

FACULTY HANDBOOK

Lamar State College Port Arthur

2024

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Letter from the Vice President of Academic Affairs

Dear Faculty,

The position you hold at LSCPA is critical to student success. The twin processes of teaching and learning are the most important aspects of the LSCPA mission. You were hired for your teaching talent and for your student-centered approach, and we want to help you be successful in all aspects of your position.

To that end, this **Faculty Handbook** was developed to serve as a blue print for the various tasks required of you, in addition to teaching and service. While it doesn't necessarily address every demand that may be placed on your position, it does address many of the tasks that must be completed on a regular basis. In addition, it provides some context for the many things a faculty member does on a college campus, and it will help make sense of the "alphabet soup" found in higher education.

We hope this handbook will be helpful to you as you go about the business of upholding the College's mission and values. Your success is mirrored in your students' success, and we value your many contributions to the institution and the community.

Thank you for making LSCPA a beacon of hope for our community!

Sincerely,

Pamela Millsap

Pamela Ann Millsap, Ph.D.
Vice President for Academic Affairs



Organization

Mission

Lamar State College Port Arthur provides learning experiences that prepare students to continue their education or enter the workforce.

Vision

Lamar State College Port Arthur strives to enhance lives by expanding opportunities through quality education.

Values

We value our students':

- Educational achievements
- Personal enrichment

We value our employees and their:

- Contribution to student success
- Commitment to improve
- Integrity and honesty

We value our community and its:

- Legacy of support
- Varied population of our state

Goals

1. Access
2. Success
3. Excellence
4. Efficiency

Accrediting and Regulatory Agencies

Southern Association of Colleges and Schools Commission on Accreditation

Lamar State College Port Arthur is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the associate level.



The Southern Association of Colleges and Schools Commission on Colleges is the

regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the SACSCOC Board of Trustees that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

For More Information: *The Principles of Accreditation: Foundation for Quality Enhancement*

<https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAccreditation.pdf>

<https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf>

Other Accrediting Agencies

The College is approved by the Texas Education Agency for training veterans under all classifications.

The College is also a member of or approved by:

- The American Bar Association
- The Commission on Accreditation of Allied Health Education Programs (CAAHEP)

- The Texas Department of Aging and Disability Services
- The Texas Certification Board of Addiction Professionals
- The Texas Department of Licensing and Regulation
- The Texas Board of Nursing
- The Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/SSTSA)
- The U.S. Department of Education and the Veterans Administration.

Texas Higher Education Coordinating Board (HECB)

The Texas Higher Education Coordinating Board (HECB) was created by the Texas Legislature in 1965 to represent the highest authority in the state in matters of public higher education.

Agency Mission

The mission of the Texas Higher Education Coordinating Board (HECB) is to provide leadership and coordination for



Texas higher education and to promote access, affordability, quality, success, and cost efficiency through 60x30TX, resulting

in a globally competitive workforce that positions Texas as an international leader.

For More Information: [Texas Higher Education Coordinating Board](#)

Texas State University System (TSUS)

The Texas State University System, founded in 1911, is the first higher education system established in Texas. Beginning as an administrative means to consolidate the support and management of state teacher colleges, the



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System has evolved into a network of higher education institutions stretching from the Texas–Louisiana border to the Big Bend region of west Texas.

The Texas State University System consists of seven institutions located throughout the state: Lamar University, Sam Houston State University, Sul Ross State University, Texas State University, Lamar Institute of Technology, Lamar State College Orange and Lamar State College Port Arthur. Throughout the System, faculty and staff are preparing students to work in and contribute to our global society.

The Texas State University System is governed by a nine-member Board of Regents appointed by the governor. In addition, a nonvoting student regent is appointed annually to the board. The administration, which is headed by a board-appointed chancellor, is based in Austin, where it provides support to the System components and state government.

For more information: [Texas State University System](#)

Academic Administration

The following officers have administrative responsibility for the operations of LSCPA, including instructional programs.

President

The appointment of the President is the prerogative and responsibility of the Board of Regents of the Texas State University System. Specific guidelines for the selection of a new President are found in Chapter IV of the Texas State University System Rules and Regulations.

Vice President for Academic Affairs

The appointment of the Vice President for Academic Affairs is the prerogative and responsibility of the President, acting with the approval of the Board of Regents. A search committee, appointed by the President, may be utilized to provide input from students, faculty, Department Chairs, and Deans regarding the appointment.

Dean of Academic and Technical Programs

The appointment of a Dean is the prerogative and responsibility of the President. Such appointments shall be included in the personnel actions approved by the Board of Regents. The President typically solicits a recommendation from the Vice President for Academic Affairs. A search committee, appointed by the Vice President, may be utilized to provide input from the students, faculty members, and Department Chairs regarding the appointment.

Department Chairs

Appointment of Department Chairs is the responsibility of the Dean of Academic and Technical Programs in consultation with the Vice President for Academic Affairs. Faculty may serve on the search committee. After receiving a recommendation from the Vice President, and approval from the President, the President will present these appointments to the Board of Regents for approval.

Program Coordinators/Directors

Appointment of Program Coordinators/Directors is the responsibility of the Dean of Academic and Technical Programs with input from the Department Chair, consultation with the Vice President for Academic Affairs, and the approval of the President.

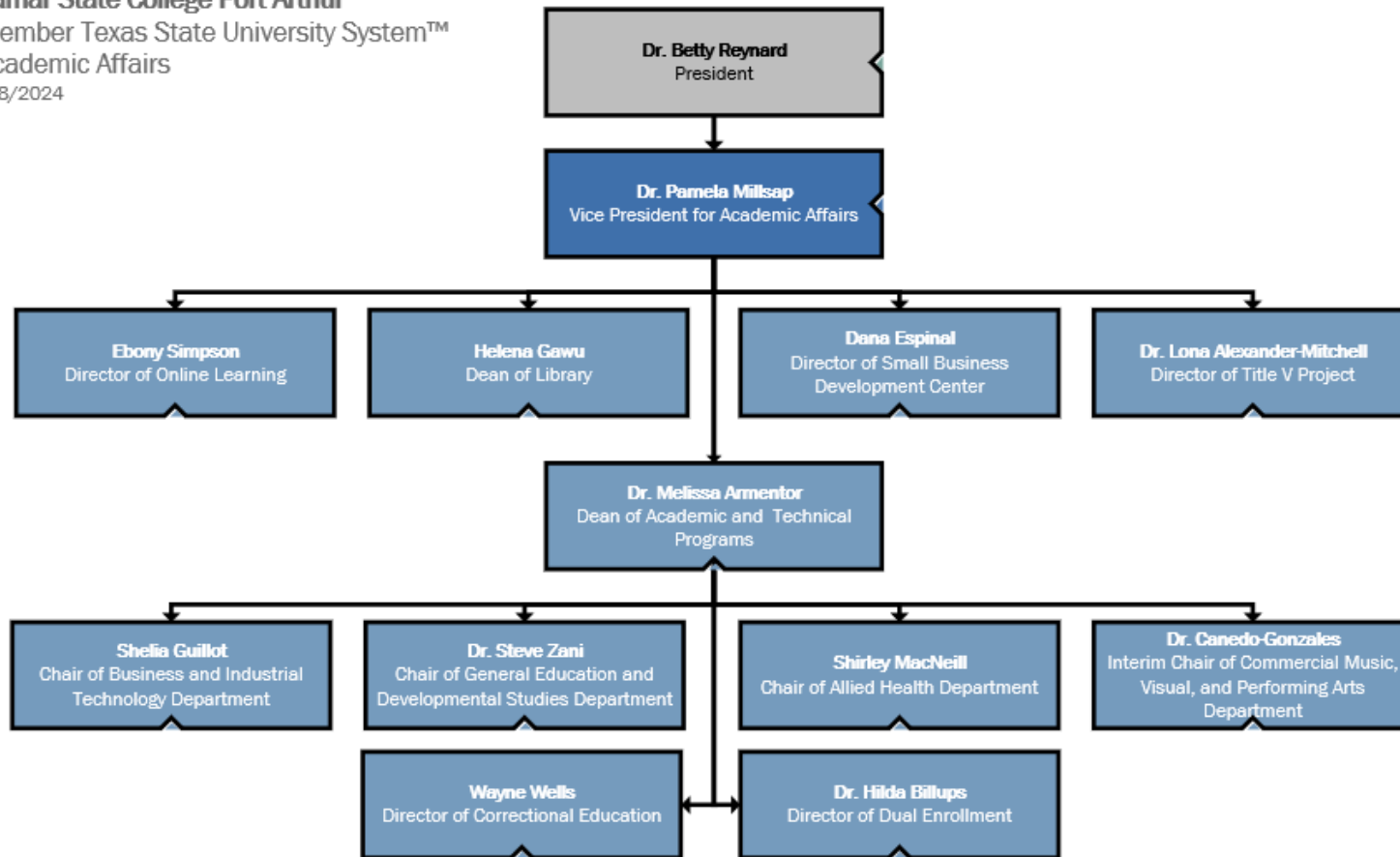


Directors

Directors are responsible for the oversight of instructional services delivered via a particular modality (online instruction) or to a particular student group (dual credit students, incarcerated students). The Director of Online Educational Resources, the Director of Correctional Education, and the Director of Dual Credit programs answer directly to the Vice President for Academic Affairs.

Organizational Chart, Academic Affairs

Lamar State College Port Arthur
Member Texas State University System™
Academic Affairs
1/8/2024



Academic and Technical Programs

Academic Programs

Lamar State College Port Arthur offers general academic courses leading to the sixty (60) SCH (Semester Credit Hour) Associate of Arts and the Associate of Arts in Teaching degrees. Academic degrees are designed for transfer to a four-year college or university.

Students completing the AA degree complete the Core and fifteen (15) SCH of electives selected for individual transfer goals.

Associate of Arts Degrees (AA)

Academic Studies

1. Business AdministrationBAIT
2. Criminal Justice.....GEDS
3. DramaCMVPA
4. Kinesiology.....HFSD
5. Studio ArtCMVPA
6. Teaching: Art, EC-12.....CMVPA
7. Teaching Music: EC-12GEDS
8. Teaching: Theater Arts, EC-12.....CMVPA
9. Teaching: Physical Education, EC-12.....HFSD

Technical Programs

Lamar State College Port Arthur offers several technical degrees and certificates designed to provide students with the knowledge and skills necessary to enter the workforce.

The Associate of Applied Science degrees require sixty (60) SCH (semester credit hours) and approximately two years to complete. The AAS degree has technical and general education courses. Certificates include technical courses and take one to two semesters to complete.

Associate of Applied Science Degrees (AAS)

1. AccountingBAIT
2. Audiovisual Production.....CMVPA
3. Business Office Management.....BAIT
4. Cosmetology OperatorBAIT
5. Commercial Music- PerformanceCMVPA
6. Commercial Music - Sound EngineerCMVPA

7. Culinary Arts and Hospitality..... BAIT
8. Drafting..... BAIT
9. Graphic Design..... BAIT
10. Heating, Ventilation, & Air Conditioning . BAIT
11. Instrumentation Technology BAIT
12. Medical Coding Specialist..... BAIT
13. Medical Office Administration BAIT
14. Paralegal..... BAIT
15. Process Technology BAIT
16. Social Media and Digital Marketing BAIT
17. Software Developer/Game Design..... BAIT
18. Substance Abuse Counselor AH
19. Surgical Technology AH
20. Upward Mobility LVN to AND Nursing.... AH

Certificates

1. Accounting BAIT
2. Administrative Assistant..... BAIT
3. Barbering..... BAIT
4. Computer Programmer BAIT
5. Cosmetology Instructor..... BAIT
6. Cosmetology Operator BAIT
7. Culinary Arts Foundation BAIT
8. Culinary Arts Specialist..... BAIT
9. Drafting Technology BAIT
10. Emergency Medical Technician AH
11. Graphic Design..... CMVPA
12. Heating, Ventilation, & Air Conditioning . BAIT
13. Instrumentation..... BAIT
14. Live Sound Design and Technology CMVPA
15. Medical Coding..... BAIT
16. Medical Office Assistant BAIT
17. Music..... CMVPA
18. Nurse Aide AH
19. Process Technology BAIT
20. Surgical Technology AH
21. Vocational Nursing AH

Advanced Technical Certificates

1. Liquefied Natural Gas Manufacturing..... BAIT
2. Substance Abuse Counselor AH

Department	Abbreviation
General Education and Developmental Studies	GEDS
Business and Industrial Technology	BAIT
Allied Health	AH
Commercial Music, Visual, and Performing Arts	CMVPA
Health, Fitness, and Sports	HFSD

General Information

60 x 30 Texas

The 60 X 30 TX higher education plan contains four broad goals.

The Overarching Goal

By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.

The Second Goal: Completion.

By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor, or master's degree from an institution of higher education in Texas.

The Third Goal: Marketable Skills

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

The Fourth Goal: Student Debt

By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

For More Information: [60 x 30 TX](#) , [60 x 30 TX .com](#)

Academic Affairs

The purpose of the Division of Academic Affairs is to provide leadership for the delivery and support of the College's instructional program, selected student support and administrative services, and its efforts to support economic development and recovery in Southeast Texas.

The Office of Academic Affairs operates under, and has responsibility for ensuring division-wide compliance with, the premise that all individuals should be:

- Treated with dignity and respect;
- Afforded equal opportunity to acquire a complete educational experience;
- Given an opportunity to discover and develop their special aptitudes and insights;
- Provided an opportunity to equip themselves with the skills necessary to lead a fulfilling life and to act as a responsible citizen in a world characterized by change.

The Vice President for Academic Affairs has supervision over technical education and academic education programs, the Small Business Development Center, Correctional Education, Dual Credit, Online Learning, and Library Services. The VPAA also oversees various grants and initiatives on campus.

For More Information: [Academic Affairs](#)

Business Office

The Executive Vice President for Finance and Operations has supervision over the following areas: Information Technology Services, Human Resources, Contoller, Information Technology, Security, Purchasing and Contracts, Finance, Payroll, Bursar, Accounts Receivable and Payable, and Physical Plant.

Departments

Allied Health

The Allied Health Department offers courses and certificates in Nurse Aide and Vocational Nursing. An Advanced technical certificate is available in Substance Abuse Counseling.

Two-Year Associate of Applied Science degrees are available in Emergency Medical Technology, Substance Abuse Counseling, Surgical Technology, and Upward Mobility LVN to ADN.

For More information: [Allied Health Department](#)

Business and Industrial Technology

The Business and Industrial Technology Department provides quality instructional programs that prepare students for entry into the workforce.

Programs offered in the department include Accounting, Business Administration, Business Office Management, Cosmetology, Culinary Arts & Hospitality, Drafting, Graphics Design, Heating Ventilation and Air Conditioning,

Instrumentation Technology, Medical Coding, Medical Office Administration, Paralegal, Process Technology, Social Media and Web Design, and Software Developer/Game Design.

For More Information: [BAIT Department](#)

Commercial Music, Visual and Performing Arts

The Commercial Music program is designed to provide students with a core curriculum that exposes them to a diverse set of skills and experiences needed to step into today's music production and business practices. It allows students to focus on particular skills to gain additional knowledge and experience in the today's music, visual, and performing arts.

For More Information: [CMVP Department](#)

General Education and Developmental Studies

The General Education and Developmental Studies Department offers general education courses for the Technical Education programs, and for students pursuing an Associate of Arts or Associate of Arts in Teaching.

A student can complete two full years of course work and satisfy the majority of the general education requirements for a bachelor's degree.

For More Information: [GEDS Department](#)

Health, Fitness, and Sports

The Department of Health, Fitness, and Sports provides a broad series of programs that enhance the mental, social, and physical well-being of the students, faculty, and staff.

Courses offered from within the department fulfill the requirements for an Associate of Arts degree with an emphasis in Kinesiology.

Personal enrichment courses and sport activities enrich the lives of everyone associated with the Lamar State College Port Arthur community.

For More Information: [Health, Fitness, and Sports Department](#)

Banner

Ellucian Banner is an Enterprise Resource Planning (ERP) software product of Sunguard Higher Education. Banner allows LSCPA to record and maintain information for college operations, students, and employees.



Faculty use Self Service Banner to input grades, review student information/transcripts, advising, retrieving personal payroll information, and updating personal information.

For instructions on how to access Self Service Banner see Appendix B: Directions to Access Programs, page 32.

Campus Security

Campus Security is here to help provide a safe and pleasant environment for the students, faculty, staff, visitors and guests on campus. Through high visibility and the help of off-duty police officers, campus security does its best to deter occurrence of infractions. The office's patrol system and campus escort



service afford opportunities for security personnel to see and be seen.

If you have or witness an emergency currently in progress, dial 911 then call the Security Office at 409-984-6255.

If you are the victim of a crime and wish to make a report, call the Security Office.

For More Information: [Campus Security](#)

Emergency Numbers

Police, Fire, Medical: Call 911
Campus Security Office: 409-984-6255
Duty Phone: 409-720-7369
Security Coordinator: 409-548-2047
After Hours & Weekends: 409-548-2048

Active Shooter

An active shooter or hostile intruder is an individual actively engaged in killing or attempting to kill people in a confined and populated area by any means including but not limited to firearms (most frequently used), bladed weapons, vehicles, or any tool that in the circumstance in which it is used constitutes deadly physical force. In most cases, there is no pattern or method to their selection of victims. Most active shooter situations are unpredictable, evolve quickly, and are over within minutes.

Lamar State College Port Arthur has prepared Active Shooter Guidelines to assist if an incident occurs on campus.

For More Information: [Emergency Operations Plan](#)

In addition to traditional on campus courses, LSCPA offers instruction in several other areas.

Campus Carry / Concealed Handgun Policy

Lamar State College Port Arthur recognizes that a safe and secure environment is critical to maintaining a climate that is conducive to learning. The LSCPA Campus Carry Policy is consistent with the State of Texas Law and the governing policies and procedures of the Texas State University System Board of Regents.



For More Information: [Campus Carry or Concealed Handgun Policy](#)

Weather Conditions

Weather conditions such as hurricanes, freezing conditions, excessive rainfall, and other conditions may impact the campus and the local community. If weather conditions are significant the campus will activate the Emergency Operations Plan. The Plan requires that students and employees be notified about campus conditions. Notifications may include email, text messages, social media, and reports from local news outlets.

Classroom Materials and Supplies

Classroom supplies are available through the various departmental offices. Items such as dry erase markers/erasers, pens, pencils, notepads and folders are available on a regular basis. Items such as calendars or other special requests should be made through the

Department Chair and/or the Administrative Assistant of the department.

Some departments, by nature of the degrees and certificates offered, may have equipment or media supplies available to the faculty. For additional instructional materials, contact the Department Chair and /or the Administrative Assistant of the department to make a request for these items or to purchase items.

Education, Correctional

Lamar State College Port Arthur's Correctional Education Program was founded in 1993 with the opening of academic and technical programs at Mark Stiles State Jail. As the state built additional prisons in the area, LSCPA expanded into Richard Leblanc Unit and the Larry Gist Unit where we offer programming in Drug Awareness and Abuse Counseling. During 1997, the first Federal Correctional Complex in Southeast Texas opened, and we began offering programming at the Beaumont Federal Correctional Complex, Medium, Low, United States Penitentiary, and the Camp. The Correctional Education Program has awarded over 200 Associate of Arts Degrees in Academic Studies, Associate of Applied Science in Automotive Technology, and Associate of Applied Science in Heating, Ventilation, and Air Conditioning.

Education, Developmental

According to the Texas Higher Education Coordinating Board, more than 40% of students entering Texas public institutions do not meet state college readiness. Students completing the Texas Success Initiative Assessment who score in the developmental area are placed into either a Beginning Algebra course or Integrated Reading and Writing course. Students who score close to the cut-off score are placed in a Co-Requisite Model NCBO (Non-Course Based Option) in addition to the college level course. The NCBO provides interventions using learning approaches to address the student's identified weaknesses and effectively and efficiently prepare the student to successfully complete the college level course.

For more information: [Developmental Education: Updates and Progress for Underprepared Students](#), and [HECB- TSI and Developmental Education](#)

Education, Dual Credit Education

Dual credit is a partnership between Lamar State College Port Arthur and area high schools to offer college courses. These courses are applied towards both high school graduation requirements and completion of a certificate or associate degree at Lamar State College Port Arthur.



Lamar State College Port Arthur

Through dual credit, students experience the rigors and demands of college level coursework with the additional support of their parents, school counselors, and school administrators. Students who participate in dual

Dr. Hilda Billups.....409-984-6102
Bruce Hodges409-984-6103
Monroe Education Building, Office 147

credit courses offered at their high schools also have the added support of familiar teachers as college instructors. Students who participate in dual credit courses graduate

earlier than students who do not. By completing coursework early, dual credit students move on to their future goals more quickly.

For More Information: [Dual Credit Education](#)

Education, Early College High School

Lamar State College Port Arthur partners with school districts to offer associate degrees to high school students. The program provides students a pathway to complete a college degree while in high school. Students enroll in courses during the first semester of their 9th grade year. Each year, the number of courses the student attempts increases. Students participating in the program come from diverse academic and socio-economic backgrounds. Program goals emphasize persistence and completion.

1. Woodrow Wilson Early College High School (PAISD)
2. Bob Hope Early College High School (BHCS)

Early College High Schools are transformative experiences for students, their families, and their communities.

For More Information: [Wilson Early College High School](#)

Education, Online Instruction

For the purposes of the Commission on College's accreditation review, Online learning/distance education is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

For More Information: [Faculty Online Learning Handbook](#)

Emergency Operations Plan

Faculty should review the *Emergency Operations Plan* before an emergency occurs. The Plan covers specific emergency responses based on the type of emergency-active shooter, bomb threat, explosion, fire, flooding, hurricanes, student crises, etc.

The Risk Manager is responsible for the annual training of college employees in responding to an emergency. Mandatory drills will also be conducted annually to prepare students, faculty, and college employees to respond to an emergency.

For More Information: [Emergency Operations Plan](#)

Employment Outside the Institution

Faculty that want to work outside LSCPA must complete the *Request for Public Outside Employment/Activity* or the *Request for Private Employment/Activity*. Faculty should not seek employment that conflicts with the ability to complete the full performance of assigned duties.

For More Information: [Policy and Procedure Manual](#), 9.8 Employment Outside the Institution,

Appendix F of Faculty Handbook, Forms, Employment Outside the Institution, Request for Public and Request for Private Employment/Activity

Expressions Magazine

Expressions Magazine contains the work of current LSCPA students, including the inmate population. The Magazine provides an opportunity for students to contribute their short stories, poetry, research papers, book reviews, digital art, drawings and photography for publication. Faculty and staff are also encouraged to contribute.

For More Information and Past Publications: [Expressions Magazine](#).

Faculty Senate

Faculty Senate serves as the official body responsible for ascertaining and relaying the advice and opinions of the faculty in matters concerning the academic activities of Lamar State College Port Arthur. The Faculty Senate shall provide information concerning faculty opinions and suggestions to the President and other members of the administration on all matters of employee relations.

For More Information: See <https://www.lamarpa.edu/Faculty-Staff/Faculty-Resources/General-Links/Faculty-Senate-Information>

Guided Pathways

Guided Pathways is an initiative that seeks to streamline a student's college experience to avoid taking courses that are not applicable to their continuing education, perhaps when transferring to a university for completion of a Bachelor's degree. The goal of Guided Pathways is for students to accomplish their college completion goals.

For More Information: [Guided Pathways at Community College: From Theory to Practice, Pathway to Excellence, U.S. Department of Education](#)

Holidays

The following holidays are faculty holidays:

1. Martin Luther King Day
2. Spring Break
3. Memorial Day
4. Independence Day
5. Labor Day
6. Thanksgiving
7. Winter Break

For More Information: [Holidays- Calendar](#)

Holy Days

A 'religious holy day' is a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

[Texas Education Code 51.911](#) provides guidance regarding students and holy days.

A student who plans to be absent under this provision must notify the instructor in advance of the absence. The student shall be excused from attending classes or other required activities including exams. A student may not be penalized for the absence, but if the student fails to satisfactorily complete the assignment or examination, the instructor should grade accordingly.

[Texas Education Code 51.925](#) provides guidance regarding faculty and holy days.

A faculty shall not be penalized for being absent from work for the observance of a religious holy day. Faculty must provide proper notice of absence by providing a list of holy days to be observed to the Department Chair in writing. Notice of such days will be provided in advance to all students.

Human Resources

The purpose of the Human Resources Office is to design, implement, and maintain a program of personnel administration for the institution; a program which is adequately defined and explained and operates with dignity and respect for all individuals.

The Director of Human Resources is responsible for the development and administration of sound personnel statutes, regulations, and policies. Major functional areas include benefits, records maintenance, employment, classification/compensation, workers' compensation, safety, risk management, and employee relations.

The Human Resources Office serves the faculty, staff, students, and administration in their programs of teaching, extension, and support services. They share in a commitment to achieving the mission of LSCPA.

Director of Human Resources:.....409-984-6237
Human Resources Specialist:409-984-6259
Business Office Building, Office 121

For More Information: [Human Resources](#)

Incentive Awards

LSCPA encourages faculty and staff to pursue professional growth and development, participate in professional associations, and engage in appropriate research and creative endeavors. The Faculty and Staff Incentive Award Program has been designed to recognize and reward those employees whose professional activities or community service have brought credit to themselves and the College.

See Appendix E: Faculty Incentive Awards, page 41.

Information Technology

The purpose of the Office of Information Technology is to support the College's commitment to student learning, success, and achievement.



IT Services is charged with ensuring the proper use of the college's communications and computing resources, participating in institutional research, and reporting institutional information to external agencies.

IT Services is committed to:

Providing faculty, staff, and students with, and access to, the computer hardware, software, information, and telecommunications equipment necessary to perform their respective job tasks and instructional assignments;

- Protecting the computing and communications environments from outside disruptions;
- Maintaining compliance with the laws and regulations of the United States, the State of Texas, and The Texas State University System regarding copyright

and software license agreements, file transfer and storage, and purchasing;

- Discouraging and monitoring copyright infringement;
- Reporting accurate data to external agencies in a timely manner;
- Treating all users with dignity and respect.

Work Orders

Faculty are able to submit work orders directly for issues with their computers, software, printers, projectors, and email/access issues.

[Submit a Work Order](#)

Help Desk and Support Services

Contact the Help Desk for assistance by email HelpDesk@lamarpa.edu or by phone (409) 984-6150 during normal business hours.

For More Information: [Information Technology, Instructions and Training Resources](#)

Instructional Locations

Lamar State College Port Arthur provides courses in several locations:

1. LSCPA campus
2. Online
3. Bob Hope High School
4. Crowley High School
5. East Chambers High School
6. Ferris High School
7. Fort Stockton High School
8. Hamshire Fannett High School
9. Jasper Center
10. Kountze High School
11. Livingston High School
12. Memorial High School
13. Nederland High School
14. North Crowley High School
15. Polk County Center
16. Port Neches-Groves High School
17. Sabine Pass High School
18. TeKoa Academy
19. Texas Home Schooled
20. Woodrow Wilson High School
21. Federal Correctional (Low)
22. Federal Correctional (Medium)
23. Mark Stiles Correctional

Dual Credit Courses are offered at LSCPA and on location for students who attend Bob Hope Charter School, Memorial High School, Nederland High School, Port Neches Groves High School, and Bob Hope Early College High School, and Woodrow Wilson Early College High School.

Library Services

The purpose of Library Services is to provide essential resources and services, collections, instruction in library usage, access, facilities, and personnel, to our students, faculty, and staff in support of the educational programs.



The Gates Memorial Library is one of the most attractive academic library buildings in the State. The two-story Classical Revival

building was entered into the National Register of Historic Places in 1981.

Material from the library are accessible to faculty, staff, and students. Passwords are required to access the library's electronic holdings. Collections are developed to support all of the Lamar State College Port Arthur's educational programs. The library boasts a large number of holdings in both paper and electronic formats. There is a 47-seat open computer lab, quiet study areas, group study areas, reading rooms, a multi-purpose conference room and an expanded reference area.



The library offers online services in Circulation, Holds, Interlibrary Loan, Online renewal of books, and scheduling tours/information sessions for students in classes.

The library offers online resources including catalog/books, eBooks and videos, databases, Faculty Information Guides and research tutorials.

For More Information: [Library Services](#)

Learning Outcomes

Course Learning Outcomes describe what students should be able to demonstrate in terms of knowledge and skills in a course as a result of learning. Courses should be designed with these outcomes in mind. Lectures, discussions and activities should reflect the desired outcome. In some courses, the Learning Outcomes are provided and must be adhered to. In other courses, faculty are responsible for creating the outcomes with the assistance of their Program Coordinator and the Department Chair.

Mail

Faculty mailboxes are located in the Madison Monroe Education Building foyer. Mailboxes should be checked daily. Faculty will be issued the key to their mailbox by the Administrative Assistant for the Dean of Academic and Technical Programs.



Master Plan 2020-2030

The Lamar State College Port Arthur Campus Master Plan presents a guide for the campus' future. The 2020-2030 master plan is used by the College to create a strong, active campus core, to focus, and to generate campus activities, improve traffic flow around campus, and plan for much needed instructional spaces. Successful execution of this plan will further create an environment that will attract students and provide them a powerful educational experience on campus.

For More Information: [LSCPA Master Plan 2020-2030](#)

Microsoft 365

Microsoft 365 ProPlus is the version of the Microsoft Office Suite that is available at no cost for faculty and students.



Faculty can install Microsoft 365 ProPlus on up to 5 devices (home or personally owned PC/MACs and mobile devices. Office mobile applications are

accessible on iPhone and Android phone and automatically included with all Windows phones. Faculty must connect to the internet once every 30 days to verify they are still eligible for the program.

For More Information: [Microsoft Office 365 ProPlus Faculty/Staff](#)

Parking

Faculty receive a parking tag from the Student Services Office via campus mail. Parking tags should hang visibly from the rearview mirror.

There are reserved parking lots on campus. Some faculty have assigned parking spaces in the parking lot behind the Madison Monroe Education Building. If you do not have an assigned parking space, faculty should park in other Faculty Parking Lots on campus.



Perkins Grant

Perkins Grant funds reflect the 100-year federal commitment to Career and Technical Education (CTE) by providing federal support for CTE programs. Perkins affords states and local communities the opportunity to implement a vision for CTE that uniquely supports the range of educational needs of students, exploration through career preparation and balances those student needs with the current and emerging needs of the economy.

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is intended to more fully develop the academic knowledge and the technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly \$1.3 billion annually for CTE programs for our nation's youth.

Perkins V represents an important opportunity to expand opportunities for every student to explore, choose, and follow CTE programs of study and career pathways to earn credentials of value by:

- Improving alignment to state-identified in-demand industries;
- Placing a stronger emphasis on quality by requiring robust measures of progress;
- Placing a stronger focus on equity by increasing federal funds that states can set aside to assist CTE programs in rural areas and in predominantly low-income areas.

The Perkins Grant is managed by the Dean of Academic and Technical Education.

Physical Plant

The purpose of the Physical Plant Department is to preserve the campus facilities while creating and sustaining an environment that will attract, retain, and support students, faculty, and staff.

The Physical Plant staff will provide an environment that is functional, safe, clean, and aesthetically pleasing.

Faculty should contact their Department Chair to submit a work order to Physical Plant. Physical Plant also fulfills of key requests, security codes, and requests for use of a vehicle. Each request must be approved by the Department office.

For More Information: [Physical Plant, Material Safety Data Sheets](#)

Student Services

Student Services is staffed with several professionals who work together to support the academic and personal development of students. Some of the positions in student services are administrative, while there are many more who are the providers of hands-on, frontline services to new, continuing, and transfer students.

Each of the links below go to the website. Refer to the Menu on the left of the screen for detailed information about each area of Student Services.

For More Information:

- [Admissions](#)
- [Advising and Retention](#)
- [Disability Services](#)
- [Enrollment Services](#)
- [Financial Aid](#)
- [Registrar](#)
- [Student Activities](#)

For more information and details on specific tests offered: [Testing Center, Student Success Center.](#)

Quality Enhancement Plan (QEP)

The Quality Enhancement Plan (QEP) is a document developed by Lamar State College Port Arthur that (1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. The QEP is completed as part of SACSCOC Accreditation.

For More Information: [The Quality Enhancement Plan-SACSCOC](#)

Sexual Harassment

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

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

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic career;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual;
- Such conduct unreasonably interferes with an individual's performance or creates an intimidating, hostile, or offensive academic environment.
- Faculty members are responsible for reading and understanding the institutional policy on sexual harassment included in the policy on sexual harassment in Chapter VII of the TSUS Rules and Regulations.

For More Information: [TSUS Chapter VII 4. Health and Safety 4.4](#)

Social Media

Lamar State College Port Arthur respects the rights of its employees to maintain and interact within the online social media community. Please be aware that you and your social media sites reflect on the college. Any comments you make online can be linked back to the college, especially if you have Lamar State College Port Arthur listed as your employer.



In addition to the policy information posted below, employees should follow the best practice of maintaining respect and confidentiality of the college at all times. Personal sites should be maintained on your own time, using your own equipment. Social media should only be engaged in the workplace if it is directly related to accomplishing College goals.

For More Information: [Policy and Procedure Manual 5.16 Social Media](#)

Social Media (TikTok)

On December 7, 2022 Texas Governor Greg Abbott issued an executive order banning the use of TikTok at state agencies. To meet the requirements of this order, TikTok has been blocked on all Lamar State College Port Arthur networks and banned from download or use on college owned and managed devices (desktops, laptops, tablets, etc.).



The Information Security department will continue to monitor developments related to the Governor's order and keep stakeholders informed of potential impacts.

Questions regarding the prohibition of TikTok can be directed to the Helpdesk at HelpDesk@lamarpa.edu.

Southern Association of College and Schools Commission on Colleges (SACSCOC)

SACSOC is one of six regional accreditation agencies recognized by the US Department of Education and Council for Higher Education Accreditation.

For More Information: [SACSCOC](#)

Strategic Plan 2019-2029

Each college and university in the state of Texas is required to write a Strategic Plan for their institution providing overarching information sharing the institution's Mission, Goals, and strategies for Student Success.

LSCPA's Strategic Plan 2019-2029 focuses on four primary goals: Access, Success, Excellence, and Efficiency, and faculty can contribute to the achievement of each of these goals.

For More Information: [Strategic Plan 2019-2029](#)

Testing Center/Student Success Center

Lamar State College Port Arthur provides a testing center for students and the community. Assessments are offered in a comfortable, secure testing environment. Exams range from student placement exams, national licensures/certificates and state certifications to testing for area business and industry.

The purpose of the Student Success Center is to help students achieve academic success. It is an integral component of the College's compensatory education programs and assists the College in fulfilling its commitment to students with diverse goals and backgrounds. Services offered by the Center are focused on helping students to develop basic academic skills necessary for beginning college-level work, which allows them to succeed in technical education programs or to complete the core curriculum.

Title IX

The Texas State University System and Lamar State College Port Arthur are committed to maintaining an educational environment free from all forms of sex discrimination.

Sexual misconduct is a form of sex discrimination and will not be tolerated. Lamar State College Port Arthur will maintain an environment promoting prompt reporting of all types of sexual misconduct and timely and fair resolution of sexual misconduct complaints. LSCPA will take prompt and appropriate action to eliminate sexual misconduct when such is committed, prevent its recurrence, and remedy its effects.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs and activities. Sexual harassment of students or employees, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX.

Lamar State College Port Arthur is committed to creating an environment free of harassment and discrimination.

For more information: [Title IX/Sexual Misconduct](#), [Policy and Procedure Manual](#), Appendix

Title V Grant: Pathway to Excellence

The Title V HSI grant is a five-year, federal competitive grant for eligible Hispanic-Serving institutions (HSI) and is directed by the Department of Education's Office of Post-Secondary Education. The Title V HSI Grant assists with strengthening institutional programs, facilities, and services to expand the educational opportunities for Hispanic Americans and other underrepresented populations. Title V grants enable HSI institutions to expand and enhance their academic offerings, program quality, and institutional stability.

Pathway to Excellence expands upon the College's mission as a learning-centered institution embracing academic excellence by providing multiple pathways to student success. The Pathway to Excellence project has a goal to increase access and student success in higher education, for all students in the community. A particular focus is placed on Hispanic, low-income and first generation (high-need) students at critical points in the 2-year and 4-year pipeline.

"Pathways to Excellence" initiatives include:

1. Tutor.com (Online Tutoring, Available 24/7)
2. Career Assessment
3. Peer Supports and Student Engagement Surveys
4. Success Coach Advisors
5. Community Outreach
6. Supplemental Instruction
7. Tutoring Lab
8. Parent Academy
9. Financial Literacy Workshops
10. Excelencia Center
11. Computer lab

For More Information: [HSI Title V Grant](#)

Excelencia Center

The Excelencia Center is located in the Ruby Fuller Building. The Center is a modern interior space that houses tutoring space and other HSI program initiatives.



Tobacco Free Workplace

All campus buildings are designated "smoke free." Included in this designation are all instructional facilities; faculty, staff, and administrative offices; and student services areas. Tobacco products include all types of tobacco, cigarettes, cigars, smokeless tobacco, electronic cigarettes, pipes, and hookahs.



For More Information: [Policy and Procedure Manual](#), 11.4 Tobacco Free Workplace

Texas Success Initiative Assessment (TSIA)

The TSI Assessment (TSIA) is part of the Texas Success Initiative program designed to help determine if students are ready for college-level coursework in the general areas of English Language Arts and Reading and mathematics. This program helps determine what type of course or intervention best meets the student's needs to help them become better prepared for college-level coursework. All

Texas college students are required to take the TSIA unless the student is determined to be exempt.

Starting January 11, 2021, students take the TSIA2, the second iteration of the Assessment. All TSI scores are valid for a period of 5 years.

A student shall be exempt from taking the TSIA2 if the student has:

- scored a composite score of 23 with a minimum of 19 on the English test shall exempt both English Language Arts and Reading sections of the TSIA2;
- scored a composite score of 23 with a minimum of 19 on the Math test shall exempt the Mathematics section of the TSIA;
- taken the SAT administered prior to March 2016 and earned a minimum score (verbal critical reading + math) SAT score of 1070, with a minimum score of 500 on both sections;
- taken the SAT administered March 2016 and later and earned scores on the evidence-Based Reading and Writing (EBRW) assessment of 480, and a minimum score of 530 in Mathematics (no combined score needed);

- a TAKS scale score of at least 2200 on the math section and/or 2200 on the English Language Arts section with a writing subsection score of at least 3;
- Veterans, active duty personnel, and a student who is serving as and, for at least 3 years preceding enrollment, has served as a member of a reserve component of the U.S. armed services;
- Transfer from another institution having satisfactorily completed college-level coursework; or
- Enrolled in a certificate program of one year or less (Level One certificates) at a public institution.

For More Information: [Texas Success Initiative and Developmental Education](#)

Work Orders

Information Technology and Physical Plant receive numerous requests for services sometimes daily. In order to track requests for service and document completion of these services, Lamar State College Port Arthur uses the Work Order systems.

For More Information: [Information Technology Work Order Physical Plant - Work Order](#)

Faculty Rights, Roles, and Responsibilities

Academic Excellence¹

In-Person Teaching.

Full-time faculty, as defined by a Component, are required to teach in-person classes when a Component determines in-person teaching is appropriate.

On Campus Office Hours.

Full-time faculty must maintain on-campus office hours as determined appropriate by a Component. All office hours must be approved in writing by an authorized Component administrator.

Campus Engagement.

Full-time faculty must attend significant campus events, as designated by a Component. A faculty member's absence from such designated events must be approved in writing by an authorized Component administrator.

Disciplinary Action.

This policy underscores the importance of in-person teaching, on-campus office hours, and attendance of faculty at campus activities. As faculty compliance with this policy is crucial in fostering a vibrant and engaging academic community, Components must take disciplinary action, up to and including termination, against faculty who fail to comply with the requirements of this policy.

Academic Freedom

Institutions of higher education exist for the common good. The common good depends upon an uninhibited search for truth and its open expression. Hence, each faculty member must be free to pursue scholarly inquiry and to

voice and publish individual conclusions concerning the significance of evidence that the faculty member considers relevant. Each faculty member must be free from the corrosive fear that others, inside or outside the academic community, because their vision may differ, may threaten the faculty member's professional career or the material benefits accruing from it.

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

For More Information: [Policy and Procedure Manual](#) 8.1 Academic Freedom

The AAUP (American Association of University Professors) [Statement of Principles on Academic Freedom and Tenure](#)

Academic Responsibility

The concept of academic freedom must be accompanied by an equally demanding concept of responsibility, which shall be shared by LSCPA administrators and faculty. The fundamental responsibilities of faculty members as teachers and scholars include maintenance of competence in their fields of specialization and the exhibition of such competence in lectures, discussions, or publications. Exercise of professional integrity of faculty

¹ TSUS Policy

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

For More Information: [Policy and Procedure Manual](#), 8.2 Academic Responsibility

Advising

Faculty are required to advise for students in their major. Faculty generally see students after their first semester of attendance. In general, faculty should plan to advise 3-5 hours weekly between the first date of registration and the end of the semester. Faculty may be required to advise in the summer if they are Program Coordinators/Directors. Departments differ in their advising process so check with your Department Chair for specific information.

Conex Ed

Conex Ed is a scheduling software allowing students and advisors to actively book and manage their appointment and advising sessions at convenient times for students.



For more information and directions for using contact the Advising Office.

Advisory Committees

Institutions must establish an industry-based advisory committee for each workforce education program (each AAS degree or Career Technical Education certificate).

The role of an advisory committee is to:

1. help a college document the need for a workforce education program and
2. ensure the program has adequate resources and a well-designed curriculum to provide students with the knowledge, skills, and abilities essential for employment.

The advisory committee is one of the means of ensuring meaningful business and industry participation in program creation and revision. Advisory committees perform the following functions:

1. evaluating the goals and objectives of the program curriculum;
2. establishing workplace competencies for the program occupation(s);
3. suggesting program revisions as needed;
4. evaluating the adequacy of existing college facilities and equipment;
5. advising college personnel on the selection and acquisition of new equipment;
6. identifying local business and industry leaders who will provide students with external learning experiences, employment, and placement opportunities;
7. assisting in the professional development of the faculty;

8. assisting in promoting and publicizing the program to the community and to business and industry; and
9. representing the needs of students from special populations.

All meetings of an advisory committee must be recorded in official minutes. Minutes must be maintained by the institution and made available to Coordinating Board staff upon request.

For More Information: [Guidelines for Instructional Programs in Workforce Education](#)

Blackboard

Blackboard Ultra is a Learning Management System. This system provides a 'shell' for each course taught by faculty, face to face or online. Within the course shell, faculty can upload information in the following categories: Course content, calendars, learning modules, assessments, assignments, profile, gradebook, and media library.



Faculty should use Blackboard Ultra for all their courses. At a minimum, the syllabus, office hours, and gradebook should be set up. As part of Emergency Operations, faculty should be prepared to switch to an online format immediately should an emergency occur that results in closure of the campus. For this reason, it is strongly suggested faculty use Blackboard to post classroom information, handouts, and assignments.

The Office of Online Learning has created several 'How-To' videos for faculty.

For More Information: [MyLSCPA](#) → [Blackboard](#) → [Community](#) → [Online Learning Resources](#)

Class Roster

Students must attend classes and sections as listed on the official class roll. Student names who do not appear on the class roll cannot attend classes or laboratories. Names of students auditing courses appear on the official class roll.

The instructor is responsible for correcting class rolls. For the first two weeks of classes, faculty are encouraged to check Banner rosters in each class period for the addition and deletion of students.

Faculty receive Preliminary, 1st Day, and 4th day class rosters. These are sent for the instructors' use and do not have to be returned to the Registrar.

Faculty receive Official Class Rosters on the 12th Class Day (Census Day) . The Class Roster must be verified, signed in black ink, and returned to the Registrar's Office.

Students who do not appear on the roster are not allowed to attend the class. Any discrepancies should be emailed to the Registrar before the 12th Class Day.

Blackboard does not update the rosters like Banner does. Students may still appear on the roster for Blackboard who are not in Banner. Notify the Distance Education Director with those concerns.

Clear English Requirements

House Bill 638, as enacted by the 71st Legislature of the State of Texas (VTCA) Education Code, Section 51.917) requires that each public institution of higher education will

ensure that all courses (with the exception of foreign languages) will be clearly taught in the English language.

For More Information: [Policy and Procedure Manual](#), 2.8 Clear English Requirement

Communication with Students

It is occasionally necessary for faculty and students to communicate outside the classroom. When communicating, faculty and students must use the LSCPA official campus email address or, in the case of dual enrolled classes, the official ISD email addresses.

Collegiality

Members of the college community should contribute to the creation of a collegial culture. As colleagues, all faculty have obligations derived from common membership in the community of scholars. Faculty do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions different from their own. Faculty accept their share of faculty responsibilities for the governance of the institution (drawn from AAUP Statement on Professional Ethics, 1966, Revised 1987, 2009).

Faculty members are expected to:

- Collaborate with faculty, staff, and stakeholders from the College and the community to create, preserve, and enhance important partnerships.
- Provide support for adjunct and full-time colleagues in the form of consultation and cooperation; work as effective team members, when required.
- Treat all members of the college community with dignity and respect demonstrating professional, courteous behavior and engage in constructive conflict resolution, when needed.

For More Information: [Policy and Procedure Manual](#), 7.6 Faculty Position Responsibilities

Committee Service

Faculty have the primary responsibility for the improvement of Lamar State College Port Arthur's educational programs. Faculty serve on a variety of department and campus committees. Committee service is listed as part of the Faculty's evaluation.

Committees include:

- Nominating Committee for "Teaching Excellence Awards"
- Promotion Committee
- Tenure Committee
- Student-Faculty Relations Committee
- Faculty Senate Executive Committee
- Hiring Committees in conjunction with Chairs, VP, and other staff

For More Information: Appendix C of the Faculty Handbook, Faculty Committees

Core Curriculum

The Texas Higher Education Coordinating Board (Coordinating Board), with the assistance of its Undergraduate Education Advisory Committee (UEAC),

designed a 42-semester credit hour (SCH) core curriculum for all undergraduate students in Texas public higher education institutions. The new core curriculum was implemented state-wide in fall 2014. Institutions are able to update the Core Curriculum annually. Core curriculum updates are completed by the Vice President of Academic Affairs.

The purpose of the core curriculum is to ensure that undergraduate students develop the essential knowledge and skills they need in order to be successful in college, in a career, in their communities, and in life. The Core Curriculum facilitates the transfer of lower-division courses among public colleges, universities, and health-related institutions throughout the state.

The Core Curriculum is divided into Component Areas with a specified number of Semester Credit Hours required for each Component Area:

Component Area	Required SCH
Communication	6 SCH
Mathematics	3 SCH
Life and Physical Science	6 SCH
Language, Philosophy, and Culture	3 SCH
Creative Arts	3 SCH
American History	6 SCH
Government	6 SCH
Social and Behavioral Sciences	3 SCH
Component Area Option	6 SCH

For More Information: Appendix A Assessment, and [Institutional Effectiveness 2021 Core Curriculum](#)

Course Design

Courses are designed by the faculty teaching the course. The method of course design called Backward Design is used to set goals for the course before choosing the instructional methods and forms of assessment. There are three stages to Backward Design:

1. Identify the results desired.
2. Determine acceptable levels of evidence that support the desired results occurred.
3. Design activities to make the desired results happen.

Faculty should begin by identifying the results desired for the course by referring to the [Academic Course Guide Manual \(ACGM\)](#) for academic courses, or [Workforce Education Course Manual \(WECM\)](#) for technical courses. The ACGM and WECM provide descriptions and objectives or learning outcomes for the course inventory. Both the ACGM and WECM are maintained by the Texas Higher Education Coordinating Board. Faculty may add to the Learning Outcomes but may not subtract from them.

In addition to the course objectives or learning outcomes, faculty should also include the appropriate Core Objectives (Academic Courses) or Program Objectives/Outcomes (Technical Courses).

Once the end goal is established, assignments, evaluations, assessments, and exams can be created along with lectures and course outlines. The textbook selection should not dictate the flow of the course, rather it should enhance it.

Credit by Exam

Credit by Examination is designed to allow students, who have completed formal or informal training in topics presented at the rigor of a college level curriculum, to challenge a course by completing a comprehensive examination. Credit is awarded to students who pass an advanced standing examination with a 'C' or better. Individual departments may have program specific standards. Faculty may be asked to prepare and administer the Credit by Exam.

For More Information: [Policy and Procedure Manual](#), 7.11 Credit by Examination

Developmental Education

Students who do not meet the minimum TSIA2 scores or are not exempt from other tests or circumstances are required to participate in Developmental Courses. Each area, Mathematics and English Language Arts and Reading, offers a developmental course, plus NCBO courses designed as a co-requisite with the College level gateway course.

NCBO Non-Course Competency Based Option

Interventions using learning approaches designed to address a student's identified weaknesses and effectively and efficiently prepare the student for college-level work. These interventions must be overseen by an instructor of record, must not fit traditional course frameworks, and cannot include advising or learning support activities already connected to a traditional course. Interventions may include, but are not limited to, tutoring, supplemental instruction, or labs.

House Bill 2223

House Bill 2223, signed in 2017, was designed to accelerate underprepared students' persistence and successful completion of developmental education and the gateway college-level course. HB 2223 requires a percentage of underprepared students enrolled in developmental education be reported as enrolled in a corequisite model. The Corequisite model allows the student to enroll in the college-level course but requires a co-enrollment in a developmental education course or intervention. This intervention is designed to support the student's successful completion of the college-level course.

For More Information: [HB2223 Implementation](#), [HECB TSI and Developmental Education](#)

DUO Security

LSCPA has implemented Duo Security, a two-factor authentication feature which adds a second layer of security when logging into applications. By verifying your identity using a second factor (e.g., phone or other mobile device), you prevent anyone but you logging into your LSCPA account even if they gain access to your password.



For More Information: [2-Factor Authentication with Duo Security](#)

Examinations

Effective classroom teaching requires the use of formative and summative assessment. Students should be made

aware of the examination schedule for the semester by the second week of classes in Fall and Spring Semesters, or by the second day of a summer/mini term.

EVALUATION

Annual Faculty Review

Faculty members are required to complete the F2.08 Annual Faculty Review, a self-evaluation submitted to the Department Chair, the Dean of Academic and Technical Programs, and the Vice President for Academic Affairs. Faculty are evaluated for professional duties and activities including classroom instruction, professional development, participation in department and campus-wide affairs, service to the college, and the community.

The Department Chair or Dean may use the Annual Faculty Review to support recommendations concerning promotion, tenure, and salary administration.

For More Information: [Human Resources Performance Appraisal Forms](#)

Course Surveys

During each long semester, faculty members (full-time and part-time) will provide students with an opportunity to evaluate faculty performance. To ensure that final grades are not biased by comments made on evaluations, another faculty or staff member will monitor the evaluation process. The instructor being evaluated shall not be present in the classroom when students are completing the evaluation.

The student evaluations of faculty are to be used as a means for improving teaching and may also be used to document teaching effectiveness in applications for tenure and promotion. Results of course surveys may also be submitted as part of the annual faculty evaluation process.

Classroom Observation

During an Academic Calendar year, each full-time faculty will be observed in the classroom by the Department Chair or designee. Adjunct faculty will be observed each semester by the Department Chair, tenured faculty of the subject area, or other designees.

For More Information: Appendix D of Faculty Handbook, Classroom Observation Form.

Faculty Discipline

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

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

For More Information: [Policy and Procedure Manual](#), 5.8 Discipline for Faculty

Faculty Credentials

It is the policy of Lamar State College Port Arthur to employ only faculty members, full-time and part-time, who possess the credentials identified by the Southern Association of Colleges and Schools



Commission on Colleges under Faculty Credentials Guidelines, with the Vice President for Academic Affairs having the authority to override those guidelines when justified, with approval from the President.

For More Information: [Policy and Procedure Manual](#), 7.0, Initial Appointment, Rank, and Promotion

Faculty Responsibilities

Faculty members are expected to be effective teachers and excel in course instruction.

The minimum expectations of faculty who teach include:

- **Content expertise.** Faculty must demonstrate deep subject knowledge, including key concepts, current and relevant research, methodologies, tools and techniques, and meaningful applications.
- **Effective teaching.** Effective teaching reflects sound instructional methods drawn from the scholarship of teaching and learning and cultivates a supportive learning environment allowing students to think critically and experiment with the material.
- **Effective communication.** Effective teaching clearly articulates high, achievable, and purposeful expectations. Effective teaching adeptly guides meaningful course activities, allowing students to advance their knowledge or skill.
- **Effective advising.** Academic advising guides the student through the educational organization.
- **Member of the college community.** In addition to teaching, faculty members are expected to be an active member of the college community by performing professional responsibilities, contributing to a collegial culture, and contributing to the growth and enhancement of the college.
- **Member of the community.** Faculty members are expected to be an active member of the community.

For More Information: [Policy and Procedure Manual](#), 7.6 Faculty Position Responsibilities

Faculty Selection

Faculty are recruited to assure balance among disciplines in Academic Programs, Technical Programs, and Developmental Education, and to provide a mixture in the origin of degrees and training of faculty. The philosophy of Lamar State College Port Arthur is to maintain a learned faculty who, by precept and example, will instruct and inspire their students and reflect credit upon the institution. Scholarship, creative activity, research, and public service are encouraged, but Lamar State College Port Arthur reaffirms that the primary goal of each faculty member shall be to attain greater proficiency in teaching

All appointments to the faculty of Lamar State College Port Arthur are subject to the approval of the TSUS Board of Regents. The President shall recommend to the Board the employment or reemployment of faculty members to be awarded term or annual appointments.

For More Information: [Policy and Procedure Manual](#), 7.0 Initial Appointment, Rank, and Promotion.

Faculty Duty Hours

1. Faculty teaching assignments are based upon the needs of the institution and determined

collaboratively by the Department Chair, Dean of Academic and Technical Programs, and the Vice President for Academic Affairs.

2. Full-time faculty members must report to work on campus each duty day in a given term except for approved leave.

Semester	Faculty Work Schedule	
	Begins	Ends
Fall	One week before the first day of class.	First business day following graduation.
Spring	One week before the first day of class.	First business day after the deadline for grade submissions.
Summer	One day before the first day of class.	First business day following graduation.

3. Full-time faculty members must be on duty a minimum of thirty (35) hours per week. Faculty members must schedule twenty-five (25) hours per week. In addition to the twenty-five (25) hours, full-time faculty members are to reserve ten (10) hours per week for activities such as student appointments, committee meetings, and other LSCPA activities. It is understood that these ten (10) hours may vary from week to week; however, each faculty member should have documentation of his/her own weekly schedule. Some activities such as extra pay courses or meal periods may not be included in the ten (10) hours per week for activities.
4. Faculty teaching online courses may provide one virtual office hour per week for each online section taught to fulfill the above requirements.
5. Faculty are required to participate in advising and registering of students as needed prior to the beginning of each semester.
6. Full-time faculty members travel time between teaching sites including campuses and centers, may be included in the work schedule. Extra pay courses are not included in the Work Schedule.
7. Faculty are required to post their approved schedule on their office door, in Blackboard and ConexEd, as well as sharing it with students.
8. For each course taught, a part-time faculty member is required to be available to students for the purpose of academic assistance for a minimum of one hour per week immediately before or after class. If that schedule is impossible or impractical, the part-time faculty member, with the approval of the appropriate supervisor, will establish other times.



Faculty Workload

Lamar State College Port Arthur requires full time faculty to teach a standard work load of fifteen (15) Semester Credit Hours consisting of lecture, lab or clinical courses each fall and spring semesters.

For Additional information regarding faculty workloads and overloads see Policies 9.22 and 9.23 in the Policy and Procedure Manual.

A teaching overload of three (3) SCH is approved as course offerings allow. Overloads of more than eighteen (18) SCH must be approved by the Dean of Academic and Technical Programs and/or Vice President for Academic Affairs. All overloads are taught at the current Adjunct pay rate.

During summer semesters faculty may teach six (6) SCH. Additional courses beyond 6 SCH may be added with the approval of the Dean and/or Vice President for Academic Affairs.

Courses taught as an overload with low enrollment may be taught with the permission of the Dean of Academic and Technical Programs and/or Vice President for Academic Affairs. Faculty salaries for courses with low enrollment will be pro-rated.

Faculty given specific assignments or additional responsibilities may receive a course release for 16-week semesters. Course releases are requested by the Chair and approved by the Dean of Academic and Technical Programs, Vice President for Academic Affairs, and the President.

Adjunct Faculty may teach up to six (6) SCH per 16-week semester. Semester Credit Hours exceeding six (6) SCH must be approved by the Dean of Academic and Technical Programs and/or Vice President for Academic Affairs.

Family Educational Rights & Privacy Act (FERPA)

Access to educational records directly related to a student will not be granted unless disclosure of the type of record is authorized to be disclosed under the provision of the law. The types, locations, and names of custodians of educational records maintained by LSCPA are available from the Registrar. Access to records by persons other than the student will be limited to those persons and agencies specified in the statute.

For More Information: [LSCPA's FERPA Statement](#), [Frequently Asked Questions about FERPA](#)

GRADES/GRADING

Standard Grading

LSCPA recommends the following grading scale (A, B, C, D, F). Grade points are earned per grade per semester credit hour.

Grade	Range	Description	Grade Points
A	90-100	Excellent	4
B	80-89	Good	3
C	70-79	Fair	2
D	60-69	Passing*	1
F	0-59	Failing	0

*Some courses/programs require a C or higher grade to be passing.

Courses in Developmental Courses receive a two-letter grade. The first is D for Developmental and the second letter is the course grade (DA = an A in the course, DC = a C in the course).



NCBO (Non-Course Based Options) courses may be graded with a S (Satisfactory) or U (Unsatisfactory).

Students who drop a course or withdraw from the college completely will have a Q or W in Banner. Students are required to initiate the drop or withdrawal process. Students who stop attending class and earn a failing grade will receive an F. The last date of attendance must be noted when posting grades of F.

Grade Inflation

In order to ensure that students transferring to four-year universities are prepared, grade inflation is discouraged.

Incomplete Grades

An 'Incomplete' grade (marked by an I) is a conditional grade used to indicate that the student has not completed the course. It is the responsibility of the student to plan with the instructor to submit required work and be assigned a grade.

A grade of Incomplete should only be given in extreme and extenuating circumstances, and only for students who lack one or two assignments to complete the semester.

Faculty must complete the Incomplete Grade Contract (Appendix D: Forms), send it to the student who will sign and send it back to the faculty. Faculty sign and forward the contract to their Department Chair for approval.

Students with a grade of 'incomplete' must complete course requirements within two months after the last class day unless stated differently in the Contract. If course requirements are not completed by the deadline, the grade of 'I' will be changed to an 'F'.

Grade Changes

After grades have been entered, it is sometimes necessary to change a student's grade because of an instructor error in computing grades or work being submitted to satisfy the Incomplete Grade Contract. Faculty will complete and sign the Grade Change Form (Appendix D) and submit it to their Department Chair for approval. The Department Chair will submit the form to the Vice President for Academic Affairs. The VPAA forwards the Grade Change Form to the Registrar's office.

In most circumstances, grades remain as recorded and can be changed only by the instructor. In the event the instructor is no longer employed, the Department Chair and Dean of Academic and Technical Programs have the authority to change grades, with a written explanation for the change placed in the college's official files.

Grades may be changed by the Department Chair and/or Dean of Academic and Technical Programs when the Student-Faculty Relations Committee, as a result of the appellate process, determines that a faculty member has failed to implement a previously announced grade policy.

All grades and grading methods are subject to review by the Dean of Academic and Technical Programs and/or Department Chair when a student requests a review of a specific grade. The Dean and Department Chair must approve any change in grade requested by an instructor after final semester grades are recorded.

Graduation

Graduations ceremonies are held in December and May. All full-time faculty are expected to take part in the graduation exercises and dressed in the appropriate academic attire. Faculty who do not have academic attire are asked to purchase or rent the appropriate cap, gown, stole, or hood.



Guest Lecturers

Guest lecturers are often brought into classes to provide students with additional insight and expertise in a subject area. Instructors are encouraged to get the speaker to visit without paying a fee. If a speaker requires payment, that must be arranged before confirming the speaker's visit, and only with approval from the Vice President for Academic Affairs.

House Bill 2504

During the 2009 legislative session, the Texas Legislature passed legislation designated HB 2504 that requires public institutions of higher learning make available to the public certain information concerning undergraduate classroom courses offered for credit.

The items posted to the LSCPA website include each faculty member's Curriculum Vitae, Syllabus, and Student Course Evaluations.

Information must be accessible from the LSCPA homepage by three links (clicks), searchable by keywords and phrases, and accessible to the public without requiring registration or a user name/password or other identification.

For More Information: [House Bill 2504](#)

Identification Card

As a new faculty, you will receive an ID Authorization Form from Human Resources. Take the ID form to the ID office located in Room 209 of the Student Center to have an ID card made.



If an ID card is lost, a replacement card can be made for a small charge.

Employees must carry their ID card while on campus.

Instructional Rank

The academic ranks for regular, full-time faculty in Academic Programs are Instructor, Assistant Professor, Associate Professor, and Professor.

The instructional ranks for regular, full-time faculty in the Technical Programs Division are Instructor I, Instructor II, Instructor III, and Instructor IV. Faculty members teaching in the Allied Health Department who are not required to possess a master's degree as a condition of employment are eligible for the same instructional rank as technical faculty.

Rank is established at the time of employment.

For More Information: [Policy and Procedure Manual](#), 7.0, Initial Appointment, Rank, and Promotion

Intellectual Property

The term *intellectual property* refers to inventions, discoveries, patents, patent applications, scientific or technological developments, and copyrightable instructional materials, regardless of the mode of publication, such as books, articles, study-guides, online courses, artistic works, movies, and television programs.

For More Information: [Policy and Procedure Manual](#), 7.7 Intellectual Property

Leave of Absence for Faculty Development

A faculty development leave of absence may be granted for study, research, writing, field observations, or other suitable purpose, to a faculty member if the faculty member is eligible by reason of service, that the purpose for the faculty development leave is one for which faculty development leave may be granted, and that granting leave to the faculty member will not place on faculty development leave a greater number of faculty members than is authorized.

The Board of Regents authorizes the institution to implement a Faculty Development Leave Program pursuant to the provisions of the Texas Education Code Chapter 51, C.

For More Information: [Policy and Procedure Manual](#), 9.11 Faculty Development Leave of Absence, [Texas Education Code Chapter 51, Subchapter C](#).

Promotion

The promotion of a faculty member is discretionary on the part of Lamar State College Port Arthur. Faculty members do not have entitlement to a prospective promotion rising to the level of a property interest, and the denial of a prospective promotion is not sufficiently stigmatic to constitute a liberty interest. No commitments, implied or otherwise, shall be made by any individual regarding faculty promotions without the prior written approval of the President, and all faculty promotions shall be subject to the approval of the TSUS Board of Regents. Faculty members who are not recommended for promotion shall not be entitled to a statement of reasons for the decision against the recommendation. At the institution's discretion, a supervisor may offer suggestions for a program of professional development in teaching, scholarly or creative work, and leadership or service that may enhance the likelihood of promotions in the future.

Decisions regarding promotion include but shall not be limited to:

- Teaching in the classroom, laboratory, or clinic;
- Studying, investigating, discovering, and creating;
- Performing curricular tasks auxiliary to teaching and research, e.g., serving on faculty committees, attending to administrative and disciplinary tasks, and promoting diligence and honest work in the student body;
- Advising and counseling of students, including the posting or publishing of office hours in such a manner as may be required by the President;
- Influencing beneficially students and citizens in various extracurricular ways.
- A faculty member becomes eligible for promotions by meeting or exceeding these criteria, although such eligibility shall not entitle him or her to a promotion.

For More Information: [Policy and Procedure Manual](#), 7.0, Initial Appointment, Rank, and Promotion.

Publications and Research

Faculty are entitled to freedom in research and the publication of the results in accordance with responsible academic and professional practices.

For More Information: [Policy and Procedure Manual](#), 8.12 Publications

Resignation

In the event of resignation during a semester, the instructor must give adequate notice to the Department Chair to assure the uninterrupted schedule of classes.

A faculty member who plans to resign should give written notice addressed to the President through the Department Chair, Dean of Academic and Technical Programs, and Vice President for Academic Affairs.

For More Information: [Policy and Procedure Manual](#), 8.9 Notice of Intention to Resign & 9.19 Faculty Resignation.

Schedule, Attendance

Instructors are required to meet all classes assigned to a course. In all cases, absences from class must be requested (Request to be Absent) and approved for planned absences, or fill out the form (F3.6) immediately following the return to work in the case of faculty/family illness, death of a loved one, jury duty, or other excused absence.

If the instructor wishes to have a substitute, that should be planned and approved by the department chair, Dean of Academic and Technical Programs, and/or Vice President for Academic Affairs if payment is required. Assignment of a substitute is granted on a case by case basis and cannot be guaranteed.

Schedule, Absence

Instructors are required to meet all classes assigned to a course. In all cases, absence from class must be requested (Request to be Absent) before it occurs for planned events, or immediately following the return to work in the case of faculty illness (F3.6A).

If a faculty member is ill and cannot meet with their classes, they must notify their immediate supervisor as soon as they realize they are unable to meet their classes.

If the instructor wishes to have a substitute, that should be arranged with the department chair with the Dean of Academic and Technical Programs and/or Vice President of Academic Affairs approval. Assignment of a substitute is granted on a case-by-case basis and cannot be guaranteed.

Schedule, Meeting Classes

Faculty members are responsible for meeting the classes assigned to them. Each instructor is expected to meet class punctually and to exercise care in maintaining the

class schedule as announced in the college's schedule of classes. Except in the event of circumstances that require all of the college's classes to be canceled, or the cancellation of all of the classes scheduled in a particular building, the responsibility to notify students in advance of a change in meeting time or cancellation rests wholly with the instructor. Planned dismissal of multiple classes must be authorized by the Chair and approved by the Dean of Academic and Technical Programs and/or Vice President for Academic Affairs. The Request to be Absent Form must be completed (Appendix F).

In emergency situations, such as power failure, sudden illness, and unsafe conditions, the Deans and/or Vice President may authorize dismissal of classes under their supervision.

Generally, the semester calendar will not be lengthened if the institution cancels class meetings due to inclement weather or other short-term circumstances.

Schedule, Office Hours

Faculty are required to schedule ten (10) office hours per week with at least one hour per day during the Fall and Spring semesters, and one on campus hour weekly per three (3) SCH course in the Summer. Faculty teaching online courses may provide one virtual office hour per week for each online section taught to fulfill the above requirements.

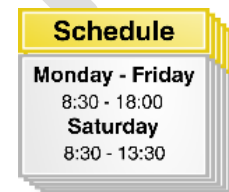
Faculty schedule office hours should be scheduled at times most convenient for students, and as approved by the Department Chair. Upon approval, faculty shall post his or her office hours the first week of each semester.

Faculty members are not required to make up hours missed because of committee meetings or most other forms of college business.

Speaking as a Citizen

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

For More Information: [Policy and Procedure Manual](#), 8.15 Speaking as a Citizen



Service to the Community

Faculty activities rendered as a service to the community of the institution are important functions. These activities include teaching non-credit courses; preparation of informational bulletins; speeches, conference planning and presentations, participation in professional societies, and consultation without compensation to business, industry, and government.

Faculty are also encouraged to volunteer in the community at large by participating and serving in local organizations.

For More Information: [Policy and Procedure Manual](#), 7.6 Faculty Position Responsibilities & 7.7 Rights and Responsibilities as a Teacher and as a Citizen

Syllabi

Faculty are required to prepare a syllabus for each course or lab. House Bill 2504 requires the posting of syllabi that contain minimally the following information:

- Course and instructor identifying information
- Learning objectives
- Major assignments
- Evaluation methods
- Grade calculation
- Required and recommended reading
- Brief list/description of discussion topics

Faculty are required to submit syllabi for each lecture and lab course taught by the first day of class each semester. The Office of Institutional Effectiveness has created [Syllabus Guidelines](#) to assist faculty through the process of filling out the Syllabus Template.

Syllabi from the current and previous semesters are available to the public by going to the [Course and Faculty Information \(HB 2504\) webpage](#).

Tenure

Effective April 1, 2023 Lamar State College Port Arthur will no longer award tenure. Faculty that were hired as tenure-track faculty prior to April 1, 2023 are eligible to apply for tenure.

Post Tenure Review

Lamar State College Port Arthur has developed post-tenure policies and procedures to determine whether a tenured faculty member is consistently at an acceptable professional level as well as a mechanism whereby a faculty member is informed of any deficiencies and provided an opportunity to improve his or her performance. Detailed information is provided in *the Policy and Procedure Manual*.

For More Information: [Policy and Procedures Manual](#), 7.2 Performance Review of Tenured Faculty.

Faculty Employment Period

No faculty should expect continued employment beyond the period of current appointment as approved by the TSUS Board of Regents.

For More Information: [Policy and Procedures Manual](#), 7.1 Academic Tenure & 7.3 Non-Reappointment of Non-Tenured Faculty.

Faculty Training

Faculty are required to complete training annually for Human Resources and Information Technology. Faculty will receive emails from the respective departments with ample time to complete the training. Examples of training faculty must complete include:

1. Title IX
2. Ethics
3. Security Awareness
4. Identity Theft
5. Hazard Communication
6. EEO Training
7. Other training required by LSCPA

For More Information: [Human Resources, Training](#)

Unit Plans

A Unit Plan is a plan prepared by each instructional department, office, or program. Each area creates an annual plan for the upcoming year that is later assessed. Each unit plan contains several goals that link the mission of the Unit to the goals of Lamar State College Port Arthur's Strategic Plan. In the plan, goals and objectives are tied specifically to the mission. Outcomes are measured and the use of results shapes the next year's plan for the Unit.

For More Information: [Guide to Unit Plans](#)

Vitae

House Bill 2504 requires the Curriculum Vitae for each instructor of record for a particular class be posted online. The Vitae should include post-secondary education, teaching experience, and professional development. Faculty in technical areas may include relevant outside work experience.

No personal information (home address, personal telephone) should be included in the document.

For More Information: [Workforce Education Course Manual](#)

Instruction

Academic Honesty

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

Lamar State College Port Arthur and its official representatives, acting following the below-mentioned Academic Penalties, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

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

Academic and Technical departments may, with the approval of the Dean of Academic and Technical Programs and/or Vice President for Academic Affairs, adopt specific enforcement procedures concerning academic dishonesty.

In the absence of departmental policy, instructors shall adopt individual enforcement policies, including course syllabi, and discuss them in class with the students. Individual policies that include penalties other than those described in Academic Penalties (1-4) of this section must be approved by the Department Chair/Dean of Academic and Technical Programs and are subject to review and approval by the Vice President for Academic Affairs.

All enforcement procedures must include assurances of due process and comply with procedures included in this section of the Faculty Handbook and the Policy and Procedure Manual. Penalties should be consistent with the severity of the offense. When applicable and possible the Instructor should differentiate between intentional and accidental acts of plagiarism.

Definitions and penalties for academic dishonesty infractions shall be the same regardless of where the offense occurs face-to-face, online, Corrections, or Dual Credit.

Examples of Academic Dishonesty

- a. Copying from another student's test paper, laboratory report, other report, computer files, data listings, and/or programs.
- b. Using, during a test, materials not authorized by the person administering the test.
- c. Collaborating, without authorization, with another person during an examination or in preparing academic work.
- d. Knowing, and without authorization, using, buying, selling, stealing, soliciting, copying, transporting, or possessing, in whole or in part, the contents of an un-administered test.
- e. Substituting for another student; permitting any other person, or otherwise assisting any other person, to substitute for oneself or for another student in the taking of an examination or the preparation of academic work to be submitted for academic credit.
- f. Bribing another person to obtain a test or information about a test that has not been administered.
- g. Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. The section does not apply to the typing of the rough

and/or final versions of an assignment by a professional typist.

- h. The unauthorized use of electronic devices during an examination.
- i. Engaging in any other activity intended unfairly or falsely to receive credit for academic work which is not reflective or representative of the student's own efforts.

Other Academic Dishonesty Terms

"Plagiarism" means the appropriation of another person's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

"Collusion" means the unauthorized collaboration with another person preparing work for credit.

"Abuse of resource materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.

"Academic work" means the preparation of an essay, problem, assignment, or other projects that the student submits as a course requirement or for a grade.

See Academic Grievance Procedure in the [LSCPA Student Handbook](#)

Academic Penalties

The penalties for academic dishonesty are listed below. Unless a department-wide policy has been adopted that directs otherwise, the faculty member is free to select and apply any of the first three penalties without first consulting the Department Chair. However, the Chair must be notified following the administration of any sanction.

1. Requiring a student to retake all or part of an examination or resubmit all or part of academic work.
2. Assigning no credit, less than full credit, or a grade of "zero" to the part of the examination or academic work in question.
3. Assigning a grade of "zero" to the entire examination or academic work in question.
4. Assigning a grade of "F" for the course. In the case of a student's first offense the decision to fail the student for cheating should be one shared between the instructor and the Department Chair before notifying the student. In the case of a student with repeated violations, the faculty member may make this decision without consulting with the Department Chair, but must immediately notify the Department Chair of the action taken and the circumstances that prompted it.

The procedures for administering an academic penalty for dishonesty differ from ordinary student discipline cases. Texas State University System and college policies permit academic dishonesty cases to be first considered and reviewed by the faculty member. If, after reviewing the case, the faculty member determines that the student is guilty of the charge, the faculty member may assess an academic penalty prescribed by the college. The faculty member must notify the student of the student's right to appeal the decision to the Department Chair, Dean of Technical Programs, and eventually the Vice President for

Academic Affairs (whose opinion shall be final) before the imposition of the penalty.

After the process for assigning an academic penalty has been completed, and in particularly severe cases of academic dishonesty including but not limited to flagrant repeated violations, the Vice President for Academic Affairs may refer the matter to the Dean of Student Services for any additional discipline that may be appropriate. The process for considering disciplinary action shall not delay the consideration or implementation of an academic penalty.

Higher Education Coordinating Board (HECB)

Academic Course Guide Manual (ACGM)

The Lower Division Academic Course Guide Manual is the official list of approved courses for general academic transfer to public universities offered for state funding by the public community, state, and technical colleges in Texas. The ACGM lists courses alphabetically by discipline.

For More Information: [Academic Course Guide Manual](#)

Guidelines for Instructional Programs in Workforce Education (HECB)

The Guidelines for Instructional Programs in Workforce Education manual is produced by the HECB and provides guidelines for the design, development, operation, and evaluation of credit and non-credit workforce education programs.

For More Information: [Guidelines for Instructional Programs in Workforce Education](#)

Workforce Education Course Manual (WECM)

The Workforce Education Course Manual provides community and technical colleges with an inventory of pre-approved courses developed in close partnership with Instructional Specialists representing a wide variety of technical fields.

Purpose of the WECM;

- Contribute to the quality and consistency of workforce courses.
- Provide Texas colleges increased assistance and flexibility in responding to employer needs.
- Enhance the portability of credits and credentials for students.
- Provide increased access to workforce education degrees and career advancement.
- Facilitate articulation with other providers of education at both the secondary and postsecondary levels.
- Incorporate industry-established skill standards into Texas workforce education.

For More Information: [Workforce Education Course Manual](#)

Students with Special Needs

As an institution of higher education committed to equal access by all citizens, Lamar State College Port Arthur

believes in the necessity of providing accommodations and services to qualified students. [Office for Disability Services](#)

Accommodations are not intended to lower academic standards or impede a faculty member's academic freedom.

Faculty may be asked to provide an academic accommodation for a student with a disability. Students who receive accommodation for their courses must present a copy of the accommodation prepared by the Office of Disability Services. Faculty are required to meet the accommodation of the student. Faculty can talk with the student if they have questions regarding the implementation or specifics of the accommodation but may not ask the student to disclose their disability. Faculty must also practice discretion with the implementation of the accommodations and communication with the student. Planning curriculum using the concept of [Universal Design for Learning](#) may improve the implementation of student accommodations.

Faculty members shall include a statement in each syllabus inviting students with special needs who do not have accommodations in place, to make an appointment with the Special Populations Coordinator to discuss their special situations.

Faculty are not required to provide accommodations for students without the official accommodation letter.

For More Information: [Disability Services](#)

PROFESSIONAL DEVELOPMENT

Seminar Series for New Faculty

LSCPA holds a seminar series for new faculty in order to provide an ongoing opportunity for new LSCPA faculty to ask questions, share ideas, and gain support for their instructional professional growth. The seminar series provides a forum for instruction-specific professional development and for the development of an interdisciplinary cohort of new faculty, covering topics to include LSCPA specific faculty responsibilities, pedagogical methods, instructional assessment, classroom management, goal setting, and self-evaluation.

This seminar series is hosted by the Vice President for Academic Affairs (VPAA) or the VPAA's delegate(s). It is mandatory for new faculty and meets monthly August through May.

The Joy Project: A Seminar Series for Mid-Career Faculty Members

The Joy Project is a seminar series for mid-career faculty, a discussion-based experience with supplemental readings. The series is intended to provide support for mid-career faculty who wish to explore avenues for continued professional growth, issues of work-life balance, finding new challenges, fighting burnout, and ways to sustain the joy of teaching. Facilitated by the Vice President for Academic Affairs (VPAA) or the VPAA's delegate(s), this seminar meets monthly September – May. Participation is voluntary, but members of the seminar class must commit to attending for the full academic year.

Background: Faculty members typically pursue a career in teaching because they find joy in broadening the horizons of their students, and they are passionate about the teaching/learning process. When faculty are new, they

tend to be very busy establishing their teaching styles and completing the requirements to earn promotion. Institutional resources are dedicated to the hiring and evaluation of these young faculty as they make their way up the promotion ladder.

What happens when the teaching process is no longer a fresh challenge? What happens after you have assumed various institutional responsibilities (committee work, club sponsorship, etc.) that compete for time and attention, challenging the quest to maintain balance in your life and excellence in the classroom? How is joy sustained?

This seminar series is designed to support mid-career faculty who wish to explore such issues. Topics addressed include avenues for continued professional growth, issues of work-life balance, finding new challenges, fighting burnout, and ways to sustain the joy of teaching.

Individualized Professional Development for Faculty

Faculty members have the opportunity to pursue professional development specific to their interests and teaching field. When travel or institutional funds are required, the faculty member must seek approval in advance. Individualized professional development should relate to the annual performance evaluation in several ways: 1) if there are deficits noted on the annual evaluation, the faculty member should work with the Department Chair to identify learning opportunities which will help address the deficit; 2) the faculty member should always be striving to grow as a faculty member and should identify annual goals which may be supported by professional development activities.

Professional Development Sponsored by the VPAA's Office

Ongoing professional development for faculty is essential in order to maintain a teaching force that is current, not only in their teaching fields but also in pedagogical methods. The VPAA's office sponsors professional development opportunities that may vary from year to year, always with the intention of growing faculty expertise in ways to most effectively serve our student body. These professional development opportunities may take the form of guest speakers, Faculty Development Day workshops, and/or video series offering unlimited access to faculty for a period of time (such as Magna Seminars). Faculty Senate officers, the Department Chairs, and the Dean of Academic and Technical Programs offer input to the VPAA with regard to the kind of opportunities the faculty need and/or wish to pursue.

SCHEDULE BUILDING

MWF		MW		TR		Evening Classes		
Start	End	Start	End	Start	End	Start	End	
8:00 am	8:50 am	2:00 pm	3:15 pm	8:00 am	9:15 am	5:30 pm	6:45 pm	2 nights per wk.
9:00 am	9:50 am	3:30 pm	4:45 pm	9:30 am	10:45 am	5:30 pm	8:00 pm	1 night per wk.
10:00 am	10:50 am			11:00 am	12:15 pm			
11:00 am	11:50 am			12:30 pm	1:45 pm			
12:00 pm	12:50 pm			2:00 pm	3:15 pm			
1:00 pm	1:50 pm			3:30 pm	4:45 pm			

LSCPA provides a variety of courses offered during the day, afternoon, evening, and online. Students are able to choose from face-to-face courses, online courses, hybrid courses, synchronous online courses, dual credit/ECHS courses, and courses offered at the correctional facilities.

Schedule building considers the needs of the students, institution, and availability of facilities. Department Chairs work with faculty to create a final schedule based on those three factors.

Schedules must be approved by the Dean for Academic and Technical Programs and/or Vice President for Academic Affairs before being published and posted on the website.

Campus Location Codes

Code	Location
BH	Bob Hope High School
CR	Crowley ISD
CS	Christus St. Elizabeth
EC	East Chambers High School
FHS	Ferris High School
FPL	Federal Correctional - Low
FPM	Federal Correctional - Medium
FPX	Federal Correctional - Maximum
FSH	Fort Stockton High School
HHS	Hamshire Fannett High School
IN	Internet
KHS	Kountze High School
LG	Larry Gist Correctional
MHS	Memorial High School
MS	Mark Stiles Correctional
NCR	North Crowley High School
NHS	Nederland High School
PA	Lamar State College Port Arthur
PB	The Press Building
PNG	Port Neches-Groves High School
SPH	Sabine Pass High School
TKA	Tekoa Academy
WW	Woodrow Wilson High School

Official Class Times and Schedules

Common start times are important for the cohesiveness of the schedule. There are some classes that have a shorter or longer than normal time frame, but classes should start at the same times.

Monday.....M
Tuesday.....T
Wednesday.....W
Thursday.....R
FridayF

Section Numbers

Section Codes	Section Descriptions
1-10	Stand Alone Lectures, Internships, and Co-Op, Face to Face, Lecture/Lab Combos Under one CRN
11-19	Stand Alone Labs or Linked Labs, Face to Face, Clinicals and Practicums
1-49	Campus Day Enrollment
50-59	Campus Evening Enrollment
60-69	Online & Synchronous
70-85	Online

Types of Courses

- Lecture (Lec)** Separate lab may be linked to the lecture, different CRN numbers, graded separately.
- Laboratory (Lab)**..... Separate lecture may be linked to the lab, different CRN numbers, graded separately.
- Lecture/Lab (LL)** Combined Lecture/Lab, sharing one CRN. This course receives one grade.
- Hybrid (H)**..... Course is delivered partially online and partially face to face, as determined by the department.
- Synchronous Online** Classes are offered virtually at a set day and time.
- Clinical/Practicum**
- Internship**

Semester Length²

- 16 Week Semesters... Fall and Spring
 1st 8- week session Part of 16-week semester
 2nd 8-week session Part of 16-week semester
- Summer I 5-week semester
 Summer II 5-week semester
 Summer III 10-week semester starts the same day as Summer I ends the last day of Summer II.
- Mini Semesters May Mini and Winter Mini, generally 10 class days

TEXTBOOKS

The selection of textbooks and other course materials is the responsibility of full-time faculty with approval from the Department Chair and in compliance with the deadlines set by the college bookstore and respective departments.

As stated in the syllabus template, a student attending Lamar State College Port Arthur is not required to purchase a textbook from the college affiliated bookstore.

The same textbook may also be available from an independent retailer, including online retailers.

Faculty are encouraged to seek lower-cost options for students. Open Educational Resources (OER) and the Seahawk Book Bundle are examples of less expensive alternatives to the traditional purchasing of textbooks.

Open Educational Resources (OER)

Open Educational Resources (OER) are materials for teaching and learning are either part of public domain or are released under a license allowing them to be freely used, change, or shared with others.

Faculty are encouraged to seek less expensive alternatives than traditional textbooks, including OER, when planning their courses. Faculty may also create OER with direction from their Department Chair, Dean of Academic and Technical Programs, and Vice President for Academic Affairs.

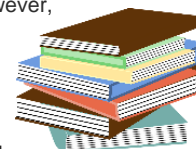
Some examples of OER publishers include:

- Khan Academy <https://www.khanacademy.org/>
 Open Stax <https://cnx.org/>
 Open Text Library <https://open.umn.edu/opentextbooks/>
 Open Course Library <http://opencourselibrary.org/>

Seahawk Book Bundle

The *Seahawk Book Bundle* is a rental program that allows students to receive textbooks for all classes at a standard rate of \$25 per semester credit hour. If a student, for example, is registered for ten (10) SCH, the cost of textbooks is \$250. The cost can be paid by financial aid or be paid by the student. If students enroll in a payment plan, this charge will be included in the payment plan calculations. Supplies are not included in this program and will need to be purchased separately.

Books are picked up or delivered to the student's address on file before the first day of class and must be returned during the week of final exams. However, students may also permanently purchase the textbooks at the end of each semester.



Students are automatically enrolled in the *Seahawk Book Bundle* at the time of registration, however, students have the option to 'opt-out' of *Seahawk Book Bundle* before the 12th class day. Students who opt-out of the *Seahawk Book Bundle* program will be responsible for purchasing all required course materials.

Support Services/Information About Students

Adds, Drops, Withdrawals

Students registering for courses after classes begin will be added to the roster and should then appear on subsequent class rolls and the official twelfth class day roster. The addition of courses to a student's schedule after the official last day to register must be approved by the Instructor, then Chair of the department offering the course. A student

may drop a course or withdraw from the college without penalty during the early weeks of the semester.

The last date for dropping or withdrawing without penalty is published in the official Catalog. For drops or withdrawals after this penalty-free period, grades are recorded as Q, W, or F indicating that the student was passing or failing at the time of the drop or withdrawal. A grade of Q or W may not be assigned unless an official

² Does not include Correctional Education

drop or withdrawal has been processed through the Office of the Registrar.

The final date to drop a course or withdraw from the college is published in the official Catalog.

Attendance, Students

Regular and punctual class attendance is important for the college objectives to be achieved. It is important, therefore, that faculty formulate an attendance policy consistent with department policies but suited to the needs of a course.



Faculty are required to maintain daily attendance records and monitor online course activity.

The instructor's policy is to be explained in detail to the class at the beginning of the semester, posted in the syllabus for each course, and is to be enforced in a consistent and uniform manner. In individual cases, the instructor is encouraged to consult with the Department Chair. However, determination of whether an absence is excused or approved is the responsibility of the instructor. There are exceptions in the case of an approved absence for a college sponsored activity or religious holy day.

Satisfactory Academic Progress

To receive funds administered by the Student Financial Aid Office at Lamar State College Port Arthur, students must be making measurable progress toward the completion of an eligible degree or certificate. Federal regulations require that the student's entire academic record be evaluated for Satisfactory Academic Progress (SAP), regardless of whether the student has previously received financial aid.

For More Information: [Student Financial Aid Satisfactory Academic Progress Policy](#)

Student Grievances, Complaints, Suggestions

Lamar State College Port Arthur has established procedures for the resolution of student grievances in regard to academic issues in a prompt and equitable manner. Details of procedure for students is referenced in the [Student Handbook](#).

Students may wish to voice a complaint or make suggestions about a class, department, or policy that falls outside of ordinary grievance procedures (i.e. catalog issues, class scheduling, departmental policies, textbook selection). The remarks are often addressed to faculty

members. When hearing these concerns, if possible, provide a careful explanation. If an instructor does not have an explanation or does not feel comfortable addressing the situation, the student can be directed to speak to the Program Coordinator (if applicable) or the appropriate Department Chair.

For More Information: Appendix D, Complaint Intake Form

Suspension/Suspension Waivers

Students in the following categories at the end of the Fall or Spring Semesters are considered to be on Academic Suspension:

Semester Credit Hours Completed	GPA
1-29	<1.15
30-59	<1.58
60+	<1.72

Students who are suspended may request a Waiver in order to attend courses. Faculty and advisors should provide the requesting student with a Suspension Waiver Application form, following the directions on the form.

For More Information: Appendix D of Faculty Handbook, Forms, Suspension Waiver Application.

Tutoring

The Student Success Center provides tutoring for Math and English through services provided by Region 5 staff. The SSC also provides a certified Math teacher on staff to assist students. Additional tutoring is available in the Excelencia Center in the Ruby Fuller Building.

Tutor.com is tutoring service offered to student. Tutor.com has professional, expert tutors available in over 200 subjects. Tutor.com is provided by a Title V Grant.



For More Information: [Tutor.com Classroom](#)



Appendix A: Assessment

SACSCOC Standards

In relation to Standard 8.2, SACSCOC states, "Student outcomes, both within the classroom and outside of the classroom, are the heart of the higher education experience. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support appropriate student

outcomes for its educational programs and related academic and student services that support student success. To meet the goals of educational programs, an institution is always asking itself whether it has met those goals and how it can become even better."

- 8.2** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
- Student learning outcomes for each of its educational programs.**
(Student outcomes: educational programs)
 - Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.**
(Student outcomes: general education)
 - Academic and student services that support student success.**
(Student outcomes: academic and student services)

Based on this standard of accreditation, Lamar State College Port Arthur conducts assessment each semester in both the Core Curriculum and Technical Education programs.

Six Steps of Annual Planning & Assessment

This Assessment & Planning cycle appears to start in September of each year, but as a continuously flowing ongoing process, there isn't a beginning-end date.

Step 1 Assessment Planning: In September of each academic year, each department chair and program/course faculty align the related degree plan(s) and the designated student learning outcomes with the related courses (the scheduled fall term and anticipated spring term of the academic year). The plan should reflect the expansive nature of the assessment process where all student learning outcomes are assessed in all modes of delivery and in all locations.

Step 2 Fall Assessment: The Assessment Plan is implemented in the fall term, with artifacts collected and submitted by mid-December.

Step 3 Spring Assessment: The Annual Assessment Plan continues in the spring term, with artifacts collected and submitted by mid-May.

Step 4 Annual Assessment Reports: The Office of Institutional Research collects and analyzes all artifacts to create the Annual Assessment Report for each program-course.

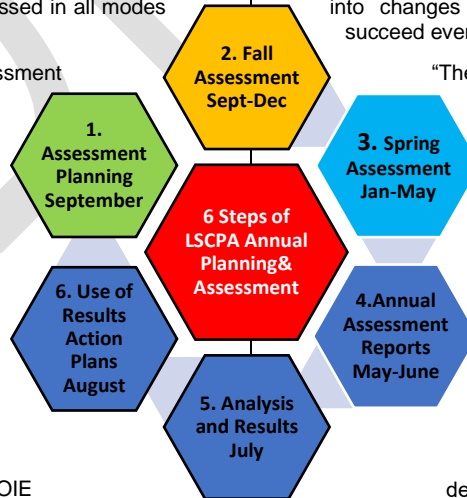
Step 5 Analysis and Results: The OIE distributes the completed Annual Assessment Reports, with Results detailed at course & program levels, with outcomes measured against institutional benchmarks and goals.

Step 6 Use of Results Action Plans: Department Chairs and Program-Course faculty review Results, and develop action plans that reflect the continuous efforts of improvement (curriculum, delivery actions that relate to specific learning outcomes).

Purpose of Assessment

As Linda Suskie writes in *Assessing Student Learning*, "there are at least three purposes of assessment. Its fundamental purpose is giving students the best possible education. Assessment accomplishes this by giving faculty and staff feedback on what is and isn't working and insight into changes that might help students learn and succeed even more effectively.

"The second purpose of assessment is stewardship. All colleges run on other people's money, including tuition and fees paid by students and their families, government funds paid by taxpayers, and scholarships paid by donors. All these people deserve assurance that your college will be a wise steward of their resources, spending those resources prudently, effectively, and judiciously. Stewardship includes using good-quality evidence of student learning to help inform decisions on how those resources are spent, including how everyone spends their time. Does service learning really help develop students' commitment to a life of service? Does the gen ed curriculum really help improve students' critical thinking skills? Does the math requirement really help students analyze data? And are the improvements big enough to warrant the time



and effort faculty and staff put into developing and delivering these learning experiences?

“The third purpose of assessment is accountability: assuring your stakeholders of the effectiveness of your college, program, service, or initiative. Stakeholders include current and prospective students and their families, employers, government policy makers, alumni, taxpayers, governing board members...and, yes, accreditors.” SACSCOC and state agencies like the Texas Higher Education Coordinating Board (HECB) requires this accountability, which includes sharing both successes and steps being taken to make appropriate, evidence-based improvements.”

Learning Outcomes

Program Learning Outcomes are the program goals that describe what a student will gain from the learning experience. Student Learning Outcomes (SLOs) describe the specific, measurable knowledge, values, and skills that students will be able to demonstrate upon completing the academic/technical program using precise language focused on the student. Course Learning Outcomes (CLOs) are content-knowledge focused skills that students have achieved upon successful completion of a course.

General Education Course Outcomes are found in the Academic Course Guide Manual (ACGM), and Workforce Course Outcomes are found in the Technical Education Course Manual (WECM). Program Student Learning Outcomes (PSLO) for General Education are referred to as the HECB's Texas Common Core (TCC) Objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork Skills, Social Responsibility Skills, and Personal Responsibility Skills. PSLOs for each technical program are developed by the institution, with faculty and advisory committee input.

Each general education course is clustered into one of eight foundational component areas: Communication; Mathematics; Life & Physical Sciences; Language, Philosophy, and Culture; Creative Arts; American History; Government/Political Science; Social and Behavioral Sciences. Each foundational component area is aligned

with three or more Core Objectives. Technical PSLOs are clustered by program content and aligned to each course in the program.

Core/Academic Curriculum Assessment

The Core Curriculum is the foundation for all academic degrees and represents the majority of academic coursework offered. The Core Curriculum is divided into nine (9) areas with coursework totaling forty-two (42) semester credit hours (SCH). The Component Areas serve as a common core for the State.

For assessment, the state has provided six (6) specific objectives. All courses are to assess Critical Thinking and Communication. Each category then is responsible for assessing 1-2 additional objectives, depending on the subject matter. The other objectives cover Empirical and Quantitative, Teamwork, Social Responsibility, and Personal Responsibility.

Each faculty member teaching a Core Curriculum class completes a Core Curriculum Assignment (see next page) that measures all of the objectives for that course. This assignment is administered to every student, in every section, and in every semester.

A randomized sample from each subject is completed and each faculty determines which artifacts are scored for assessment. Using the Rubrics created by LSCPA, Faculty complete the Artifact Workbook and submit it to the Office of Institutional Effectiveness. Artifacts, with all names redacted, are scanned and uploaded to Blackboard via the Community – Core Curriculum page.

For More Information:

[Elements of the Core Curriculum](#)

[Core Objectives and Foundational Component Areas](#)

[Rubrics for Scoring Artifacts](#)

[Core Artifact Workbook](#) then Assessment Workbooks → Core and General Education Artifact Workbook.

Academic Assessment
CRSE XXXX Title
Instructor Name

Delete everything in Italics before posting.

I. Title of Assignment:

II. Which Program Student Learning Outcomes (PSLO) does this assignment cover?

List each of the PSLO's the Assignment covers. Copy/Paste from online document Academic Core PSLO's with Rubrics: <http://www.lamarpa.edu/General/Institutional-Effectiveness/Institutional-Effectiveness/Campus-Assessment>

For example:

Critical Thinking Skills- Uses creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

III. Description of the Assignment (as it appears to students):

The description should include the directions for students, a detailed explanation of each step of the assignment, and the percentage amount of the assignment. The more detail, the better. Write the directions so it can be copied/pasted in a document and given to students.

IV. Artifacts to be collected:

List each artifact and type of artifact collected from the steps of this assignment. Different 'pieces' of the assignment may reflect separate PSLO's. Use the examples of TYPE of ARTIFACT from the artifact submission form (Embedded Questions, Performance/Project/Essay, Indirect Measures, or Assignment (not scored with a rubric) for help with this. Then list which PSLO that specific artifact supports.

Artifact / Type of Artifact	PSLO Supported

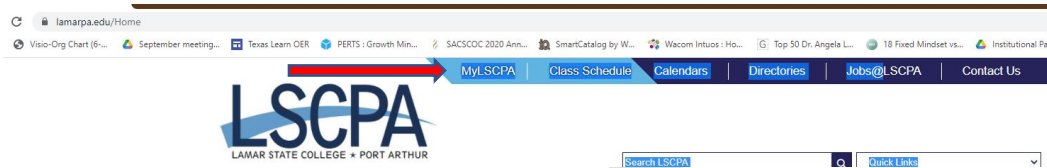
V. Assessment of PSLO's

Section V "How do these artifacts measure this PSLO?" from the Artifact Submission Form. Please answer specifically for each, taking into consideration which element(s) of the assignment assesses which objectives. This information can be copied/pasted to the artifact submission form.

Appendix B: Directions to Access Programs

Accessing MyLSCPA

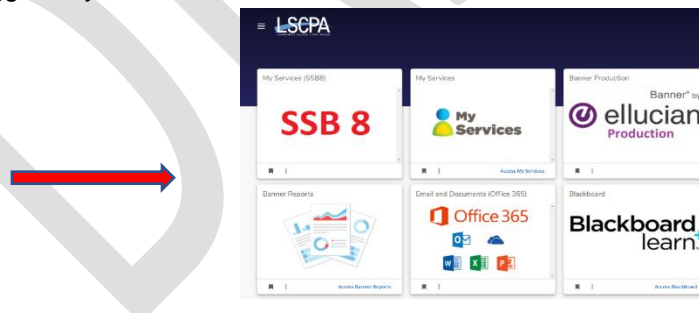
- Using a web browser (other than Internet Explorer) access the LSCPA website at www.lamarpa.edu
- Click on the MyLSCPA tab (first blue tab) at the top of the page



- Click on Login to MyLSCPA (blue bubble in middle of page)



- Log in with your email and password
 - If you are off campus or using a device not connected to the LSCPA Network you will be prompted for DUO authentication.
- Once logged in you will see a screen similar to this



You will have tiles specific to your role at LSCPA

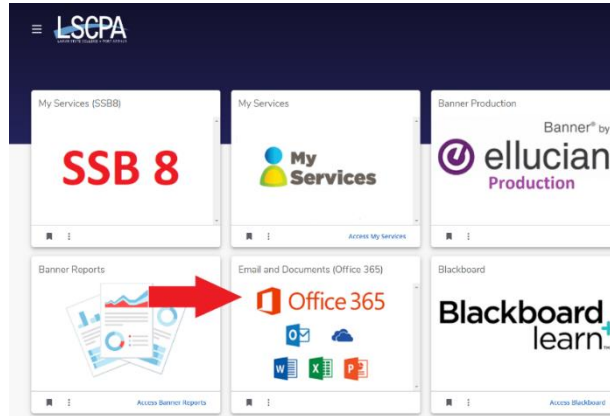
The SSB 8 Tile is Self-Serve Banner (easiest to use)

The Banner Production Tile is Internet Native Banner (INB)

The My Services Tile allows you to view and update personal and Direct Deposit information

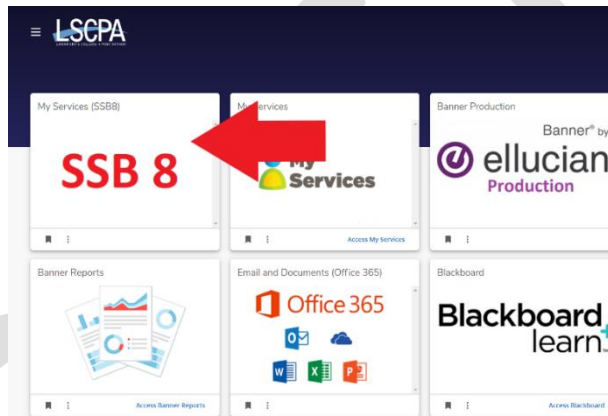
Accessing Email

- Use the Office 365 tile on your MyLSCPA page to access email and one drive
- With Duo authentication you can access email and one drive from any computer on or off campus

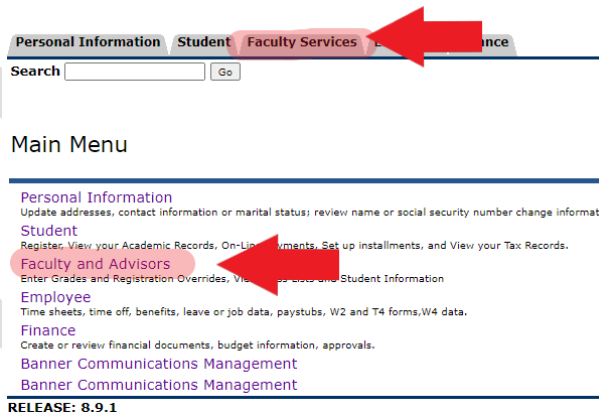


Accessing Self Service Banner

- Use the SSB8 tile to access Faculty and Advisor Tools.




- Select Faculty Services or Faculty and Advisors



- Faculty Services tab appears.
- Tabs used frequently will be Grade Entry (for entering end-of-course grades), Class list (who is enrolled in your course), and Advisor/Student Profile (for advising students or looking up information on a specific student).

Faculty Services



Hello Dr. Michelle Lynn Davis,

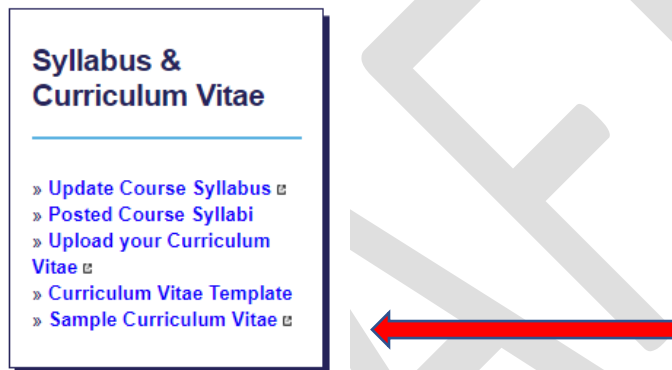
Additional services may be available based on your role at the institution by clicking the cube icon in the upper left corner of the browser or by pressing the (Alt+M) keys on your keyboard.

- [Grade Entry](#)
- [Faculty Attendance Tracking](#)
- [Drop Rosters](#)
- [Class List](#)
- [Advisor Student Profile](#)
- [Personal Information](#)

If you have any questions, please email the [Registrar](#).

Curriculum Vitae

- To upload the Curriculum Vitae:
 - Lamarpa.edu → Quick Links → Human Resources → Faculty Resources (left side of the page) → Syllabus & Curriculum Vitae tile.
 - Click on item you want to do such as upload your Curriculum Vitae.



Course Syllabus

- To upload a Course Syllabus:
 - Lamarpa.edu → Quick Links → Human Resources → Faculty Resources (left side of the page) → Syllabus & Curriculum Vitae tile.
 - Select Update Course Syllabus
 - Click Proceed at the bottom of the screen
 - Select the correct term from the drop-down and then click Proceed.
 - A list of courses you are teaching for that term will appear.
 - Select the course you wish to complete by clicking the Select Course button.
 - Then click Update Syllabus.
 - If you have taught the course before and want to just move your information, you can click the select course button, and then at the bottom of the screen, choose the term to copy the syllabus from. Then click Update Syllabus button.
 - Double check for any errors or formatting issues.

Appendix C: Committees

The President of Lamar State College Port Arthur as well as the Board of Regents of the Texas State University System have the final authority in matters of governance. However, LSCPA's faculty participate in the governance of LSCPA through service on committees.



Faculty Senate serves as the official body responsible for ascertaining and relaying the advice and opinions of the faculty of LSCPA to the administration.

Several committees require appointment by the President and/or Vice President. Serving on committees is part of service to the College.

The following is a list of standing committees whose membership include faculty:

1. Curriculum Review Committee
2. Data Committee
3. Developmental Education Committee
4. Distance Learning Committee
5. Dual Credit Committee
6. Hazard and Safety Committee
7. Math Pathways Committee
8. Scholarship Committee
9. Promotion Committee
10. Tenure Committee
11. QEP Implementation Committee
12. Student-Faculty Relations Committee
13. Student Fee Advisory Committee
14. Teaching Excellence Award Nominating Committee
15. Additional ad hoc committees as assigned.

Appendix D: Forms

Links to forms posted on the LSCPA Website:

Acknowledgement Form Faculty Annual Review
Class Observation / Assessment
Complaint Intake Form
Course Substitution Request
[Employee Assistance Program](#)
[Faculty/Staff Course Enrollment Application](#)
[Faculty Development Leave Application](#)
[Annual Faculty Review](#)
[Faculty Information Report](#)
[Faculty/Staff Course Enrollment Application](#)
Grade Change Form
[Name/Address/Telephone/SSN Change Authorization Form](#)
[Office Hours Template](#)
Outside Employment Forms
[Private](#)
[Public](#)
[State of Texas](#)
Professional Improvement Plan
[Promotion Application Academic](#)
[Promotion Application Technical](#)
[Reasonable Accommodation Request](#)
[Recommendation for Tenure](#)
[Request for Leave and Overtime](#)
[Request to be Absent from Assigned Schedule](#)
[Safety Checklist](#)
Student Authorization to Release Educational Information
Suspension Waiver
[TRS Change of Address Notification](#) must be mailed to TRS by faculty
[Tuition Assistance for Spouses and Dependents Certification Form \(TAPSD\)](#)

The following forms are not on the LSCPA Website.

Class Observation / Assessment

Date of Observation:

Observer's Name:

Instructor's Name:

Course / Section:

Location:

Class Session Topic:

Number of Students:

Please comment on the strengths and any areas in need of improvement in the categories below.

<i>Organizational Skills</i>
Appeared prepared:
Managed class time well:
<i>Instructional Skills</i>
Established and articulated goals / objectives of session:
Effectively used learning activities:
Encouraged students to extend their thinking:
Worked to ensure content was comprehensible and meaningful to all students (e.g., took into account learning styles and diversity in the classroom):

<i>Instructional Skills continued</i>
Checked for understanding:
Managed class so all could participate:
Demonstrated knowledge of material:
Effectively used instructional material:
<i>Interpersonal Skills</i>
Demonstrated enthusiasm for subject matter:
Created a positive learning environment:
<i>Other Comments</i>

Observer's Signature

Date of Signature

Instructor's Signature

Date of Signature



Professional Improvement Plan

Instructions

Each academic year, faculty submits an Annual Faculty Review. The Annual Faculty Review is examined by the Program Coordinator, Department Chair, Dean and Vice President for Academic Affairs. If a faculty member receives any rating less than satisfactory, they must develop a plan to address identified deficiencies.

This improvement plan will be developed by the faculty member and their immediate supervisor. Faculty should add additional information they feel is important.

Information

Name

P Number

Signature

Date

Rating

You received a less than satisfactory rating in the following area(s) on our _____ evaluation:

- Instructional.
- Professional Advancement.
- Participation in Program, Department, and Campus Affairs.
- Community Service and Other Activities.
- Overall Rating. Semester

Improvement Strategies

An example is provided to assist in formulating your plan.

Category	Deficiency	Strategy for Improvement	Timeline
Professional Advancement	No professional development in the evaluation period.	Register and attend a professional development course related to the teaching field.	Complete by _____

Comments

Follow-up

This Professional Improvement Plan was *successfully/ unsuccessfully* completed. (circle one)

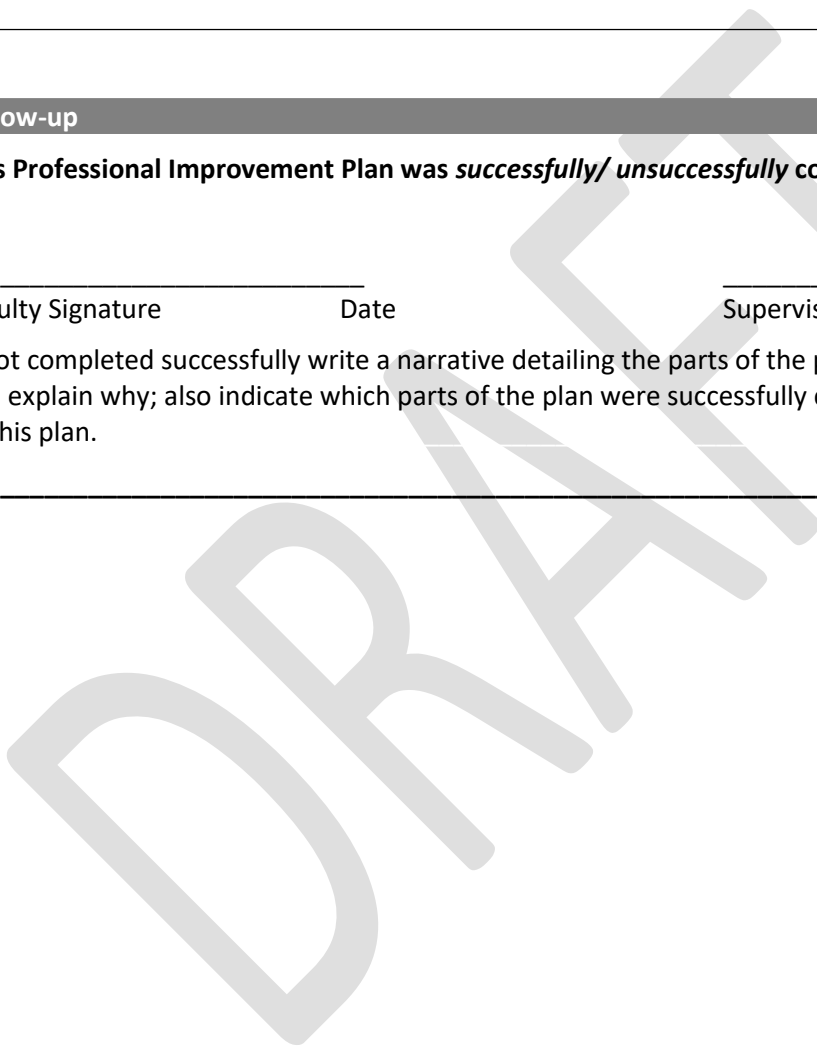
Faculty Signature

Date

Supervisor Signature

Date

If not completed successfully write a narrative detailing the parts of the plan that were not completed and explain why; also indicate which parts of the plan were successfully completed. Attach the narrative to this plan.





STUDENT AUTHORIZATION TO RELEASE EDUCATIONAL RECORDS

_____ Last Name First Name P# _____

The Family Education Rights and Privacy Act of 1974 provides privacy protection of a student’s education records and limits the release of such records without the student’s consent. The Act further provides that the educational institution may disclose such records to a third party with the student’s written consent.

DECLARATION:

I voluntarily authorize Lamar State College-Port Arthur officials to release my education records identified below to the following Third Party:

Name: _____

Address: _____

Email: _____

Phone: _____

Records authorized for release:

- Transcripts/grades
- Class schedule
- All
- Other _____

STUDENT’S DECLARATION:

I acknowledge I am aware of this request to release my education records to the Third Party specified above. I attest that I am the student signing this form. I understand the information may be released orally or in the form of written records as preferred by the requester. This authorization remains in effect from the date executed until revoked by me in writing and delivered to the Registrar’s Office. I further release Lamar State College-Port Arthur, the Texas State University System, their Regents, Officers, Employees, Agents or Assigns, from any and all liability for release of the above named education records/information and acknowledge that the educational institution is not responsible for subsequent uses or disclosures of records once they are released pursuant to this authorization.

_____ Student’s Signature

_____ Date



Appendix E: Faculty Incentive Awards

GUIDELINES

Lamar State College Port Arthur (LSCPA) believes each employee has an obligation to maintain competence in his/her teaching field(s), area of responsibility, or duty assignment. The institution encourages faculty and staff to pursue professional growth and development, participate in professional associations, and engage in appropriate research and creative endeavors. The Faculty and Staff Incentive Award Program has been designed to recognize and reward those employees whose professional activities or community service have brought credit to themselves and the College.

All employees are eligible for the Faculty and Staff Incentive Awards Program. Part-time faculty members are eligible (as indicated below) only for specified categories of the award. Awards will be made in the following categories:

1. Publication of a book, play, or other major scholarly/creative work of 100+ pages (does not include self-published work, dissertation, or thesis). Part-time faculty members are eligible provided affiliation with LSCPA is noted in the publication (cash award-\$500).
2. Publication of paper, article, short story, play, or poem (minimum 1500 words) in a recognized magazine, journal, periodical, or collection (including professional, trade, educational, creative, or general interest publications). Part-time faculty are eligible provided affiliation with LSCPA is noted in publication (cash award of \$250).
3. Other published significant scholarly, creative, or professional works of 1000 words minimum or a drawing, painting, or photograph. Affiliation with the College must be formally noted. Part-time faculty members are eligible. Limit one award per employee per year (cash award-\$150).
4. Significant professional growth beyond the minimum requirements for employment such as professional certification, attainment of advanced degree, etc. Applies to initial certification only.
 - Doctorate \$500
 - Master's \$400
 - Bachelor's \$300
5. Appointment or election to the office of president, vice president, president-elect, secretary, treasurer, or board member in a professional organization which is relevant to campus duties or the discipline in which the person is teaching. Eligibility limited to full-time employees. Local means an organization that draws its membership from Hardin, Orange, and Jefferson counties as minimum. Excludes campus offices.
 - Certification\$300
(Job-related, exam required, and requires minimum of a bachelor's degree)
 - Associate's \$200
 - Certification \$100
(Job-related and exam required)
 - Local \$200
 - State-wide \$300
 - Multi-state \$400
6. Presentation (paper, seminar, demonstration, chairing or moderating a session, chairing a section, etc.) or judging a competition at a relevant professional convention, meeting, or workshop on the local, state, or national level. Local means an organization that draws its membership from Hardin, Orange, and Jefferson counties as a minimum. Excludes campus presentations.
 - Local \$100
 - State-wide \$150
 - Multi-state \$200
7. Significant professional recognition (TSUS Regents awards, Piper Professor awards, teaching awards from professional associations, etc.) Part-time faculty members are eligible provided affiliation with LSCPA is formally noted (cash award \$250).

Awards will be granted annually according to a schedule published by the VPAA. Eligible employees may nominate themselves or be nominated by a colleague. Nominations should initially go to the appropriate department chair or supervisor. Recommendations should proceed from the department chair/supervisor through the appropriate dean, the VPAA, and the President. The final determination for all awards rests with the President.

Adopted 2003; Revised 2005, 2006, 2009, 2013, 2020

Appendix F: Tenure Application

Tenure Application

Effective April 1, 2023 Lamar State College Port Arthur will no longer award tenure. Faculty that were hired as tenure-track faculty prior to April 1, 2023 are eligible to apply for tenure.

The following information, provided by the faculty member, is necessary for adequate evaluation:

EVIDENCE OF PLANNED AND EFFECTIVE INSTRUCTION

1. Instructional materials developed by the faculty member.
 - a. Copy of an old syllabus and a new syllabus to see how the syllabus has evolved.
 - b. Copies of assignments (not the actual student work) developed by the instructor to teach to course content.
 - c. Examples of handouts or study guides created by the instructor.
 - d. Examples of presentations created by the instructor.
 - e. Include examples of any class exercises or activities developed to teach content.
2. Special contributions made to course and curriculum development.
 - a. Evidence of participation in the development of any special assignments, including the common assignments to teach the Core Objectives (for transfer programs) or program outcomes (for technical programs).
 - b. Evidence of participation in curricular revision as the result of input from Advisory Committees (for technical programs).
 - c. Evidence of any new course development or new program development.
 - d. Evidence of prepping a course and teaching a course online.

EVIDENCE OF PROFESSIONAL DEVELOPMENT AND ADVANCEMENT

3. Reprints of publications; copies of books and articles.
4. Contracts with learned societies, including names of organizations, offices held and meetings attended.
5. Research, creative activities or professional advancement with summary of major accomplishments.
 - a. This can include scholarship of pedagogy, not just discipline-specific research or activities.
6. Awards, scholarship, fellowships, and honors received.

EVIDENCE OF SERVICE: COLLEGE AND COMMUNITY

7. Evidence of public and college service.
 - a. College service can include committee service (whether ad hoc or permanent committees), involvement in recruitment activities, special assignments related to College service, student

organization sponsorship, and/or participation in other College activities that promote the mission and vision of the College.

- b. Public service can include any community-related service, such as leading a student organization to participate in community service, involvement in public or private charity events, participation in events in support of the city or surrounding neighborhoods, assistance given to other groups that seek to better the community, or solitary efforts to better the community in some specific way (need evidence).
8. Evidence of academic advising of undergraduate students.
 - a. This does not have to be restricted to formal advising periods but would also include day-to-day interactions with students in which advising was conducted.
 - b. This could also include group advising efforts, such as when an instructor uses part of class time to instruct students on matters related to course selection, transfer, etc.

EVIDENCE OF CONTINUOUS IMPROVEMENT: Include brief narrative from faculty member describing how they have used student feedback to modify and improve instruction.

9. Copies of student evaluations.

The following information, provided by the Department Chair, is necessary:

1. Evidence of quality of teaching (student evaluations, visits to classes, shared instruction, review of examinations, and judgment of department faculty).
2. Evidence that the faculty member makes a strong contribution toward achievement of departmental objectives.
 - a. This could include participation in the development of common assignments, active participation in assessment activities, efforts to mentor adjunct faculty, collaboration across programs, etc.
3. Evidence of the quality of academic advising.
4. Evidence of the quality of research, creative work or professional advancement.
 - a. This can include scholarship of pedagogy, not just discipline-specific research or activities.
5. Evaluation of the quality of the faculty member's publications and scholarly productivity.
 - a. This can include the quality of the faculty member's instructional materials.
6. Evaluation of the faculty member's professional development (progress toward terminal degree, maintaining currency in the field).
7. Evaluation of the quality of public and college service.

Appendix G: Faculty Checklist

In addition to teaching, there are several tasks that faculty are responsible for completing. This list is not inclusive of everything that may need to be completed.

Daily

- Check and respond to LSCPA email.
- Check and respond to LSCPA voicemail messages.
- Take attendance in class.
- Maintain office hours.

Monthly

- Attend committee meetings, as scheduled.
- Attend department meetings, as scheduled.
- Complete Leave Report online.
- Complete F3.6 Leave Request, as needed

Each Semester

- Post (on the website) an updated syllabus for each course by FIRST class day.
- Post/Update (on the website) Curriculum Vitae online by first class day.
- Contact students via email about one week before semester begins to welcome them and see if they have questions.
- Report any roster errors by Census Day (12th Class Day in Fall and Spring Semesters)
- Administer core curriculum or program assessment assignment.
- Prepare schedule (office hours and class schedule) for posting on office door no later than the second week of classes.
- Complete Outside Employment Request for HR.
- Review Academic Calendar for important dates found on Website and/or Master Calendar.
- Review Academic and Campus Events Calendar on Website.
- Remind students of the availability for student home use of Microsoft Office.
- Attend Advising Update Training.
- Review all Blackboard courses for quality, ADA compliance, and current course information.
- Review ACGM, WECM, GIPWE for any changes in course descriptions, objectives, or programs.
- Participate in Course Evaluation process.
- Confirm schedule with Department Chair and Banner.

- Provide textbook information for upcoming semester per Department direction.
- Post grades by due date provided by registrar.
- Work toward post-tenure review (if tenured).

Annually

- Check contact information in Banner to ensure that it is up-to-date and accurate.
- Complete self-evaluation (F2.08).
- Sign yearly contract.
- Apply for Incentive Award(s), if applicable.
- Evaluate and modify benefits enrollments.
- Complete Training: IT Security Awareness Training.
- Complete Training: Title IX training.
- Complete Training: HR in EEO, Ethics, Identity Theft, and Hazard Communication Training Programs, Child Abuse Awareness (every other year).
- Complete Training: Blackboard Ultra Training.
- Review assessment results and participate in Use of Results meeting for assessment.
- Participate in professional development via webinars, attendance at conferences (as travel budget allows), or other means.
- Classroom observation by supervisor or designee.
- Obtain parking tag and parking space/lot information.

One Time Only

- Enroll in DUO 2 factor authentication through IT.
- Complete HR Onboarding to include benefits selection, direct deposit, and retirement.
- Obtain Campus ID# and have photo ID made on 2nd floor of Student Center.
- Obtain email address / telephone number from Information Technology.
- Meet with Department Chair/Program Director for department specific onboarding information.
- Attend New Hire Orientation with HR.
- Attend New Hire Orientation with Academic Affairs.
- New Hires: Participate in New Faculty Seminar with VPAA.

- Request Office/Building Keys from the Department.
- Obtain Mailbox number and Mailbox key from the Dean of Academic and Technical Programs Administrative Assistant.
- Request/Obtain Office Products from your department.
- Obtain Copier Code for MMED copiers.
- Set up Outlook email with Information Technology.
- Complete Safety Checklist with Department Chair/Designee.

As needed/when applicable

- Review Faculty Handbook for helpful information.
- Review Policy and Procedure Manual.
- Review Catalog and Student Handbook.
- Review Blackboard Instructional Resources.
- Request business cards.
- Set up out-of-office email message.
- Set up out-of-office phone message.
- Change phone and email messages as needed.

DRAFT

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