Faculty Handbook
2025

This faculty handbook serves as a supplement to the [employee handbook](#) and is intended to provide specific information for faculty. Policies within it apply to ALL faculty, including part-time and dual credit faculty. In the event of any conflict or inconsistency between the Faculty Handbook and Board Policies or Administrative Regulations or the Employee Handbook, the terms in Board Policies, Administrative Regulations and the Employee Handbook shall govern and control.

Strategic Plan and Foundational Statements

The Strategic Plan for Lee College can be found at https://www.lee.edu/about/mission/index.php. Faculty should review the Mission, Vision, Expanding Opportunities Statement and Statement of Caring Community to understand the foundations of the college's purpose.

Organizational Structure

Lee College Organizational Charts can be located on the webpage at https://www.lee.edu/hr/resources-for-employees/organizational-chart/

Policies

Lee College Board Policy, Administrative Regulations, and the Employee Handbook can be found on the Lee College website. The Faculty Handbook serves as a supplement to the Employee Handbook to provide further guidance for Lee College faculty members. It is important that all employees review and are familiar with the policies and procedures found on the Regents website, HR website and in the Employee Handbook.

Student policies and procedures can be found in the Lee College online catalog at http://catalog.lee.edu/. Faculty should review and be familiar with student policies.

Instructional Procedures

Types of Faculty

Full-time faculty are faculty who are employed full-time by Lee College and are classified as faculty by Human Resources.

Part-time faculty are faculty who are employed part-time by Lee College and are classified as faculty by Human Resources.

Dual-credit faculty are faculty who are employed by a school district and have gone through a formal interview process by the appropriate Lee College division and been designated as Lee College faculty, but are not employees of Lee College.

Second-position faculty are faculty who are employed full-time by Lee College and are classified as administrators for their full-time role. These employees have gone through a formal interview process by the appropriate Lee College division and been designated as Lee College faculty who teach classes outside of their full-time responsibilities.

Part-time faculty, dual-credit faculty and second-position faculty are collectively referred to as adjunct faculty.

All types of faculty are selected through a formal interview process by the appropriate division to ensure that they have the necessary qualifications and demonstrate the ability to provide high-quality instruction to Lee College students. All types of faculty are expected to provide instruction with the same level of rigor and quality.

Faculty On-boarding

The Human Resources Department provides new faculty with onboarding to the campus. The Human Resources Department initiates a work order request to the Information Technology (IT) Help Desk to create network access for full-time and adjunct faculty. Lee College uses single sign-on credentialing for access to all technology except for human resource functions. In other words, the same faculty log-in credentials are used to login to the Lee College network and access myLC (also referred to as PeopleSoft), Lee College email, Simple Syllabus, Blackboard, etc. The IT Department will send the log-in and a temporary password directly to the faculty member via their personal email, their supervisor, and human resources. The temporary password prompts the faculty member to reset the password to a new password. The new password must be at least 8 characters in length with at least two digits. All passwords expire after 90 days and must be changed. There is a 14-day expiration warning period before the password expires.

New Faculty Orientation and Convocation Week

New faculty will receive an invitation to New Employee Orientation. This orientation provides valuable information and is essential to new employee success.

The week prior to the first day of class for the fall and spring semester, the college holds Convocation Week. Convocation Week consists of important updates from various departments on campus, update from the President, as well as professional development opportunities. Participation in Convocation Week is mandatory for full-time faculty. Adjunct faculty, including dual credit faculty, are encouraged to attend.

Commencement

Faculty participation in fall and spring commencement ceremonies is mandatory for full-time faculty and attendance will be taken. Adjunct faculty including dual-credit faculty are encouraged to attend. Full-time faculty are required to attend two (2) ceremonies during each commencement and must register through the Empirical Educator Center (EEC). It is preferred that faculty attend the ceremony that aligns with their pathway. Faculty should be dressed in a professional manner. Faculty not present for commencement ceremonies must follow college absence procedures.

Professional Development Events

Professional Development events are scheduled through the Empirical Educator Center (EEC). For information regarding the EEC, visit https://www.lee.edu/eec/. Part-time and dual-credit faculty are always encouraged to attend professional development opportunities. There may be instances where part-time and dual-credit faculty are required to attend a professional development event.

New Faculty Blackboard

New faculty are automatically enrolled in a New Faculty Blackboard course. This course provides valuable resources and videos to reference when completing faculty tasks/duties. If you do not see it in your Blackboard courses, please reach out to Paula Lee at plee@lee.edu to ask to be added.

Division Responsibilities

Your division chair is responsible for ensuring you have access to everything you need in order to successfully start the semester and teach assigned courses. The division Administrative Specialist can assist you with finding and filling out the key request form to secure keys to your office and classrooms (full-time faculty), directing you to proper forms for posting office hours, requesting business cards, securing your textbook(s) and office supplies.

Faculty Attendance and Student Hours

Faculty are required to follow attendance dates according to the Academic Calendar. Faculty are expected to maintain scheduled office hours during which they are available to students. See Board policy DJ (LOCAL) and Administrative Regulation DJ-R for attendance and student hours requirements.

Note: Full-time faculty are contracted for 180 working days (36 weeks). This includes 18 weeks in the fall and 18 weeks in the spring. For the fall semester, contracted days start on the first day of Convocation Week and end on the Friday that is six days after fall commencement. For the spring semester, contracted days start on the first day of Convocation Week and end on the Saturday of spring commencement. All full-time faculty should be present on campus for the required number of hours during those weeks.

Part-time Faculty: Adjunct or part-time faculty must have a minimum of two (2) clock hours scheduled for student office hours. These hours can be virtual or in-person.

Faculty Absences

For all absences, faculty should notify their Division Chair as soon as possible. If the absence is known ahead of time, an absence form should be submitted to the Division Chair prior to the absence. If the absence is related to an unexpected illness or injury, an absence form should be completed upon return. Please refer to the Employee Handbook on the HR webpage for details regarding leave and accruals.

*Faculty teaching dual credit should also notify their high school site directly and the Dual Credit office at dualenrollment@lee.edu when absences are expected so that arrangements can be made.

Class Cancellations

Faculty are not authorized to cancel class. Faculty who are unable to conduct class as scheduled must contact their division chair and administrative specialist as soon as possible, and the division chair will determine whether to cancel class or arrange for a substitute instructor.

Campus Closure

There are different types of campus closures, including delayed start, closure of specific buildings, cancellation of just face-to-face classes, etc. Please review Administrative Regulation CGC-R for procedures for notifying students and making up missed work. Note that faculty cannot require students to submit assignments or participate in class when the college is closed.

Flex Time

For temporary short-duration situations (running late due to flat tire, etc.), faculty can choose to make up those hours on another day rather than using leave. These situations should be less than 4 hours and should be made up within two (2) weeks of the event. Make-up hours should be scheduled during the normal campus work hours designated in Administrative Regulation DJ-R.

Times in which faculty are scheduled to be in class, or in student office hours, cannot be flexed.

Types of Leaves – Faculty

Faculty are eligible for sick leave, a personal day and emergency leave. Please review Board Policy DEC and the Employee Handbook for specific information.

Faculty Assignments

The Division Chair is responsible for assigning classes to each faculty member. (Administrative Regulation DC-R provides a full description of Division Chair responsibilities.) All faculty assigned to teach a hybrid or online course must have Teaching Online Certification. Faculty must provide a copy of their certification to the Distance Education Coordinator, their Division Chair, and Human Resources.

Classroom Substitute Process

Per Administrative Regulation DJ-R, full-time faculty are expected to volunteer to substitute for up to three (3) hours of instruction as a courtesy to their colleagues; thereafter, they will be paid for substitute instruction. Please refer to the Employee Handbook or contact Human Resources for questions regarding substitute pay.

Division Chair Selection Process

The Division Chair selection process, compensation, and expectations are outlined in Administrative Regulation DC-R. The term for a Division Chair is three (3) years. There is no limit on the number of terms a person may serve.

Course Modalities

Lee College offers courses using the following modalities:
- **Face-to-Face:** These courses are traditional synchronous, on campus, that provide face-to-face instruction in a traditional classroom on campus. However, courses may be enriched by the addition of an online Blackboard component. Face-to-face courses must include the course syllabus and grades in Blackboard and may contain as little as 0% to as much as 100% of out-of-class activities such as homework problems, group work, assignments, or research in Blackboard. Face-to-face courses must have all scheduled instructional minutes in a physical classroom.
- **Hybrid:** Hybrid or blended courses are a combination of synchronous and asynchronous instruction. Students and instructors are not in the same physical setting for a majority (more than 50%, but less than 85%) of the instructional time. Typically, hybrid courses combine online and classroom components. Additionally, it will discuss how the online environment connects and supports the classroom activities. Students must have Internet access,

understand and be able to use email and the web, create and save documents in specific file formats and upload files as an attachment.

- **Hy-Flex:** A Hy-Flex course is delivered in-person and via video-conferencing at the same time by the same Faculty member. Students can choose to attend via the video-conferencing tool or can come to campus and attend in person. Students can make this choice each class meeting.
- **Online:** Online courses are asynchronous. Students and instructors are NOT in the same physical setting more than 85% of the instructional time. Some courses may require face-to-face sessions totaling no more than 15% of the instructional time. This could include orientations, labs, proctored tests, field trips and/or other course requirements. Orientations may occur before the course's start date. Face-to-face requirements will be listed in the course syllabus. Faculty must have Internet access, understand and be able to use email and the web, create and save documents in specific file formats, and upload files as an attachment. Faculty teaching online must follow the Distance Education Standards and Best Practices listed in the Distance Education Handbook.
- **100% Online Course:** A course in which all of the tests, quizzes, and learning activities occur online. A course offered 100% online, meaning that there are no face-to-face sessions, is typically offered as asynchronous. However, faculty can choose to offer voluntary synchronous sessions and should schedule weekly office hours. Faculty teaching online must follow the Distance Education Standards and Best Practices listed in the Distance Education Handbook.
- **Lee Stream:** In this course modality, the course is delivered 100% online with designated synchronous meeting times in which the students and the instructor meet for class. All course content is delivered online with synchronous course meetings. A microphone, webcam, and internet are required. As with an online course, weekly office hours should be offered in addition to the synchronous course meetings. As course schedule symbols can mean multiple designations, faculty should provide clear notes in the course description related to the course modality and student expectations.

Blackboard Set-up

Faculty have the ability to create their blank Blackboard shells each semester. Once the faculty member's name is listed against the courses in myLC Campus, also known as PeopleSoft (PS), they can create those blank shells. Using their Lee College network account, faculty login to PS (myLC Campus), and from the Faculty Center Page, click on the Blackboard Classes tile. This page allows faculty to change the term, and click the button to create the blank Blackboard shells.
Faculty are required to use Simple Syllabus (electronic syllabus platform) for each of their classes. This can be accessed from the "Logins" webpage or through each Blackboard course. If faculty find they do not have Blackboard access to an assigned course, they may contact Paula Lee, Learning Management System Administrator, via email at plee@lee.edu.

All courses, including in-person courses, must have a Blackboard shell established with syllabus/course schedule. Additionally, the Blackboard gradebook must be set up according to the course grade breakdown in the course syllabus and should have a column showing course average in order to ensure students know their course grade at all times.

Courseware Use

Use of courseware to enhance learning is acceptable; however, it cannot serve as a substitute for instructor presence in the course. If courseware is used in the course, faculty are still expected to engage students and contribute to the student learning. Additionally, any grades within a courseware platform MUST be carried over into the Blackboard gradebook.

Course Responsibilities

1. Generate Blackboard Course Shell in PeopleSoft.
2. Faculty must use electronic syllabus template through the Simple Syllabus platform.
3. All class syllabi must be complete (include all required components) and posted by the first day of class.
4. Syllabi should include a course schedule in which the faculty member addresses assessment requirements with specific due dates/times.
5. Faculty members will ensure the curriculum is equally rigorous in all course modalities.
6. Course materials posted should be common file types and meet accessibility standards. The Blackboard ALLY program housed inside each faculty members' course checks uploaded materials for accessibility and provides instructors with feedback and instructions for ensuring accessible materials. The program also provides alternative formats of materials for students.
7. Faculty must submit their course textbook/resource requirements to their Division Chair and/or Administrative Specialist prior to the due date each semester. Division Administrative Specialists enter the course resources within myLC.
8. Course orientation is the responsibility of the faculty. Faculty will require students to participate in an orientation. This orientation can be done in-person on the first-class day, via an instructor recording, or via WebEx.
9. In order to clarify expectations to students, all faculty offering distance education courses must create succinct yet substantive summaries of meeting times or delivery methods. Further, if a faculty requires students to come to campus for testing or other activities, the faculty member must clearly indicate this information in the notes of the class.
10. Grading and feedback to students should occur in a reasonable amount of time based on the assignment, usually within 2 weeks of the student's submission.
11. Faculty members will establish contact with students at the beginning of the semester and maintain regular communication throughout the term. Communication will employ any suitable means including discussion boards, school issued e-mail, course messages in Blackboard, individualized chat sessions (including online "office hours"), telephone, face-to-face communication, math lab, writing lab, etc. If faculty prefer a specific method of communication (i.e. Blackboard messages, LC email, etc.), that should be clearly communicated to students at the beginning of the course.
12. Faculty members will respond to student's voice mail, Blackboard course message, or email within 2 working days.
13. Faculty members will promote instructor-student and student-student interaction.
14. Faculty members will be available to interact with students.
15. Faculty will maintain office hours consistent with college policy.
16. Deadlines and expected activities will be clearly stated at the beginning of the term.

17. Faculty members will monitor student's participation and progress and follow the attendance policy posted in the college catalog for withdrawal.
18. All faculty members will use the college's approved Learning Management System, Blackboard. Courses may be taught in either Original or Ultra Course View. Supplemental learning resources will be linked inside the faculty member's course.
19. All electronic and information resources developed, procured, or changed by an institution of higher education shall comply with the accessibility standards for institutions of higher education Americans with Disabilities Act Amendments in Sections 504 and 508.
20. It is the responsibility of the instructor to ensure all copyright provisions are met and permissions have been obtained as appropriate.
21. Regardless of whether the course is online, hybrid, or face-to-face, all faculty must maintain an up-to-date gradebook for all courses. The gradebook will contain a course average column in order to keep students informed of their course grade.
22. Faculty members will ensure that the course description, course learning outcomes, and course contact hours are consistent with the Academic Course Guide Manual (ACGM) or the Workforce Education Course Manual (WECM).

Student Attendance

Faculty are responsible for taking course attendance regularly. For in-person classes, faculty should enter attendance in myLC each class day after class ends. For hybrid courses, faculty should enter attendance in myLC on days in which the class meets in person. For an online class, a student must complete an activity to be considered in attendance in an online class. This activity can include a syllabus quiz, participation in an online orientation, a discussion post, or an assignment. Online attendance is not entered in myLC; however, it is important to monitor student activity to determine if a student needs to be dropped for non-participation. Refer to the academic calendar for important dates related to student drops.

Census Roster

Faculty are responsible for entering census rosters according to the course day of record. A complete list of census dates (by term) are listed on the website within the Academic Calendar.

Grades

Grade rosters open within the last few days of every session. All grades are to be entered by the instructor of record using his/her secure myLC Campus sign on. It is critical that grades be entered by the grading deadline (usually the day after the last day of finals at noon). For semester-specific dates related to grade entry refer to the Academic Calendar at https://www.lee.edu/calendar/. For any issues with grade entry, please notify your Division Chair and contact the Registrar.

Student Assessment

Faculty are required to enter student assessment data for all assigned courses no later than one week after grades are due at the end of the semester. This data is entered into the Assessment Tool Kit, which is accessed at https://assessment.lee.edu. Because assessment data is protected by FERPA, the Assessment Tool Kit can only be accessed and completed from on campus or via VPN. Part-time faculty who do not have the capability of entering data on campus or via VPN should contact their Division Chair for instruction related to course assessment data.

Best Practice Principles

Principle 1: Good Practice Encourages Student-Faculty Contact

Instructors should provide clear guidelines for interaction with students in their course syllabus. Instructors should establish policies describing the types of communication that should take place over different channels. Some examples for the "Interaction Plan" are: • "Do not send technical support questions to the instructor. Contact the Lee College helpdesk at: 281-425-6952." • "The public discussion forum is to be used for all communications except grade-related questions." • Set clear standards for instructors' timelines for responding to messages. Examples: "I will make every effort to respond to e-mail within 24 hours of receiving it" or "I will respond to e-mails on Tuesdays and Fridays between three and five o'clock."

Principle 2: Good Practice Encourages Cooperation among Students

Well-designed discussion assignments facilitate meaningful cooperation among students. To encourage meaningful participation in asynchronous online discussions: • Learners should be required to participate (and their grade should depend on participation). • A clear and detailed discussion prompt should be provided. • Discussion groups should remain small. • Discussions should be focused on a task. • Tasks should always result in a product. • Learners should receive feedback on their discussions. • Evaluation should be based on the quality of postings (and not the length or number). • Instructors should post expectations/rubrics for discussions.

Principle 3: Good Practice Encourages Active Learning

Students should present course projects. Projects are often an integral part of face -to-face courses. Students learn valuable skills from presenting their projects and are often motivated to perform at a higher level. Students also learn a great deal from seeing and discussing their peers' work. While formal synchronous presentations may not be practical online, instructors can still provide synchronous opportunities for projects to be shared and discussed asynchronously.

Principle 4: Good Practice Gives Prompt Feedback

Instructors need to provide feedback and describe a feedback plan in their course syllabus that states when the instructor will give feedback to the students for each type of assignment/test and what type of feedback can be expected. There are two kinds of feedback that online instructors need to provide: Challenging tasks, sample cases, and praise for quality work communicate high expectations.

Communicating high expectations for student performance is essential. There are various ways for instructors to communicate high expectations. Here are some examples: 1. "Information feedback" and 2. "Acknowledgement feedback." Information feedback provides information or evaluation, such as an answer to a question, or an assignment grade and constructive critique/comments. Acknowledgement feedback confirms some event has occurred. For example, the instructor may send an email acknowledging he or she has received a question or assignment and will respond soon.

Principle 5: Good Practice Emphasizes Time on Task Online courses need deadlines
Regularly distributed deadlines encourage students to spend time on tasks and help students with busy schedules avoid procrastination. E.g., Deadline for a discussion forum for "original post" and a deadline for "reply posts". Distributed deadlines also provide a context for regular contact with the instructor and peers.

Principle 6: Good Practice Communicates High Expectations
- Give challenging assignments.
- Provide examples or models for students to follow, along with comments explaining why the examples are good or bad.
- Create rubrics with criteria for assignments/discussions and detailed explanations of how students can meet the expectations in each criterion.
- Do you want your students to log on daily? Do they need to submit assignments in a certain place, a certain format and a certain time? Do you have late submission policies? A course introduction either through a "start here/read first/Begin here" folder or a face-to face or Blackboard Collaborate online course orientation would be a great way to communicate some key expectations in the course?
- Finally, publicly praising exemplary work communicates high expectations. Instructors do this by calling attention to insightful or well-presented student postings or answers.

Principle 7: Good Practice Respects Diverse Talents and Ways of Learning
Allowing students to choose project topics incorporates diverse views into online courses. As instructors give students a voice in selecting their own topics for course projects, they encourage students to express their own diverse points of view. Instructors can provide guidelines to help students select topics relevant to the course while still allowing students to share their unique perspectives.

Principle 8: Good Practice Involves Meeting the requirements of Title II & III of ADA
Meeting accessibility standards under the Americans with Disability Act (ADA), the Rehabilitation Act, and WCAG 2.0 A & AA standards must be considered in the development of online courses including documents, photos, video clips, links, and any other materials.

Academic Freedom

Lee College has a responsibility to protect academic freedom (see [Board Policy AD(LEGAL)),](#) and all faculty are entitled to academic freedom (see [Board Policy DGC(LOCAL](#))).

Academic freedom is the freedom of a teacher or researcher in higher education to investigate and discuss the issues in his or her academic field, and to teach and publish findings without interference from administrators, boards of trustees, political figures, donors, or other entities. Academic freedom also protects the right of a faculty member to speak freely when participating in institutional governance, as well as to speak freely as a citizen ([aaup.org](#)).

Academic freedom of an individual faculty member is subject to:
- **Professional ethics**: A faculty member must act ethically in their teaching and research (for example, by following regulations on human subject research).
- **Professional competence**: In order to produce and disseminate the highest quality of knowledge in a given field, faculty members are evaluated in their research and teaching by their faculty colleagues.
- **Collective responsibility**: The faculty who are responsible for a particular course of study may share responsibility for determining courses to be offered or texts to be assigned to students. The shared academic freedom to make this decision supersedes the freedom of an individual faculty member to choose a textbook that he or she alone prefers.

What are the main elements of academic freedom?
The academic freedom of faculty members consists of four interrelated elements:
- **Teaching**: freedom to discuss all relevant matters in the classroom;
- **Research**: freedom to explore all avenues of scholarship, research, and creative expression and to publish the results of such work;
- **Intramural speech**: freedom from institutional censorship or discipline when addressing matters of institutional policy or action; and
- **Extramural speech**: freedom from institutional censorship or discipline when speaking or writing as citizens.

How does academic freedom apply to teaching?
The freedom to teach includes the right of faculty members to select the materials, determine the approach to the subject, make the assignments, and assess student academic performance in teaching activities for which they are individually responsible. Faculty members are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matters which are unrelated to their subject, or to persistently introduce material which has no relation to the subject. This doesn't mean teachers should avoid all controversial materials. As long as the material stimulates debate and learning that is germane to the subject matter, it is protected by freedom in the classroom.

How does academic freedom apply to research?
Faculty are entitled to full freedom in research and in the publication of the results. Freedom in research is important, but it's a common misperception that academic freedom is primarily freedom of research.

FERPA
The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the personally identifiable information and education records of students, including high school students enrolled in dual credit courses.

FERPA provides the following rights to students:
- Expect that their records will be protected
- May review everything in their records except information about other students, financial records of parents, and confidential letters of recommendation if their waived their right to review
- Request that records be corrected or amended
- Consent to release records
- Suppress release of directory information
- File a complaint with the U.S. Department of Education
- Be notified of their rights under FERPA annually

Faculty should follow these guidelines in order to prevent violating student rights related to FERPA:
- Do not discuss or disclose personal student information to others (schedules, financial information, etc.)
- Do not disclose student grades to others (i.e. having a discussion with a student about grades in the classroom where others can hear; posting grades publicly either in the classroom or in Blackboard, etc.). This includes having conversations with parents regarding grades if a FERPA waiver is not on file.
- Utilize Lee College email for student communications (do not disclose information, including grades, using non-LC emails like gmail, yahoo, etc.)
- Do not engage in conversations with parents unless a FERPA waiver is on file or the student is present and has given their consent to disclose their information.
- Lock your computer when stepping away from your desk as well as your office door. Remove student paperwork from any visible areas when you leave your office.

Academic Support Referrals (ASRs)
Academic Support Referrals (ASRs) are used in instances of excessive absences, low test scores, missing assignments, financial aid concerns or technology issues. These are meant to be a source of early alert provided through the Advising and Transfer Program office for students who are struggling in order to provide assistance and/or resources as needed.

Faculty can access the ASR link on their roster next to individual student's name. If you see a student display a marked change in affect, financial and/or mental health concerns, please submit your concern to the CARES team at [CARES / Behavioral Intervention Team - Concern Referral Form](#).

Student Conduct
It is important that the classroom remain a positive learning environment for all students. Faculty who have issues with disruptive behavior during class may ask the student to leave class in order to allow the remaining students to learn. If a student's conduct is considered unsafe to themselves or others, security should be notified and the student removed from class. If a student is asked to leave class, or security is contacted due to a safety concern, a Student Conduct report must be submitted. For any student conduct concerns, faculty should contact the Associate Vice President of Student Services. See below for more information on Reporting.

Reporting Concerns

Faculty are asked to utilize the online reporting system at https://cm.maxient.com/reporting.php?LeeCollege to report concerns. These concerns could fall into one of the following categories:

- Academic Honesty violation
- Bias Incident – to report any bias incidents or hate crimes
- CARES Referral – to refer students who may be struggling with academic, personal, or emotional difficulties or who may be exhibiting concerning behaviors.
- Student Conduct – to report student conduct that causes disruption to the learning environment.
- Title IX Report – to report possible violations of sexual misconduct or sexual harassment.

Outside Employment

Outside employment should not interfere with normal obligations and duties to the college. Faculty with outside employment are required to submit a Disclosure of Outside Employment form annually within the NeoEd system.

Duplication of Copyrighted Material

1. The copyright owner has exclusive rights to work and can authorize reproduction of copyrighted work
2. However, the fair use of copyrighted work permits making multiple copies for classroom use and single copy if the material is used for non-profit educational purpose.
3. When in doubt, contact the publisher for permission to use the material and/or making multiple copies.

For more information on copyright and intellectual property, refer to Board Policy CT.

Course Student Evaluations

1. Students are to be given an opportunity to evaluate their instructors in each course. Course evaluations are managed by the Office of Institutional Effectiveness & Research.
2. Faculty will receive communication from the Office of Institutional Effectiveness & Research once data has been compiled and reports are ready for faculty to view. Faculty should review student evaluation report data to identify areas for improvement within the course.

Important Contacts and Resources

Access Center/Services for Students with Disabilities – Rundell (4069)

The purpose of the [Access Services Center](#) at Lee College is to assist individuals with disabilities with accommodations and services that will promote their success and integration into college and college related activities. The Counselor for Students with Disabilities works with students, faculty, and staff to ensure equal opportunity to all programs. For credit courses, continuing education, and community events, individuals will be provided equal access.

Admissions – Rundell Hall (6393)

Located in Rundell Hall, the [Admissions office](#) processes applications and handles all student records including transcripts, enrollment transactions and graduation files. Official class rosters (with instructions) are sent electronically from this office and should be returned within the specified window. In addition, the registrar and assistant registrar are available to assist faculty with many situations.

Advising & Transfer Programs– Rundell Hall (6384)

Lee College employs professional advisors who help students select courses in which they can succeed and that lead to the realization of their educational and career goals. Some of the many services the advisors offer include: academic advising, career exploration, life or academic coaching, Student Success Workshops (e.g., note-taking, test taking skills, etc.), and transfer advising to identify degree planning for a seamless transition to a 4-year institution.

Career Services (6572)

[Career Services](#) provides resources and programs to help students explore career and university transfer options and develop effective job search skills, enabling them to professionally represent themselves to prospective employers and ultimately attain their employment goals.

Dual Credit Programs Office – Moler Hall (6296)

Through Lee College's Dual Credit Programs, eligible high school students can complete college courses and receive credit from both the college and the high school. The college course(s) — academic or career/technical — apply toward high school graduation and provide a jump start toward a college degree or certificate.

Faculty teaching dual credit courses are encouraged to contact the dual credit programs office with any questions, issues, or concerns related to dual credit courses or processes.

Financial Aid Office – Rundell Hall (6389)

The mission of the [financial aid office](#) is to provide assistance for our students to pay for their Lee College expenses and possibly some living expenses whenever possible. The amount of assistance a student can receive is determined using a number of factors such as the Estimated Family Contribution (EFC) calculated by the Department of Education, the Cost of Attendance calculations required by the Department of Education, Number of credit hours being attempted, residency status, and degree or certificate program to name a few.

IT Helpdesk (6952)

Support for students, faculty and staff includes computer hardware and software troubleshooting, security issues, email, as well as assistance with printers, scanners, and other peripheral devices. Assistance is available via email at helpdesk@lee.edu or by calling **281-425-MyLC (6952).** Hours, contact information, and FAQs can be found on the help desk site at https://www.lee.edu/it/about/help-desk/.

International Education Program

Lee College offers a unique international educational travel program designed to enhance college education through seeing the world. Tours are employee-led and student-focused. Information about the program can be found at the International Education website at https://www.lee.edu/international/.

Library Services – ATC (6379)

In addition to resources such as reference books, articles, and databases, the Lee College library can assist students with copying and printing.

Math Lab – Bonner Hall (6891)

Lee College provides a math lab staffed by peer tutors and paraprofessionals for students enrolled in math classes - both developmental and college credit. Students are encouraged to visit the lab to obtain help with their course assignments. Students may work at the computer work stations by utilizing mathematics computer software and video lessons which accompany their textbook. The math lab also provides textbook and calculator check-out services for students.

Puente Program

The Puente Project is a nationally recognized mentoring program based out of California. Puente is open to all students and offers various supports such as: (1) enrollment in linked courses based in asset-based, culturally relevant pedagogy; (2) proactive advising; (3) service learning and leadership opportunities; (4) a mentor; (5) scholarships and other support structures that address any barriers to a student being successful in college. Faculty benefits are provided in professional development opportunities and special projects related to curriculum enhancement addressing culturally relevant pedagogy and equity.

Security (6888)

Lee College Campus Security is available in order to help ensure a safe environment for all students and employees. Security can be called to lock or unlock doors to assigned offices or classrooms, to walk employees to their car at night if needed, or to assist in emergencies. For additional information regarding campus security, please refer to the website at https://www.lee.edu/security/index.php.

Student Resource and Advocacy Center (4447)

The Student Resource and Advocacy Center (SRAC) focuses on providing basic needs to Lee College students. The SRAC offers resources such as a food market, clothing closet, emergency aid, childcare assistance, and transportation assistance.

Supplemental Instruction (5130)

Supplemental Instruction (SI) is an academic assistance program designed to improve students' academic performance, increase retention, and work as a bridge between students and course content. SI Coaches facilitate a peer-to-peer learning environment through weekly study sessions. They also attend all lectures for their assigned courses and hold office hours for students if additional assistance is needed.

TRiO Student Support Services (6500)

TRiO-SSS is a program designed to help its participants overcome any obstacles that may emerge during their educational journey at Lee College. This is done through comprehensive and holistic advising, academic coaching, tutoring, transfer assistance, and financial literacy. Participants also have the opportunity to participate in self-empowerment programming such as leadership conferences, service learning and cultural activities ensuring a well-rounded student.

Veteran Services – Rundell Hall (4300)

In an effort to meet the needs of increasing numbers of veterans returning home, Lee College has established a Veterans Center to meet those needs and to provide information, counseling, and resources to all veterans and their dependents.

Writing Center – ATC (6534)

The Writing Center is located in the back of the Lee College Library for the convenience of faculty and students alike. We support all writers and writing assignments regardless of class or discipline, and tutors are available to help with every stage of the writing process.