The librarians will help students become information
literate, which includes learning how to find, evaluate, and use information.

Adjunct Faculty may borrow books or obtain copies of articles via the library’s Inter-Library
Loan service when the requested items are not owned by the LCCC library. Please call the
Reference Librarian at 570-740-0424 or 1-800-377-5222 ext. 7424 for assistance.

Adjunct Faculty may place books, articles, and audiovisual materials on reserve for students
to use. The faculty member is responsible for making sure that the reserve library materials are
available at the library’s Circulation Desk, either because the library already owns the materials
or by bringing the materials to the library (e.g., copies of articles). Contact the staff at the
Circulation Desk for more information at 570-740-0415 or 1-800-377-5222 ext. 7415. Students
should be encouraged to obtain a library card so they can obtain reserve materials, as well as
check out library books. Additionally, students should be encouraged to return all reserve
materials in a timely manner, so that other students can use them.

Adjunct Faculty may access the library Web site, http://depts.luzerne.edu/library/, for
complete information about the library, as well as direct off-campus access to the library’s
databases. The research databases include Academic Search Elite, Biographies Plus, Business
Source Elite, CQ Researcher, Encyclopedia Britannica Online, ERIC, JSTOR, Lexis-Nexis
Academic, Literature Online, Opposing Viewpoints Resource Center, Nursing & Allied Health
Source, and Science Direct. Call the Electronic Resource Librarian at 570-740-0415 or 1-800-
377-5222 ext. 7415 for assistance in using the library’s website.

**Career Services**
The Career Services Office offers a variety of resources and tools to help students choose a
major, plan your career, or find employment.
General College Services
**Safety and Security**

Main campus security may be reached at 570-740-0304 (1-800-377-5222, ext. 7304) at any time. Main campus security is also available by cell phone at 570-239-0128. A contracted security service is present in the evening at each of the dedicated off-campus sites (Berwick, Hazleton, Kulpmont, Shamokin and Wilkes Barre).

**Main Campus**

If serious injury or illness occurs on campus, immediately dial 911. Give your name, describe the nature and severity of the medical problem, and the campus location of the victim; then inform Campus Security. Campus Security will respond to the scene and assist until EMS arrives.

In case of minor injury or illness, contact Campus Security. Campus Security will respond to the scene and render assistance and notify Luzerne County 911 to summon an ambulance, if necessary.

**Off-Campus Dedicated Sites**

If serious injury or illness occurs, immediately dial 911. Give your name, describe the nature and severity of the medical problem, and the location of the victim; then inform Center staff or the on-duty security officer.

In case of minor injury or illness, contact the on-duty security officer or the Center Administrator, who will respond to the scene and render assistance and notify Luzerne County 911, if necessary.

**Off-Campus Non-Dedicated Sites**

If injury or illness occurs, dial 911. Give your name, describe the nature and severity of the medical problem, and the location of the victim; then inform main campus security.

**Information Desk Hours**

The hours of operation for the information desk (located in Building 5 Lobby) are as follows:

- Monday 7:30 a.m. to 7:00 p.m.
- Tuesday 7:30 a.m. to 7:00 p.m.
- Wednesday 7:30 a.m. to 7:00 p.m.
- Thursday 7:30 a.m. to 7:00 p.m.
- Friday 7:30 a.m. to 5:00 p.m.

Call Toll Free (1-800-377-5222) or (740-0200) or (740-0300) ext. 0.

**Business Hours**

**Main Campus**: Full services are available Monday through Friday 8:00 a.m. to 5:00 p.m. The Evening Administrator/Advisor is available Monday through Thursday from 3:00 to 7:30 p.m. and may be reached by calling 570-740-0567.

**Berwick**: Full services are available Monday through Thursday 8:00 a.m. to the close of evening classes, and Friday 8:00 a.m. to 4:00 p.m.

**Hazleton**: Full services are available Monday through Thursday: 8:00 a.m. to 5:00 p.m., Friday 9:00 a.m. to 4:00 p.m. Evening services are available on Monday through Thursday 5:00 to 9:00 p.m. when classes are in session.
Northumberland: Full services are available Monday - Thursday 8:00 a.m. to 9:00 p.m. when classes are in session, some evening hours during breaks. Fridays 8:00 a.m. to 4:00 p.m.

Wilkes Barre Corporate Learning Center: Full Services are available Monday to Thursday: 9:00 a.m. to 5:30 p.m. and Friday: 8:00 a.m. to 4:00 p.m. Evening services are available on Monday through Thursday 5:30 to 9:00 p.m. when classes are in session.

**Information Technology**
Contact the Help Desk at 570-740-0711 with questions related to information technology. Additional Information Technology contact information is available at http://portal.luzerne.edu/includes/it_contacts.htm.

**Food Services**
Main Campus: A cafeteria is located in the Campus Center. Hours of operation are Monday to Thursday from 7:30 a.m. to 3:00 p.m. and Friday from 7:30 a.m. to 2:00 p.m. Vending machines with snacks and drinks are located throughout campus.
- Berwick: Vending machines with snacks and drinks are available.
- Corporate Learning Center: Vending machines w/ snacks and drinks in the 2nd floor lounge.
- Hazleton: Vending machines with snacks and drinks in the 2nd floor lounge.
- Northumberland: Vending machines with snacks and drinks on the 1st floor.

**College Bookstore**
The bookstore is located in the Campus Center. Hours of operation are as follows:
- Monday 8:00 a.m. to 5:00 p.m.
- Tuesday 8:00 a.m. to 7:00 p.m.
- Wednesday 8:00 a.m. to 5:00 p.m.
- Thursday 8:00 a.m. to 5:00 p.m.
- Friday 8:00 a.m. to 4:00 p.m.
Each semester, the Bookstore has extended hours for the week of registration and the first week of classes. Questions regarding the bookstore may be directed to the director at 570-740-0435 (1-800-377-5222, ext. 7435). Please visit the website at http://bookstore.luzerne.edu for dates and times of extended hours, information on textbooks, and the buyback and the return policy.

**Classrooms**
Most classrooms are opened prior to their being used. If, for some reason, your main campus classroom is not open, contact the information desk (Dial 0). After class, straighten the room, leaving it as it was found, turn off the lights, and close the door. Keys are not usually issued to adjunct instructors unless unusual circumstances exist. Off campus classrooms will be locked by maintenance personnel at each location.

**Student Organizations and Activities**
Active participation in student government and other student activities is an important part of the student’s total educational experiences. These activities foster independent and creative thought and help to develop initiative, responsibility, leadership, poise and loyalty to the College.

Students are encouraged to plan and organize their own programs. Faculty members who have special interest in a particular type of group activity are available as advisors and consultants. The Director of Student Life and Athletics will have general supervision over all activities and clubs. New clubs and organizations may obtain charters through the Student
Government Association. For a complete list of active student clubs and organizations, go to http://www.luzerne.edu/studentlife/activities/.

**Alumni Association**
Established in 1975, the Alumni Association was formed to inspire a continuing interest in LCCC after graduation. Any former student who has completed 15 or more credits and/or has graduated from LCCC is an alumnus. The Alumni Association is guided by a full-time Office of Alumni Affairs, located in the Campus Center. Please contact the Director of Alumni Relations at 570-740-0734 (1-800-377-5222, ext. 7734) for more information.

**Financial Aid for Students**
The College offers financial aid services for students at the main campus and dedicated sites. Students with questions on financial aid should be directed to the Financial Aid Office on the main campus in Building #5, 570-740-0389 (1-800-377-5222, ext. 7389).

Scholarships are also available for students to assist with funding their education. Encourage your students to apply for a scholarship by calling the Institutional Advancement Office at 570-740-0735 or 1-800-377-5222, ext. 7735 or going online at http://www.luzerne.edu/foundation/scholarships.jsp.
College-wide Policy Statements
Below are several college-wide policies relevant to Adjunct Faculty. To view all College policies, go to Document Space on the Staff Intranet and click on “Electronic LCCC Policy Manual” and then click on “Visit our Public Site.”

**Anti-Discrimination and Anti-Harassment**

Luzerne County Community College is committed to a work and academic environment in which all individuals are treated with respect and dignity. Each individual has the right to work and study in a professional atmosphere that promotes equal employment and educational opportunities and prohibits discriminatory practices, including harassment. Therefore, the College expects that all relationships among persons at the College will be professional and free of bias, prejudice and harassment.

It is the policy of the College to ensure equal employment and academic opportunity without discrimination or harassment on the basis of race, color, religion, sex, age, disability, national origin, or any other characteristic protected by law. No employee, student, vendor, visitor to the College or any other individual, either male or female, is expected to have to endure insulting, degrading or exploitative sexual treatment, or any other type of discrimination, by other employees, supervisors, other students, or non-employees present in the workplace. The College therefore prohibits any form of discrimination, including sexual harassment, as well as any retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports.

**Sexual Harassment**

The College is committed to (1) assuring that no employee’s job, continued employment, evaluation, promotion or other aspect of career development will be dependent upon a favorable response to sexual advances or demands; (2) assuring that no student’s status, grade, or other aspect of his/her education, will be dependent upon a favorable response to sexual advances or demands; (3) providing a means of resolving what is considered by the employee or student to be sexual harassment; and (4) taking prompt and appropriate action to correct any such situations.

Sexual harassment constitutes discrimination and is illegal under federal, state, and local laws. It is defined as unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal and/or physical conduct of a sexual nature that is unwelcome, personally offensive, lowers morale and, therefore, interferes with work or academic effectiveness. It also includes conduct that is not overtly sexual but is directed to an employee or student because of his or her gender. It generally refers to situations in which one or more of the following are present (this list is not all-inclusive): (1) submission to such conduct is made an implicit or explicit term or condition of one’s employment or academic status; (2) submission or rejection of such conduct is used as a basis for employment or academic assessment decisions; and (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive work environment.

For a complete copy of the policy and procedure, go to the Staff Intranet under Document Space/Plans, Policies and Procedures. The Discrimination Complaint Procedure is also included in Appendix III.
**Smoking Policy**
Smoking is *not* permitted in any building either on or off-campus and is limited to Designated Smoking Areas.

**Student Rights to Privacy and Access Policy**
The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Luzerne County Community College complies with FERPA in the management of student education records by restricting the release of and access to those records.

Students have the right to inspect and review their education records in accordance with the Student Access to Education Records Procedure. Students may request that a record be amended if they believe information contained within their records is inaccurate or misleading. The decision to amend records is made by the Director of Enrollment Management. Students have the right to appeal decisions. Appeals will be reviewed and final decisions made by a committee consisting of a representative from Student Development, Academic Affairs and a faculty member. The committee will make its decision within fifteen business days. The decision of the committee will be final.

The College will not release information from a student’s record (with the exception of directory information as explained below) unless given prior consent in writing by the student, with the following exceptions: 1) requests by College officials other than those charged with safeguarding the information when review of the record is required for the requestor to fulfill his or her professional responsibilities; 2) requests by parents of dependent students; 3) requests by accrediting organizations; 4) requests by appropriate federal, state and local authorities; 5) requests made for the purpose of health or safety emergencies; and 6) in response to subpoena or court order.

The College may disclose directory information without student consent. However, students may prevent the release of directory information by submitting a request in writing in accordance with the Student Education Records and Directory Information Access, Revisions and Release Limitations Request Procedure. The College does not promote the release of “directory information” but may do so in conducting college business.

Student directory information includes the following information:

- Student name, address, telephone listing
- E-mail address
- Date of birth
- Major field of study at LCCC
- Participation in official recognized activities/sports
- Dates of attendance at LCCC
- Degree and awards received
- Photographs
- Education institution most recently attended
- Full or part-time enrollment status
- Academic level (i.e. Freshman or Sophomore)

Students have the right to file a complaint concerning alleged failure by the College to comply with FERPA regulations and/or this policy in accordance with the Student Education Records and Directory Information Access, Revisions and Release Limitations Request Procedure.

Any further questions should be directed to the Registrar’s Office (570-740-0336 or 1-800-377-5222, ext. 7336).
**Right-To-Know Open Records Policy**

Luzerne County Community College will follow the Pennsylvania Right-To-Know Law (Act 3 of 2008, as signed by Gov. Edward G. Rendell on February 14, 2008, effective January 1, 2009) regarding public access to a record or an agency’s written notice to a requester granting, denying or partially granting and partially denying access to a record and for insuring a prompt response to a request when appropriate.

**Drug Free Communities and Drug Free Workplace**

Luzerne County Community College is committed to the education and development of our students, staff and local community regarding the use and abuse of illicit drugs and alcohol. With abuse at epidemic proportions in our communities, the federal government implemented the Drug-Free Workplace Act of 1988, and the Drug-Free Schools and Communities Act Amendments of 1989 which require implementation of certain regulations in workplaces and educational institutions that receive federal grant monies.

The following information is critical to the ongoing efforts at Luzerne County Community College to rid our community of drug and alcohol abuse. The College encourages every employee and student to read the following materials very carefully, keeping in mind that the College is committed to helping its employees and students confront drug and alcohol abuse, while implementing stringent enforcement of federal, state, and local laws together with College policy in combating such conduct.

The College prohibits the unlawful possession, use, distribution, dispensation and/or manufacture of any controlled substance on campus and/or in facilities being used for educational programs and/or college-sponsored activities. Likewise, all students and employees must adhere to the laws of the Commonwealth of Pennsylvania with respect to the possession and consumption of alcohol. The consumption or possession of alcoholic beverages on or about the campus at any time is prohibited (with limited exceptions), as is being under the influence of alcohol during any part of the employee work day or in students’ educationally-related activities. The specific exceptions for permitted alcohol usage relate to the following circumstances:

Educational Purposes: alcohol may be used in the classroom for educational purposes and with the express written consent of the Provost/Vice President of Academic Affairs and the College President. Additionally, consent will not be given for such use unless the course description reflects alcohol usage for educational purpose prior to the beginning of the semester; and

Special Circumstances: alcohol may be used for special circumstances with the written consent of the College President. A request must be made in writing at least one (1) month prior to the event. Determinations of special circumstance will be made by the President on a case-by-case basis, with a specific reservation of right to deny any request. Where a determination has been made by the President that special circumstances do exist, alcohol consumption shall still be governed by all regulations and laws related to alcohol consumption.

**DRUG FREE WORKPLACE ACT**

As a precondition for receiving federally funded grants or contracts, the College must certify that it demands and provides for the implementation of a drug free workplace. In that vein, the College must insure that its workforce is notified of College policy regarding the prohibition of drug and alcohol abuse on campus, and establish a drug-free awareness program.

Additionally, the Act requires all College employees who are paid from federally funded grants or contracts to notify the College (supervisor and Human Resources Office) of any criminal drug conviction for a violation occurring at the College no later than five (5) days following the conviction. Within ten (10) days of receipt of this notice, the Act requires that the College advise appropriate government agencies of any such conviction. Within thirty (30) days of receiving such notice, the College will take
appropriate action with respect to said employee, ranging from mandatory participation in a rehabilitation treatment program up to and including termination of employment. If employment is governed by a collective bargaining agreement, the terms and conditions of that agreement will govern any and all disciplinary action imposed.

If the College fails to follow the mandates of the Act, it risks loss of eligibility for federal grant monies.

**DRUG FREE SCHOOLS AND COMMUNITIES ACT**

The U.S. Department of Education has also issued regulations implementing the Drug Free Schools and Communities Act Amendments of 1989. These regulations require the College to annually distribute the College's drug and alcohol policy to employees and students alike, with a summary of sanctions that could be imposed for violation(s) of federal, state and local laws, together with College policy.

**Legal Sanctions**

The legal ramifications of the unlawful use of alcohol and/or controlled substances can be serious and varied, depending on the circumstances. Convictions for many offenses can have long-lasting effects on an individual's education and employment opportunities together with many consumer-related actions.

The following is a listing of the most common alcohol and drug related violations, together with the related penalties. For a more detailed description of these offenses, the appropriate federal, state and local criminal laws should be reviewed and legal counsel should be consulted.

**Alcohol** - In the Commonwealth of Pennsylvania, the PA Crimes Code and the PA Liquor Code govern the consumption, distribution and sale of alcohol.

- A person less than 21 years of age commits a summary offense if he or she attempts to purchase, consume, possess or knowingly and intentionally transports any liquor or malt or brewed beverage. Violations are punishable by fines and suspension/loss of driving privileges.
- Misrepresentation of age to purchase alcohol is a violation of law, and violations are punishable by fines and suspension/loss of driving privileges.
- Altering, selling or manufacturing false identification is a violation of law, and violations are punishable by fines and suspension/loss of driving privileges.
- Selling or furnishing alcoholic beverages to those under 21 is considered a misdemeanor and is subject to a mandatory fine of not less than $1000 for the first offense and $2500 for each subsequent violation.
- It is a crime to drive or operate any vehicle under the influence of alcohol (or any controlled substance or drug). Penalties for violations include fines, loss/suspension of driving privileges, participation in and completion of counseling programs and could include imprisonment.
- The sale of alcohol without a license and/or the purchase of alcohol from an unlicensed source are prohibited.
- It is a crime to sell, furnish or serve alcohol to any person who is visibly intoxicated.
- All persons are subject to Pennsylvania law while in the Commonwealth of Pennsylvania.

**Drugs** - Both federal and state law prohibits the unauthorized manufacture, sale, delivery and possession of controlled substances. Penalties and sentences range from misdemeanors subject to up to 30 days in prison and a $500 fine (for simple possession of marijuana), to the most serious federal punishment of up to 40 years in prison and one (1) million dollar fines. Such penalties vary according to the type and quality of the drug, existence of prior offenses and the seriousness of the injuries that result.

**HEALTH RISKS**

<table>
<thead>
<tr>
<th>Commonly Abused Drugs and Related Health Risks</th>
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<tbody>
<tr>
<td>(see National Institute on Drug Abuse website, <a href="http://www.nih.gov">www.nih.gov</a>)</td>
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<thead>
<tr>
<th>Substances: Category and Name</th>
<th>Potential Health Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannabinoids</td>
<td></td>
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<tr>
<td>Hashish</td>
<td>Euphoria, slowed thinking and reaction time, confusion, impaired balance and coordination/cough, frequent respiratory infections;</td>
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<tr>
<td>Marijuana</td>
<td></td>
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<tr>
<td>Commonly Abused Drugs and Related Health Risks</td>
<td></td>
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<td>-----------------------------------------------</td>
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<tr>
<td>(see National Institute on Drug Abuse website, <a href="http://www.nih.gov">www.nih.gov</a>)</td>
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<tr>
<td><strong>Depressants</strong></td>
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<tr>
<td>Barbiturates</td>
<td>Reduced anxiety; feelings of well-being; lowered inhibitions; slowed pulse and breathing; lowered blood pressure; poor concentration/fatigue; confusion; impaired coordination, memory, judgment; addiction; respiratory depression and arrest; death</td>
</tr>
<tr>
<td>Benzodiazepines</td>
<td>For barbiturates – sedation, drowsiness/depression, unusual excitement, fever, irritability, poor judgment, slurred speech, dizziness, life-threatening withdrawal</td>
</tr>
<tr>
<td>Flunitrazepam</td>
<td>For benzodiazepines – sedation, drowsiness/dizziness</td>
</tr>
<tr>
<td>GHB</td>
<td>For GHB – drowsiness, nausea/vomiting, headache, loss of consciousness, loss of reflexes, seizures, coma, death</td>
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<tr>
<td>Methaqualone</td>
<td>For Methaqualone – euphoria/depression, poor reflexes, slurred speech, coma</td>
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<tr>
<td>Alcohol</td>
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<tr>
<td><strong>Dissociative Anesthetics</strong></td>
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<tr>
<td>Ketamine</td>
<td>Increased heart rate and blood pressure, impaired motor function/memory loss; numbness; nausea/vomiting</td>
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<tr>
<td>PCP and analogs</td>
<td>For ketamine – at high doses, delirium, depression, respiratory depression and arrest</td>
</tr>
<tr>
<td><strong>Hallucinogens</strong></td>
<td></td>
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<tr>
<td>LSD</td>
<td>Altered states of perception and feeling; nausea; persisting perception disorder (flashbacks)</td>
</tr>
<tr>
<td>Mescaline</td>
<td>For LSD and mescaline – increased body temperature, heart rate, blood pressure; loss of appetite, sleeplessness, numbness, weakness, tremors, persistent mental disorders</td>
</tr>
<tr>
<td>Psilocybin</td>
<td>For psilocybin – nervousness, paranoia</td>
</tr>
<tr>
<td><strong>Opioids and Morphine Derivatives</strong></td>
<td></td>
</tr>
</tbody>
</table>
Commonly Abused Drugs and Related Health Risks
(see National Institute on Drug Abuse website, www.nih.gov)

<table>
<thead>
<tr>
<th>Stimulants</th>
<th>Effects and Related Health Risks</th>
</tr>
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<tbody>
<tr>
<td>Amphetamine</td>
<td>Increased heart rate, blood pressure, metabolism; feelings of exhilaration, energy, increased</td>
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<tr>
<td>Cocaine</td>
<td>mental alertness/rapid or irregular heart beat; reduced appetite, weight loss, heart failure,</td>
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<tr>
<td>MDMA (methylenedioxymeth-</td>
<td>nervousness, insomnia</td>
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<tr>
<td>amphetamine)</td>
<td><strong>Also</strong></td>
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<tr>
<td>Nicotine</td>
<td>For amphetamine – rapid breathing/tremor, loss of coordination; irritability, anxiously, restless</td>
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<tr>
<td></td>
<td>ness, delirium, panic, paranoia, impulsive behavior, aggressiveness, tolerance, addiction,</td>
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<tr>
<td></td>
<td>psychosis</td>
</tr>
<tr>
<td></td>
<td>For cocaine – increased temperature/chest pain, respiratory failure, nausea, abdominal pain,</td>
</tr>
<tr>
<td></td>
<td>strokes, seizures, headaches, malnutrition, panic attacks</td>
</tr>
<tr>
<td></td>
<td>For MDMA – mild hallucinogenic effects, increased tactile sensitivity, empathic feelings/impaired</td>
</tr>
<tr>
<td></td>
<td>memory and learning, hyperthermia, cardiac toxicity, renal failure, liver toxicity</td>
</tr>
<tr>
<td></td>
<td>For methamphetamine – aggression, violence, psychotic, behavior/memory loss, cardiac and</td>
</tr>
<tr>
<td></td>
<td>neurological damage; impaired memory and learning, tolerance, addiction</td>
</tr>
<tr>
<td></td>
<td>For nicotine – additional effects attributable to tobacco exposure; adverse pregnancy outcomes;</td>
</tr>
<tr>
<td></td>
<td>chronic lung disease, cardiovascular disease, stroke, cancer, tolerance, addiction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Compounds</th>
<th>Effects and Related Health Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anabolic steroids</td>
<td>Anabolic Steroids – hypertension, blood clotting and cholesterol changes, liver cysts and cancer,</td>
</tr>
<tr>
<td>Dextromethorphan (DXM)</td>
<td>kidney cancer, hostility and aggression; acne; in adolescent, premature stoppage of growth; in</td>
</tr>
<tr>
<td>Inhalants</td>
<td>males, prostate cancer, reduced sperm production, shrunken testicles, breast enlargement; in</td>
</tr>
<tr>
<td></td>
<td>females, menstrual irregularities, development of beard and other masculine characteristics</td>
</tr>
<tr>
<td></td>
<td>DXM – dissociative effects, distorted visual perceptions to complete dissociative effects</td>
</tr>
<tr>
<td></td>
<td>Inhalants – stimulation, loss of inhibition; headache; nausea or vomiting; slurred speech,</td>
</tr>
<tr>
<td></td>
<td>loss of motor coordination; wheezing/unconsciousness, cramps, weight loss, muscle weakness,</td>
</tr>
<tr>
<td></td>
<td>depression, memory impairment, damage to cardiovascular and nervous systems, sudden death</td>
</tr>
</tbody>
</table>

COMMUNITY-WIDE COUNSELING/TREATMENT OPTIONS

As part of LCCC's ongoing commitment to the prevention of drug and alcohol abuse in our community, the College established a Substance Abuse Education and Training Institute in 2007 which facilitates greater understanding of alcohol and drug abuse prevention, treatment and recovery programs at the College and in our community. In addition to the College's campus-wide efforts, the following community-based programs are available:
Columbia/Montour/Snyder/Union Counties
Drug and Alcohol Program
PO Box 219, Terrace Building, State Hospital
Danville, PA 17821
570-275-5422

Catholic Social Services
33 East Northampton Street
Wilkes-Barre, PA 18701
570-822-7118

Catholic Social Services
45

Lackawanna County Commission on
Drug and Alcohol Abuse
135 Jefferson Avenue, Second Floor
Scranton, PA 18503

CHOICES
Nesbitt Memorial Medical Center
562 Wyoming Avenue
Kingston, PA 18704
570-283-2388

Lackawanna County Commission on
Drug and Alcohol Abuse
135 Jefferson Avenue, Second Floor
Scranton, PA 18503

Clearbrook, Inc.
1003 Wyoming Avenue
Kingston, PA 18704
570-288-6692

Luzerne/Wyoming Counties
Drug and Alcohol Program
Penn Place Building, Suite 218,
20 North Pennsylvania Avenue
Wilkes-Barre, PA 18701
570-826-8790

Northumberland County
Drug and Alcohol Program
Human, Senior & Social Svc Bldg
217 North Center Street
Sunbury, PA 17801
570-495-2154

Clem-Mar House
PO Box 2028
Kingston, PA 18704
570-288-0403

Northumberland County
Drug and Alcohol Program
Human, Senior & Social Svc Bldg
217 North Center Street
Sunbury, PA 17801
570-495-2154

Clem-Mar House
PO Box 2028
Kingston, PA 18704
570-288-0403

Susq County Drug and Alcohol Comm
PO Box 347, Seven Lake Ave, 2nd Fl
Montrose, PA 18801
570-278-1000

Serento Gardens
Alcoholism & Drug Services
145 West Broad St, 2nd Fl
Hazleton, PA 18201
570-455-9902

Wayne County Drug and Alcohol Program
318 Tenth Street
Honesdale, PA 18431
570-253-6022

Wyo Vly Alcohol & Drug Services, Inc.
437 North Main Street
Wilkes-Barre, PA 18705-1613
570-820-8888

For Information about Local Self-Help Meetings Contact:

Wyoming Valley Helpline
570-829-1341
or 800-432-8007

Alcoholics Anonymous
570-654-0488

Alanon/Alateen
866-231-2650

Nicotine Anonymous
570-472-9232

Narcotics Anonymous
877-871-9281

CODA (Co-Dependents Anonymous)
570-287-7110

Family Service Association
570-823-5144

PA Department of Health
877-PAH-EALT
DISCIPLINARY SANCTIONS

For students, sanctions imposed by the College for violations of this policy may range from mandatory attendance and completion of an education and/or counseling program up to and including probation, suspension or dismissal from the College, in accordance with College policy related to disciplinary action for students.

For employees, sanctions imposed by the College for violations of this policy may range from mandatory attendance and completion of an education and/or counseling program up to and including termination of employment. If employment is governed by a collective bargaining agreement, the terms and conditions of that agreement will govern any and all disciplinary action. Disciplinary action for those individuals whose employment is not governed by the terms of a collective bargaining agreement will be in accordance with College policy related to disciplinary action of employees.

FOR INFORMATION CONTACT:

For students:
President’s Office
Luzerne County Community College
Building 5
1333 South Prospect St.
Nanticoke, PA 18634
570-740-0344
or 1-800-377-5222, ext. 7344

For employees:
Human Resources Office
Luzerne County Community College
Building 5
1333 South Prospect St.
Nanticoke, PA 18634
570-740-0235
or 1-800-377-5222, ext. 7235

This policy will be distributed to all College employees and students on an annual basis. The College will also review the effectiveness of this policy on a biennial basis in order to effectuate change if needed.
## Appendix I
### Semester Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Contact</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to start</td>
<td>Attend Adjunct In-service</td>
<td>Special Assistant to the President</td>
<td>570-740-0384 (800-377-5222, x 7384)</td>
</tr>
<tr>
<td>Prior to start</td>
<td>Obtain Section Rosters/WebAdvisor</td>
<td>WebAdvisor</td>
<td>570-740-0336 (800-377-5222, x 7336)</td>
</tr>
<tr>
<td>Prior to start</td>
<td>Submit copy of syllabus and course outline to Department Chair</td>
<td>Department Chair</td>
<td>Various – see Staff Intranet for Listing</td>
</tr>
<tr>
<td>Prior to start</td>
<td>Verify Logons, passwords and email</td>
<td>IT</td>
<td>570-740-0711 (800-377-5222, x 7711)</td>
</tr>
<tr>
<td>1</td>
<td>Distribute Course Syllabi and Outlines to Students and orally communicate Course Learning Outcomes to students</td>
<td>Department Chair or Office of Curriculum/Program Development</td>
<td>570-740-0398 (800-377-5222, x 7398)</td>
</tr>
<tr>
<td>1</td>
<td>Check roster against attendance</td>
<td>Registrar's Office</td>
<td>570-740-0336 (800-377-5222, x 7336)</td>
</tr>
<tr>
<td>2</td>
<td>Identify Students not attending and submit Early Alert or contact directly</td>
<td>Student Support</td>
<td>570-740-0453 (800-377-5222, x 7453)</td>
</tr>
<tr>
<td>3</td>
<td>Attendance Verification/WebAdvisor</td>
<td>Registrar's Office</td>
<td>570-740-0336 (800-377-5222, x 7336)</td>
</tr>
<tr>
<td>3 to 8</td>
<td>Submit Early Alerts for students with poor performance</td>
<td>Student Support</td>
<td>570-740-0453 (800-377-5222, x 7453)</td>
</tr>
<tr>
<td>Finals Week</td>
<td>Must give final exam during finals week</td>
<td>Academic Affairs</td>
<td>570-740-0422 (800-377-5222, x 7422)</td>
</tr>
<tr>
<td>Week after Finals</td>
<td>Submit Final Grades/WebAdvisor</td>
<td>Registrar's Office</td>
<td>570-740-0336 (800-377-5222, x 7336)</td>
</tr>
</tbody>
</table>
Appendix II – STANDARD SYLLABUS AND COURSE OUTLINE INFO

Standard Syllabus
The standard syllabus of record serves as a reference document throughout the college community and forms the basis for a contract between the student, instructor and institution. It defines the fundamental, required components of the course that the institution expects the faculty to teach and the student is guaranteed to receive. On an even broader scale, standard syllabi are used in accreditation reviews and serve as the basis for transfer articulation agreements with four-year institutions. An instructor formally agrees to teach in accordance with the standard syllabus when he/she accepts a teaching assignment.

Each course offered by the College has an official standard syllabus on file in the Academic Affairs office. This has been developed in the instructional area, reviewed by the department, approved by the Academic Affairs Committee, the Senate and the Vice President of Academic Affairs.

Faculty should obtain a copy of the official standard syllabus for each assigned course and use it as the basis for the class and the course outline.

Modification of the Standard Syllabus - If an instructor feels a standard syllabus requires change(s), he/she should discuss this need with the department chair. Changes can be made to the standard syllabus, but such changes must follow the approved course addition, deletion, modification policy.

Introduction of New Courses - New courses may be proposed by any faculty member. Adoption of new courses occurs through the approved course addition, deletion, modification policy and procedure developed by the College.

CAUTION: Don't confuse the Standard Syllabus with the Course Outline.
The standard syllabus is a "document with defined legal standing". The standard syllabus is a critical resource that you will use to develop your course outline and plan your lessons. The course outline is, of course, distributed to the students and will contain some of the information in the standard syllabus, e.g. course objectives, textbook. But the course outline also contains information specific to the class you will teach, e.g. your contact information, assignments.

Course Outline
Instructors MUST prepare and distribute to their students at the first class meeting the course outline detailing course information and lessons. The Course Outline provides students with information about course expectations and protects faculty from unwarranted grievances from students. Students have a right to know how they may successfully complete the class, and if they perceive any injustice has taken place, they may file an academic appeal. When changes occur during a term, revisions to the course outline should be noted. If an instructor says "I told them....," this may or may not be considered sufficient in a grievance. However, written guidelines leave little room for argument and, in fact, become the instructor's contract with the
student. This course outline **MUST** be submitted to the Department Chair no later than the third week of classes.

**Course Syllabus and Outline**

**CHECKLIST**

Name of the course and section number

Topical outline of class discussions or lectures and the dates that material will be covered (The standard syllabus has a sequence of topics that may be used as the starting point.)

Assignments and their due dates

Final exam week information.

Identification of dates the class will not meet (holidays, mid-semester breaks, etc.).

Notation “Subject to Change at the Instructor’s Discretion”
LUZERNE COUNTY COMMUNITY COLLEGE
Standard Course syllabus

Course Number: 
Course Title: 
Department: 
Credits: 

Lecture hours: 
Laboratory hours: 
Clinical hours: 

Prerequisites: 
Co-requisites: 

Course Description: 

Course Goals: 
This course provides students the opportunity to: 
1. 
2. 

Student Learning Objectives or Outcomes: 
Upon successful completion of this course, students will be able to: 

As directly related to Goal 1: 
1.a. 
As directly related to Goal 2: 
2.a. 

As directly related to Goal 3: 
3.a. 

Sequence of topics: 
1. 

Assessment and Grading: 

Reference, Resources, and Learning Materials: 
Suggested texts: 
Additional References: 
Required Equipment: 

Computer Software: 
Other Course Requirements: 

Faculty Syllabus

Starting Point: Luzerne County Community College
Standard Syllabus

Available from Department Chair and/or Program Coordinator

Areas on the Standard Syllabus that must NOT be changed:

Course Number
Course Title
Department
Credits
Prerequisites
Co-requisites
Course Description
Course Goals
Student Learning Outcomes

Areas on the Standard Syllabus that should be changed to reflect the faculty member’s course:

Sequence of Topics
Place in the order that you will teach the topics
Add a calendar – Week 1 or September 4, 2001 …
Add reading assignments – Topic …. Chapter 1, Pages 14-18 in textbook
Add homework assignments – Topic …. Questions from Chapter 3
Assessment & Grading
   From the list on the standard syllabus identify those assessments that you will be using –
   Essay tests, quizzes, research paper
   Provide information on how you will grade
   Essay Tests are 50% of the final grade
   Provide information on grades – A = 90-100
   Whenever possible provide examples
   When and how students may contact you – office hours, phone number, e-mail, etc.
References, Resources and Learning Materials
List all required books, study guides, laboratory manuals, etc.
List all recommended books, study guides, laboratory manuals, etc.
List materials available in the library
Other Course Requirements
   State anything not covered in other areas that you want your student to know – uniforms,
   lab coats, dress codes, equipment, etc.

Mail a copy of your syllabus (outline) to your Department Chair or Program Coordinator
First Night of Class – Distribute your course syllabus (outline) to every student
Appendix III

DISCRIMINATION COMPLAINT PROCEDURE

I. STATEMENT OF NON-DISCRIMINATION

Luzerne County Community College (hereinafter referred to as the “College”) is committed to a work, academic and public environment in which all individuals are treated with respect and dignity. The College and its employees have a moral and legal obligation to provide equal access and equal opportunity to all members of the community. The administration will ensure that this commitment is fully implemented through compliance with all relevant federal, state, and municipal laws, statutes and ordinances prohibiting discrimination, including, but not limited to the First Amendment to the United States Constitution; the Constitution of the Commonwealth of Pennsylvania; Title VII of the Civil Rights Act of 1964, as amended by the Civil Rights Act of 1991 ("Title VII"); Title IX of the Education Amendments of 1972, Section 503 of the Rehabilitation Act of 1973; the Vietnam Era Veterans Readjustment and Assistance Act ("VEVRAA"); the Genetic Information Nondiscrimination Act ("GINA"); the Age Discrimination in Employment Act ("ADEA"); The Older Workers Benefit Protection Act ("OWBPA"); the Americans with Disabilities Act ("ADA"); the Pennsylvania Human Relations Act ("PHRA"); the Family and Medical Leave Act ("FMLA"); the Employee Retirement Income Security Act of 1974 ("ERISA"); the Sarbanes-Oxley Act; the Fair Credit and Reporting Act ("FCRA"); and any amendments to these laws. The institution will implement procedures and measures designed to ensure that employees, students, applicants and visitors to the campus or any site or program of the College are not discriminated against on the basis of race, color, gender, sexual orientation, disability, age, veteran status, national origin, religion, marital status, political affiliation, ancestry, union membership and use of a guide or support animal because of blindness, deafness, or physical handicap in the administration of its educational programs, activities, admission or employment practices. Any acts of reprisal, retaliation or harassment taken against an individual because he/she has filed a discrimination complaint, testified about matters related to a complaint, or otherwise assisted a complaint inquiry are forbidden and may result in severe disciplinary action. Inquiries may be directed to the Dean of Human Resources at 800-377-5222 extension 7234. The College takes any allegation of discrimination as serious. Any individual who knowingly or intentionally makes a false allegation or complaint, will be disciplined, up to and including termination of employment.

II. COMPLAINT PROCEDURE

This procedure is adopted in order to provide for the prompt and equitable resolution of all complaints of discrimination. It applies to all employees, students, members of the Board of Trustees and all visitors to the campus and/or any site or program of the College. The procedure is as follows:
A. Any individual who believes he/she may have experienced discrimination may confidentially discuss his or her concerns or lodge a formal complaint with the Dean of Human Resources.

B. Any complaint of alleged discrimination concerning the Dean of Human Resources shall be presented to the President of the College by the complaining party. Any complaint of alleged discrimination concerning the President shall be made directly to the Chairperson of the Human Resources Committee of the Board of Trustees.

C. Any employee who becomes aware of or has any suspicion of discrimination against any individual must bring this to the attention of the Dean of Human Resources.

D. Every reasonable effort will be made to protect the anonymity of the complainant. All complaints should be made within forty-five (45) days of the instance giving rise to the alleged discrimination.

E. Upon receipt of any complaint or information concerning alleged discrimination, the Dean of Human Resources must initiate and perform an investigation into the allegation or allegations. This must be completed within a reasonable amount of time, but no later than thirty (30) days from the date the Dean is presented with the allegation. The same obligation applies to the President of the College, should the allegation be against the Dean of Human Resources and the Chairperson of the Board of Trustees Human Resources Committee should the allegation be concerning the President.

F. The Dean of Human Resources must report his or her findings to the President of the College (in all matters except where the allegations are against the Dean of Human Resources and/or the President). The President must report his or her findings to the Chairperson of Human Resources Committee of the Board of Trustees (in cases where the allegation is against the Dean of Human Resources). The Chairperson of the Human Resources Committee of the Board of Trustees must report his or her findings to the Chairperson of the Board of Trustees (in cases where the allegation is against the President of the College). The results of the investigation must be presented as promptly as possible following the completion of the investigation.

G. The results of the investigation and disposition of the allegations are to be made known to the complaining party and the respondent as promptly as possible. If the complaining party is not satisfied with the disposition of the allegation or allegations, he or she may appeal to the President of the College (in all matters not involving allegations against the Dean of Human Resources or the President of the College), the Chairperson of the Board of Trustees Human Resources Committee (in cases where the allegation is against the Dean of Human Resources) and the Chairperson of the Board of Trustees (in cases where the allegation is against the President of the College). The decision of these individuals, after due consideration, is final.
Appendix IV  
Teaching Resources for Adjunct Faculty Luzerne County Community College Library

Books

The following list includes recommended books which can be borrowed from the LCCC Library:


Articles

The following list includes some recommended articles which are available through the EBSCO database, *Academic Search Elite*. Adjunct faculty can access the library’s electronic resources from off-campus via the LCCC Library website: [http://depts.luzerne.edu/library/](http://depts.luzerne.edu/library/). Under the heading Articles & Websites, click into the link *Electronic Resources A-Z* to access the databases that you want to use. The link will prompt you for a username and password. The username is the first part of your college e-mail account name (minus the @luzerne.edu) and the password is one that you have already chosen that should include at least one capital letter and one number. If you need additional help, go to the *Off-Campus Access* link located in the left hand column of the library website.


## Appendix V

### Off-Campus Advisors

<table>
<thead>
<tr>
<th>NAME</th>
<th>LOCATION</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lou Borino</td>
<td>Corporate Learning Center</td>
<td>822-6156</td>
</tr>
<tr>
<td>Diane Wren</td>
<td>Corporate Learning Center</td>
<td>822-6156</td>
</tr>
<tr>
<td>Margaret Matteo</td>
<td>Hazleton</td>
<td>453-3140</td>
</tr>
<tr>
<td>Daniel Diehl</td>
<td>Hazleton</td>
<td>453-3140</td>
</tr>
<tr>
<td>Debbie Jones</td>
<td>Hazleton</td>
<td>453-3140</td>
</tr>
<tr>
<td>Terry Bauder</td>
<td>Hazleton</td>
<td>453-3140</td>
</tr>
<tr>
<td>Larry Hahn</td>
<td>WB Area Career &amp; Tech Ctr</td>
<td>1-800-377-5222, enter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>then ext 3826</td>
</tr>
<tr>
<td>Michael Keegan</td>
<td>Honesdale</td>
<td>1-800-377-5222, enter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>then ext 3828</td>
</tr>
<tr>
<td>Lynn Salamon</td>
<td>Elk Lake and Susquehanna</td>
<td>1-800-377-5222, enter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>then ext 3825</td>
</tr>
<tr>
<td>Michael Sowers</td>
<td>Shamokin</td>
<td>648-2544</td>
</tr>
<tr>
<td>Kim Getz</td>
<td>Shamokin</td>
<td>648-2544</td>
</tr>
<tr>
<td>Nicole Edmondson</td>
<td>Shamokin</td>
<td>648-2544</td>
</tr>
<tr>
<td>Julie Lenio</td>
<td>Berwick</td>
<td>759-3900</td>
</tr>
<tr>
<td>Sara Meyers</td>
<td>Berwick</td>
<td>759-3900</td>
</tr>
<tr>
<td>Rose Goin</td>
<td>Berwick</td>
<td>759-3900</td>
</tr>
</tbody>
</table>
Appendix VI

Staff Available to Assist Adjunct Faculty

Laura Katrenicz, Spec Asst to Pres for Policy and Staff Dev, 570-740-0384 / 1-800-377-5222, ext. 7384 or lkatrenicz@luzerne.edu

ACADEMIC AFFAIRS OFFICE

- Debbie Vilegi-Peters, Dean of Health Sciences (dpeters@luzerne.edu) 570-740-0232 / 1-800-377-5222 x7232
- Peggy Gorham, Admin Asst to Provost/VPAA (pgorham@luzerne.edu) 570-740-0422 / 1-800-377-5222 x7422
- Libby Yeager, Curriculum/Program Development (lyeager@luzerne.edu) 570-740-0398 / 1-800-377-5222 x7398
- Maureen Ryneski, Master Scheduler (mryneski@luzerne.edu) 570-740-0490 / 1-800-377-5222 x7490
- Betsy Mott, Assistant to Provost/VPAA (bmott@luzerne.edu) 570-740-0379 / 1-800-377-5222 x7379
- Cathy Kleckner, Secretary Master Schedule (ckleckner@luzerne.edu) 570-740-0607 / 1-800-377-5222 x7607
- Dana Clark, Provost/VP Academic Affairs (dclark@luzerne.edu) 570-740-0575 / 1-800-377-5222 x7575

OFF CAMPUS SITES/PROGRAMS

- Mary Ellen Jolley, Off Campus Program Specialist (mjolley@luzerne.edu) 570-740-0482 / 1-800-377-5222 x7482
- Rose Goin, Berwick Center Director (rgoin@luzerne.edu) 570-759-3900
- Julie Lenio, Berwick Center Advisor (jlenio@luzerne.edu) 570-759-3900
- Sara Meyers, Berwick Center Advisor (smeyers@luzerne.edu) 570-759-3900
- Larry Hahn, WB Area Career & Tech Center Advisor, (lhhahn@luzerne.edu) 1-800-377-5222, ext. 3826
- Terry Bauder, Hazleton Center Director (tbauder@luzerne.edu) 570-453-3140
- Margaret Matteo, Hazleton Center Advisor (mmatteo@luzerne.edu) 570-453-3140
- Daniel Diehl, Hazleton Center Advisor (ddiehl@luzerne.edu) 570-453-3140
- Debbie Jones, Hazleton Center Advisor (djones@luzerne.edu) 570-453-3140
- Michael Keegan, Honesdale Advisor (mkeegan@luzerne.edu) 570-822-6156
- Nicole Edmondson, Northumberland Center (nedmondson@luzerne.edu) 570-648-2544
- Michael Sowers, Northumberland Center Advisor (msowers@luzerne.edu) 570-648-2544
- Kim Getz, Northumberland Center Advisor (kgetz@luzerne.edu) 570-648-2544
- Lynn Salamon, Elk Lake & Susquehanna Advisor (lsalamon@luzerne.edu) 570-853-4931
- David Manzo, Wilkes Barre Corporate Learning Center Director (dmanzo@luzerne.edu) 570-822-6165
- Lou Borino, Wilkes Barre Corporate Learning Center Advisor (lborino@luzerne.edu) 570-822-6156
- Diane Wren, Wilkes Barre Corporate Learning Center Advisor (dwwren@luzerne.edu) 570-822-6156

DISTANCE LEARNING/BLACKBOARD LEARN

- Karen Droms, Instructional Designer (kdroms@luzerne.edu)

DEPARTMENT CHAIRS/COORDINATORS

Go to Staff Intranet for complete listing
Appendix VII

Handling Disruptive Students in the Classroom
Provided by Luzerne County Community College, Campus Safety & Security

On college campuses, the term “disruptive behavior” is most commonly associated with large-scale demonstrations and protests. There is another form of misconduct on campus which is seldom reported by the media, but causes individual faculty members considerable personal turmoil: disruptive behavior in the classroom.

The climate of higher education has changed over the past few decades, and faculty are now faced with serious issues of classroom behavior that were previously of little concern. Unfortunately, instructors sometimes fail to address the disruptive behavior of students because they may: (1) be unsure how to handle the situation, (2) fear legal or physical retaliation from the student, (3) be afraid the student may become more agitated, (4) conclude that reporting the disruptive behavior will cause emotional pain to an already fragile or unstable person and/or (5) fear that confronting student misconduct may result in negative student evaluation of the course. However, failure to address disruptive behavior is likely to encourage further disruption, and it sends the message that such behavior is not problematic and that college personnel are indifferent to it.

Our goal is to help you to confidently, fairly, and safely address incidents of disruption in a systematic manner that discourages such behavior in the future while retaining the dignity of the classroom environment.

Examples of Disruptive Behavior

Disruptive behavior is defined as behaviors that hamper the ability of instructors to teach and students to learn. Common examples of disruptive behaviors include, but are not limited to:
• Eating in class
• Ringing cell phone
• Monopolizing classroom discussions
• Failing to respect the rights of other students to express their viewpoints
• Talking when the instructor or others are speaking
• Constant questions or interruptions which interfere with the instructor’s presentation
• Overt inattentiveness (e.g., sleeping or reading the paper in class)
• Creating excessive noise with papers, book bags, etc.
• Frequently entering class late or leaving early
• Use of cell phones or other electronic devices in the classroom
• Inordinate or inappropriate demands for time and attention

More extreme examples of disruptive behavior include, but are not limited to:
• Use of profanity or derogatory language
• Intoxication or other suspected substance impairments
• Verbal abuse (e.g., taunting, badgering, intimidation)
• Harassment (e.g., use of “fighting words,” stalking)
• Threats to harm oneself or others
• Physical violence (e.g., shoving, grabbing, assault, use of weapons)
It is important to remember that conditions attributed to physical or psychological disabilities are not considered a legitimate excuse for disruptive behavior.

**Guidelines For Dealing with Disruptive Students**

*An Ounce of Prevention…*

The best thing faculty can do to address disruptive student behavior is to create an environment in which it is unlikely to occur. For example, an instructor should:

• Serve as a model by demonstrating appropriate, respectful, and responsible behavior in all interactions with students.
• Use the class syllabus to inform students in writing of standards and expectations for classroom conduct and of possible consequences for disruptive behavior.
• Devote time during the first class to review this information in the syllabus.
• Consult with the Student Development Office and Counseling as situations occur to discuss potential options and referrals.

**Responding to Disruptive Behavior**

Some general suggestions for dealing with disruptive student behavior are:

• A general word of caution directed to the class rather than at an identified student may effectively deter the disruptive behavior.
• Deal with the disruptive behavior immediately. Ignoring behavior will likely cause it to increase.
• Work against the human tendency to take the disruptive behavior personally. The behavior usually has little to do with you, and you are simply the unfortunate target.
• If the student’s behavior is irritating, but not particularly disruptive, consider talking with the student privately after class. If you feel unsafe being alone with the student for some reason, request that a colleague or your department chair attend the meeting.
• If it is absolutely necessary to deal with a student’s behavior during class, you should calmly but firmly inform the student that the behavior is disruptive and ask that it be stopped. Example: “Your use of your cell phone is disrupting the class. Please end your conversation now and refrain from in-class phone calls in the future.”
• If the disruptive behavior continues during either the present or some future class, meet with the student in private to discuss that the continued behavior may result in student disciplinary action. Always document the incident and any conversations with the student in writing and forward the documentation to the Student Development Office at 570-740-0344 and the Center Director, if applicable.

If the student continues the disruptive behavior despite receiving a warning, inform the student that he/she will be referred for disciplinary action and instruct the student to leave the classroom. Following the class, the instructor should contact the Student Development Office (x7344), the Department Chairperson and the Center Director and provide pertinent information about the student’s behavior.

• If the student refuses to leave the classroom after being instructed to do so, the instructor may choose to adjourn class for the day.
• Keep a log of the date, time and nature of all incidents of disruptive behavior and any meetings you have with the student. Document incidents and meetings immediately while specifics and details are still fresh in your memory. **Remember, undocumented disruptions never happened.**
If the Student Seems Dangerous……

If you sense that a disruptive situation is escalating and that a student may pose a physical threat to you or other students:

- Maintain a safe distance, and do not turn your back to the student.
- Unless you are under physical attack, do not touch the student or the student’s belongings. Initiating physical touch may be interpreted by an agitated student as an assault.
- Use a calm, non-confrontational approach to defuse the situation.
  Example: “Please lower your voice. We can’t continue to talk if you threaten me.”
- If a threat of harm is present, do not threaten disciplinary action or police intervention. If you have already mentioned these, work to refocus the student’s attention away from the future consequences of her/his behavior. Example: “You’ve raised some important issues. I need to consult with my department chair to see what we can do. In the meantime, you are excused from the rest of class for today until I am able to address your concerns”.

If the disruptive student threatens to harm you, other students, or her/himself:

- Immediately dismiss the class and contact Campus Security (ext. 7304) or the Center Director. Campus Security and/or the Director will investigate the threats, warn intended victims if necessary, and determine whether the student may have committed a criminal offense warranting law enforcement involvement.
- After the danger has passed, consult with the Student Development Office regarding the process, and determine the appropriate actions to be initiated.
- If a student’s behavior is disruptive or threatening to the point there is a faculty request to administratively withdraw him/her from the class, the case will be reviewed by the Student Development Office to determine the outcome. The outcome could include a recommendation of withdrawal from a class and other more serious sanctions.

Always remember that instructors have the absolute right to tell a student who is disrupting class to leave the class for THAT particular class period. In extreme cases, Campus Security or police can be called to assist in removing the student. Instructors may not remove a student from the entire course without due process for the student.

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