

Revised 8/21/2023

# OTERO

Faculty and Instructor  
Handbook  
2023-2024

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## INTRODUCTION

This Handbook contains operating procedures designed to ensure a cohesive and supportive learning environment for both faculty and students. It provides a comprehensive framework that promotes academic integrity, fosters effective communication, and encourages professional growth among faculty and instructors. By adhering to these procedures and directives, Otero College aims to maintain high standards of teaching and learning, promote fairness and equity, and uphold the institution's mission. Additionally, this handbook serves as a resource to empower faculty and instructors with the necessary information to navigate their roles effectively, resolve conflicts, and contribute to the overall success of the college community.

### **Purpose of the Handbook**

As a member of the Colorado Community College System (CCCS), Otero is governed by the State Board for Community Colleges and Occupational Education (SBCCOE). The SBCCOE sets overarching policy for member colleges.

The SBCCOE employs a System Chancellor to carry out the policies and directives for CCCS. These policies take precedence over college practices and procedures when there is a conflict. Learn more about State Board and System President policies at <https://www.cccs.edu/about-cccs/state-board/policies-and-procedures/>.

Otero College's operating procedures are formulated from past and present practices at Otero and are intended to implement State Board Policies (BP's) and System President/Chancellor Procedures (SPs) and State Fiscal Rules and Regulations. Questions or concerns not covered in this document should be directed to department chairs or the Vice President of Academic and Student Affairs.

Nothing in this Handbook is intended to create (nor shall be construed as creating) an express or implied contract of employment or to guarantee employment for any term or to promise that any specific process, procedure, or practice will be followed, or benefit provided by the College. The College reserves the right to modify, change, delete, or add to the information in this Handbook as deemed appropriate.

### **Vision**

To be the best rural community college in Colorado.

### **Mission**

To educate students and provide workforce training that enhances personal and professional growth in a learning environment that facilitates maintaining high academic standards, relationship

building, academic and emotional support, and encourages all students to become the best version of themselves.

## **Values**

At Otero College, our work is guided and informed by our commitment to diversity, integrity, learning and innovation, safety, and community.

## **Strategic Plan Goals**

### *Goal 1: Enhance the Student Experience*

Developing the student, both academically and personally, is at the heart of Otero's mission. Each student that enrolls at Otero has access to state-of-the-art technology and facilities, all designed with the student experience at the forefront.

*Objective 1: Transform the Academic Experience*

*Objective 2: Improve Student Affairs Processes and Co-Curricular Experiences*

*Objective 3: Maintain and Update Facilities to Align with Student Needs*

### *Goal 2: Transform Our Workplace*

Otero College is committed to developing a workforce that reflects our diverse student population. Through strategic marketing and intentional onboarding, Otero aims to increase the number of qualified applications for each open position. Otero will increase employee satisfaction and retention by supporting professional development and advancement, and enhanced campus communication.

*Objective 1: Revamp the Hiring and Onboarding Process*

*Objective 2: Increase Employee Retention and Satisfaction*

### *Goal 3: Engage Our Community*

As a community college, Otero was founded to serve the community. Relationships with industry partners, surrounding K-12 school districts, and supporting local businesses is key to the success of the college. Otero continues to build lasting partnerships with the community and restore Rattler Pride throughout the Arkansas Valley.

*Objective 1: Bring the Community to Otero*

*Objective 2: Take Otero to the Community*

## **Accreditation**

Otero College is regionally accredited by the Higher Learning Commission (HLC). The HLC can be reached at: 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1411. Phone: 1-800-621-7440/312-263-0456 Fax: 312-263-7462 or [info@hlcommission.org](mailto:info@hlcommission.org).

## **Other Accreditations and Affiliations**

The Nursing Assistant and Practical Nursing programs are approved by the Colorado State Board of Nursing. The Associate Degree in Nursing (ADN) Program is approved by the Colorado State Board of Nursing and accredited by the Accrediting Commission for Education in Nursing, Inc. (ACEN), 3343 Peachtree Rd. NE, Ste 8-50 Atlanta, GA 30326. Phone: 404-975-5000.

The Medical Laboratory Technician (MLT) program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) Board of Directors.

The Otero Law Enforcement Training Academy follows the Peace Officers Standards and Training (POST) guidelines. POST certification testing is scheduled at the end of each law enforcement academy. During each academy, Otero instructors administer various levels of certification and testing based on current POST guidelines.

## **Affirmative Action/Equal Employment**

Otero College does not discriminate on the basis of race, color, creed, national or ethnic origin, religion, sex/gender, sexual orientation, age, physical or mental disability, veteran status or pregnancy status in admission or access to employment, educational programs or activities. Inquiries concerning Title VI, Title IX Section 504, 42 U.S.C. §2000e et seq. and the Americans with Disabilities Act may be made in the Human Resources Office, 1802 Colorado Ave, SCORE Center Room 140, La Junta, CO 81050; 719-384-6824 or the Office of Civil Rights at the U.S. Department of Education, Region VII, Federal Office Building, 1244 North Speer Boulevard, Denver, CO 80204; 303-844-5695.

## **Family Education Rights and Privacy Act of 1974 (FERPA)**

### **1. What is FERPA?**

According to the U.S. Department of Education, the Family Educational Rights and Privacy Act (FERPA) is a “Federal law designed to protect the privacy of student education records.” FERPA is also known as the Buckley Amendment.

### **2. What rights does FERPA give students?**

FERPA gives students the right to do the following:

- Inspect and review their education records.
- Request an amendment to their education records.
- Participate in a hearing if the request for an amendment is unsatisfactory.
- Request that the institution not disclose directory information items about them.
- File a complaint with the U.S. Department of Education.



### 3. What does FERPA mean for colleges?

In general, colleges must do the following:

- Notify the students annually about FERPA.
- Provide students access to inspect and review their education records.
- Allow students to request to amend their education records.
- Provide students an opportunity to sign written releases of their student record information.
- Keep records of requests for and disclosures of student education records.
- Restrict school officials' access to records for legitimate educational purposes only.

### 4. What is a school official?

Defined from institution to institution in its annual notification, a school official may be the following:

- An employee of a college (administrative, supervisory, academic, research, or support staff position).
- A person elected to the board of trustees.
- A company or person employed/contracted by a college to perform a special task (i.e., attorney, auditor, or collection agency).
- A person or student serving on an official committee (i.e., disciplinary/grievance, scholarship) or assisting an official in their tasks (i.e., work study students).
- Contractors, Volunteers, and others performing institutional functions.
- CCCS has designated the National Student Clearinghouse as a school official as we utilize their services for enrollment and degree verification.

### 5. What is an education record?

An education record is any record, with certain exceptions, maintained by an educational agency or institution or by a party acting for the agency or institution that is directly related to a student or students. This record can contain a student's name(s) or information from which an individual student can be personally (individually) identified. These records may include the following: files, documents, and materials in whatever medium (handwriting, print, tapes, disks, film, microfilm, microfiche) which contain information directly related to students and from which students can be personally (individually) identified.

### 6. What are some examples of an education record?

- Registration forms
- Transcripts
- Student information displayed on a computer screen
- Grades
- Student schedules

- Class rosters
- Any paper with the student's SSN or Student ID, or information that is personally identifiable to a student and from which a student can be identified.
- Employment records if the student is employed as a result of their status as a student

#### 7. What is not considered an education record?

Personal notes made outside the presence of the student are not considered education records; however, once that information is shared with someone else, it then is protected by FERPA standards.

Other examples of items that are not part of an educational record are:

- Case Study
- Law enforcement unit records
- Employment records
- Medical records
- Alumni records

#### 8. What is a legitimate educational interest?

A legitimate educational interest is the demonstrated "need to know" by those officials of an institution who act in the student's educational interest. FERPA allows schools to establish their own criteria for this. Faculty generally may not view a student's educational record without first being identified as having a legitimate educational interest.

#### 9. What does personally identifiable mean?

Personally identifiable means data or information which may include the following:

- Student name, the student's parent, or other family members
- The student's campus or home address
- A personal identifier (such as a social security number or student number)
- A list of personal characteristics or other information which would make the student's identity easily traceable

#### 10. What does FERPA mean for staff/faculty?

- All employees who have access to educational records are responsible for maintaining the confidentiality of those records.
- Staff/faculty may not release non-directory information to a third party without the written consent of the student, unless one of the exceptions outlined in FERPA applies.
- Staff/faculty should be aware of what is considered directory information and only release such information after confirming that the student has not requested directory exclusion.

#### 11. What is directory information?

Many higher education institutions have directories. The following items are designated as directory information set by SP-48 (<https://www.cccs.edu/policies-and-procedures/system-presidents->

[procedures/sp-4-80-student-educational-records-and-directory-information/](#)). Colleges may disclose any of this information without prior written consent, unless notified by the student in writing to the contrary by the first official class meeting date of each semester.

- Student name
- Major field of study
- Dates of attendance
- Degrees and awards received
- Enrollment status (i.e. full-time, three-quarter-time, half-time, withdrawn, graduated or deceased)
- Most recent educational institution attended
- Participation in officially recognized activities and sports
- Height and weight (only for students in officially recognized activities and sports)

Addresses (including mail and e-mail) are considered Personally Identifiable Information (PII) and are not released as Directory Information except for the following:

- Graduation lists released to news media, which may include the student's city of residence.
- Other listings to the news media and college personnel for special awards, honors, and events. Notification to Phi Theta Kappa Honor Society and other academic honor societies for students who are eligible to be considered for membership.

Directory information may NEVER include the following:

- Social Security number
- Race/ethnicity
- Gender
- A student's entire date of birth (only birth year can be provided)
- Anything that is harmful or an invasion of privacy

#### 12. What does FERPA mean for a student's parents?

Current regulations also provide that even after a student has become an "eligible student" under FERPA, postsecondary institutions (and high schools, for students over 18 years of age) **may** allow parents to have access to their child's education records, without the student's consent, in the following circumstances:

- The student is a dependent for Federal income tax purposes
- The disclosure is in connection with a health or safety emergency under the conditions specified in (i.e., if knowledge of the information is necessary to protect the health or safety of the student or other individuals)
- For postsecondary students, the student has violated any Federal, State or local law, or any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, if the institution determines that the student has committed a disciplinary violation regarding that use or possession and the student is under 21 at the time of the disclosure.

### 13. What does FERPA mean for computer use?

Computer users must either lock the screen or clear all student data and log out of any student record system whenever they leave their computer. Users should not share passwords with anyone. Personally identifiable student records are **not** permitted to be stored locally on a laptop or any other portable memory device.

### 14. When do student rights under FERPA begin?

Student rights begin when the student is in attendance as defined by the institution. For CCCS colleges, FERPA rights begin at the time a student begins attending class.

### 15. When can a college disclose and education records for health and safety reasons?

- An emergency (non-emergencies are insufficient)
- In making a determination whether a disclosure may be made to the appropriate party, the college must take into account the totality of the circumstances pertaining to a threat to the health or safety of others.

## GETTING STARTED

### Academic Calendar

Otero College operates on a semester system. The academic calendar is created and approved two to five years in advance of the academic year to which the calendar applies. The Academic Affairs Office is responsible for drafting the calendar, considering the scheduling needs and parameters of the College, Colorado Online @ standardized start dates, as well as the academic calendars of local school districts (spring break). The draft is reviewed by the Faculty Senate, who recommends approval by the College President and Cabinet.

### Faculty ID

New faculty and instructors should visit Student Services (McBride 132) to get a photo taken for their employee identification and key card. Full-time Otero employees can use their ID card to access all exterior doors of academic buildings (McBride, Wheeler, Life Science, Humanities) and all classrooms (except for the chemistry lab(s)), as well as the Fitness Center. Instructors can use their ID card to access exterior doors of assigned buildings and classrooms, as well as the Fitness Center. The ID card can also be used to purchase meals from Sodexo once funds have been added to the employee account.

The Identification Badge Procedure was developed in accordance with BP 19-40 for the purpose of maintaining a secure environment. This procedure requires the display of identification badges, promoting staff engagement with individuals without college identification, and establishing a procedure for issuing badges to visitors and vendors at designated locations.

## Workspace

Full-time faculty members are generally assigned to their own office on campus with a designated phone line, and any need for furniture, technology, or storage is coordinated through Academic Affairs. Designated space for office use by part-time instructors is in McBride 129 (Think Tank), Humanities 153 (Workroom), and the Learning Commons.

## Office Supplies

Faculty and instructors should contact their Department Chair for any office and classroom supply needs. All supplies are to be ordered through departments, utilizing assigned P-Cards (purchase cards) and specific budgets.

## Mail

The campus mail room is located in the Student Center Room 104. Mail is delivered in the afternoons and is distributed to department boxes for pick up. Many faculty have a mailbox on their office door or outside of their office where mail can be delivered.

## Technology

Otero's Instructional Technology Department is comprised of the Director of Information Technology, the Coordinator of Educational Technology, and the Computer Technology Technician. Their offices are in McBride Hall 140. Training on Microsoft Office, OneDrive, WebEx, the VPN, Multi-Factor Authentication, and additional resources are available on the Employee tab under the "Employee Guides & Trainings" portlet in the portal.

To access your employee email via the Web:

1. Type owa.cccs.edu into the URL line
  - a. Username: CCC/S#
  - b. Password: Otero Password

To access your employee email via Outlook:

1. Select the **Start** menu on your Otero College assigned computer and open the Outlook application **or** select the Outlook icon from your computer's taskbar.
2. If promoted for login credentials, select **more choices, use a different account**, and the following:
  - a. Username: CCC/S#
  - b. Otero College Computer Password

The pin to access your voicemail is **12355**. Your Access or ID Code is your 7-digit phone number (384-XXXX).

Using Otero College's file server (the "O Drive") and your personal "N Drive" will protect against the loss of important files. These can be accessed by clicking the manilla folder on your taskbar. The

drives are located under the "This PC" tab. Select the drive that contains your S# to access your "N Drive," and select "OJC Data" to access the "O Drive."

Your assigned PC will have a default printer added. Contact the computer center if you require an additional printer or if you have difficulties printing. Contact Jennifer Johnston (719-384-6841) or your Department Chair to receive your printing/copying department ID.

Copying machines can be found in Macdonald Hall (Academic Affairs office), McBride Hall (Student Services Center, Computer Center), Life Science (Nursing office), Wheeler Hall (Learning Commons) and Humanities Center (Room 106 next to International Relations office). A printing/copying ID is required for machine usage. Assistance can be found in the copy area. The Learning Commons is available to help with copies after normal work hours.

Each classroom is equipped with technology adequate to support modern and interactive learning experiences, including virtual classroom capabilities.

Email the Otero College Help Desk at [help@oterocollege.on.spiceworks.com](mailto:help@oterocollege.on.spiceworks.com) or call 719-384-6982 for assistance.

## **Training Requirements**

### *D2L*

New faculty and instructors are expected to complete Desire 2 Learn (D2L) training to learn how to use the learning management system. For more information, contact the Coordinator of Educational Technology.

### *Navigate*

New faculty and instructors are expected to complete Navigate Training during their first semester at Otero. Navigate is a student success management system that brings together students, faculty, and staff in a collaborative network to holistically support students on campus. For more information, contact the Academic Affairs Office.


### *Accessibility*

New faculty and instructors are expected to review the online Web Accessibility Training module prior to teaching a course at Otero. For more information, contact the Coordinator of Educational Technology.

### *Human Resources Training*

All employees are required to complete the online Title IX for Higher Education training, the Cyber Security Awareness training, and the Diversity, Equity, and Inclusion: Microaggressions training on an annual basis. Contact the Human Resources Office for more information.

### *WebEx*

Prior to teaching a course at Otero, all new instructors should review the Employee Updates and Trainings materials located in the portal under the Employee 

## Textbooks

Otero's bookstore is a "virtual bookstore" called eCampus. Students can access eCampus through Otero's website to order and purchase their books online. Students can buy new or used books, rent books, or purchase E-books. The books will be delivered to the student's home or specific mailing address. The virtual bookstore accepts traditional forms of payment, including financial aid/scholarship vouchers, credit/debit cards, PayPal, checks and money orders.

Used books can also be sold back through this virtual bookstore. The student will be provided with a prepaid label to ship their books back for cash. Otero will also have an on-site buyback 2-3 times a year for students to sell their books back at the end of each semester.

All textbooks used in Otero classes must be approved and adopted according to the following process. Textbook selection for all Otero courses is coordinated by the Department Chair with input from faculty in the discipline. Faculty are strongly encouraged to use the same textbook for the same course regardless of the section, including concurrent instructors. Criteria for selecting textbooks or Open Educational Resources (OERs) include, but are not limited to:

- Consistency with CCCS content guidelines
- Currency of content
- Cultural and gender equity or sensitivity, as appropriate
- Readability, quality of organizational structure and flow
- Quality of illustrations, graphs, and charts
- Compatibility of supplemental resources
- Availability of and quality of test banks, where available
- Computer application and availability of other multimedia resources
- Cost, including materials that are bundled or sold separately
- For edition changed, the extent to which substantive content differences exist between the current and previous edition

Textbook selections should be kept the same for a minimum of two academic years unless the selected text is found to have serious flaws or is no longer available. Whenever possible, the same textbook will be used for both semesters of any course sequenced over two semesters. Regular faculty or instructors who wish to order, change, or recommend the adoption of a new or supplemental textbook should consult with the Department Chair.

To remain in compliance with the Higher Education Act, textbook adoptions must be submitted to eCampus at least 4 weeks before registration opens for the next semester. If a course does not require a textbook, or if the faculty member or instructor will be using an Open Educational Resource (OER), this need to enter this information on the site. Please reach out to your Department Chair or the Business Office for assistance.

No College employee shall demand or accept any payment, loan, advance, good or service promised in exchange for selecting or purchasing specific course materials for use in one of Otero's courses. Faculty or other College staff may, however, accept:

- Free copies
- Complimentary teacher editions or instructional materials that are not intended to be sold by any faculty or staff

### **Syllabus**

All faculty and instructors are required to have an approved course syllabus on file in Academic Affairs for each class prior to the first day of the semester. The approval process consists of faculty members or instructors submitting a syllabus for each course to their respective Department Chair. When the syllabus has been approved, the Chair's initials and the academic year will appear in the upper right-hand corner of the first page of the syllabus. Courses taught by Department Chairs require approval from the Vice President of Academic and Student Affairs. The approved Syllabus Template is available through Department Chairs or the Academic Affairs Office.

### **Desire2Learn (D2L)**

Desire2Learn (D2L) is the learning management system used by all colleges in the CCCS. Given the extent to which technology has become essential to most professions and permeates personal life as well, Otero strives to maximize the use of technology as a teaching and learning tool. Instructors are encouraged to make use of iPads, mobile devices, Web 2.0, smart technologies, immersive learning strategies, and an array of multimedia applications to enhance learning, interactivity, and the use of technology in the classroom.

All faculty and instructors are required to, at a minimum, use D2L in the following ways:

#### *Syllabus*

Faculty and instructors must upload a copy of the approved course syllabus in the content section for each course by the first day of class each semester.

#### *Gradebook*

Faculty and instructors must maintain and update the gradebook for each course every two weeks minimum.

#### *Attendance*

Faculty and instructors must create and regularly update the attendance register for each course.

#### *Content*

Faculty must ensure that all documents in D2L comply with Web Accessibility Guidelines, and must upload in an ADA, PDF format any written handouts or lecture notes provided in class.



### *Email/Messaging*

Faculty must use the D2L e-mail/messaging system, campus email, or Navigate for written correspondence with students to maintain compliance with FERPA requirements.

### **Grading**

Tests and grading are the responsibility of the faculty member/instructor. Final examinations are to be administered during the last week of class. Grades should not be posted publicly.

The academic standing of students at Otero is indicated by letter grades that have the following interpretation:

A	Excellent or Superior (4 quality points per semester hour)
B	Good (3 quality points per semester hour)
C	Average (2 quality points per semester hour)
D	Deficient (1 quality point per semester hour)
F	Failure (0 quality points per semester hour)
I	Incomplete
P	Passing (Equivalent to C or Better)
U	Unsatisfactory
S/A	Satisfactory (A-level) work in a developmental course
S/B	Satisfactory (B-level) work in a developmental course
S/C	Satisfactory (C-level) work in a developmental course
U/D	Unsatisfactory (D-level) work in a developmental course
U/F	Unsatisfactory (F-level) work in a developmental course
W	Withdrawn (Student Initiated)
WD	Withdrawn (Administrative – for cause)
WX	Withdrawn (Administrative – no fault)
AW	Administrative Withdrawal (prior to Summer 2021)
AU	Audit

### *Place Holders*

SP	Satisfactory Progress
Z	Grade not yet reported
R	Repeat Field
IP	In Progress
CPL	Credit for Prior Learning (prior to Fall 2015)
PLA	Prior Learning Assessment (Effective Fall 2015)

### *AU – Audit*

By auditing a course, a student may participate in course activities, but does not receive a formal transcript grade. Students must indicate intent to audit a course at registration or by the deadline listed in the course schedule. Audited courses are not eligible for the College Opportunity Fund

stipend. Students will be responsible for the full in-state or out-of-state tuition. Audited courses do not meet the credit hour requirements for financial aid or veteran benefits and may not be applied to certificates or degrees.

### *I – Incomplete*

The "Incomplete" grade is a temporary grade and is designed for students who because of documented illness or circumstances beyond their control are unable to complete their course work within the semester but have completed a majority of the course work (defined as at least 75% of all course assignments and tests) in a satisfactory manner (grade C or better).

If circumstances beyond the student's control prevent the student from completing a test or assignments at the end of the term, then it is the student's responsibility to initiate the request for an "Incomplete" grade from the instructor. The instructor will determine whether the student has a reasonable chance of satisfactorily completing the remaining course activities in a timely manner.

In requesting an "Incomplete" grade the student must present to the instructor the documentation of circumstances justifying an "Incomplete" grade. The instructor will complete and sign an "Incomplete Grade Contract" and will submit it to the Registrar with final grades for the semester. Student Services will send a copy of the "Incomplete Grade Contract" to the student. Instructor must assign an Incomplete Grade on the regular grade roster in a timely fashion.

Incomplete Grade Contracts must include the following information:

1. Student Name (F, MI, L):
2. Student #:
3. Course Number and Section:
4. Reason for assigning a grade of incomplete (statement of extenuating Circumstances):
5. Work to be completed for removal of incomplete grade (instructor should be very specific including the work to be done and how the final grade is to be calculated):
6. Evidence of completion of 75% of the semester course work:
7. Completion of a work plan that includes the following:
  - a. What, when and how assignments and tests will be submitted to complete the course
  - b. The time period in which the work must be completed
8. Instructor Signature and Date
9. Student Signature and Date

Students are encouraged to let instructors know, as soon as possible, if they are having difficulties with any part of the course. If a student and instructor cannot reach resolution concerning an Incomplete, then the student should contact the Vice President of Academic and Student Affairs.

A copy of the complete, agreed upon contract should be forwarded to the Coordinator of Educational Technology (McBride Hall 140) to ensure the student maintains access to the D2L course shell.

Military personnel and emergency management officials who are required to go TDY (Temporary Duty) in the middle of a term should contact their instructor for special consideration. Documentation of official TDY assignment is required and must be approved by the Vice President of Academic and Student Affairs.

Incomplete grades that are not converted to a letter grade by the instructor after one subsequent semester (not including summer semester), or a date otherwise agreed upon, will revert to an F grade. If the student earned a letter grade higher than an F without completing the work, faculty may submit that higher grade before the automatic conversion to F by submitting a Change of Grade Request to the Registrar.

### **Attendance**

Student learning is best served through regular and consistent class attendance. Students are expected to attend all scheduled meetings of each course. Encouragement of regular class attendance remains with the instructor while the actual responsibility remains with the student. The development of class attendance guidelines for each class is encouraged. Students may be dropped a letter grade (or more) and/or dropped from a class for excessive absences. The following general attendance guidelines are for all students and all classes.

1. Each class will have attendance procedures set forth by that instructor. Self-contained career and technical programs may develop uniform program attendance procedures.
2. Specific procedures for class attendance and the effect that absences may have on daily assignments, make-up work, examinations and/or course grades should be made available in written form and given to enrolled students during the first- or second-class meeting.
3. Class attendance procedures must be uniformly applied to all students enrolled in a course. Individual students should confer with instructors on personal and specific attendance concerns and conflicts. The determination and application of attendance guidelines is the responsibility of the instructor.
4. Class attendance is the responsibility of the student. The student must communicate to each of his/her instructors regarding any attendance situation that may affect course assignments, exams, or grades.
5. Students serving on athletic teams or members of an approved college club or extra-curricular activity, or students enrolled in a class that is missed for a field trip or college sponsored performance will be considered "excused" by all instructors for the duration of

the travel. The college sponsor/advisor/coach should communicate to the instructors of those students who will be participating. The students are representatives of the college in these approved instances.

- It is the responsibility of the student to make faculty aware of upcoming "excused absences" for approved college activities and to assume responsibility for completion of all assignments during the excused absences.
- It is the responsibility of faculty sponsors, coaches or instructors involved in other student travel to inform department chair and other faculty members of students who miss classes because of approved student travel. The notification of students to be excused from classes should be distributed at least two (2) class days before departure from class.
- If the instructor determines that an assignment or exam cannot in any form be taken prior to or made up after the excused absence, the assignment or exam shall not be used in calculating the student's grade.

Serious illness, death in the family, jury duty, military service, or participation in college-sponsored activities are examples of conditions for receiving an excused absence. Arrangements for excuses are to be made between the student and the instructor. In case of extended absences, the Office of Academic Affairs should be notified.

All students must attend at least one class after registration within the first 7 (Monday through Sunday) days of any semester, or they will be administratively dropped from the course(s).

### **Final Exams**

Students are required to take all final exams at the time posted by the individual instructor for each individual class. Students should not ask to take final exams at any other time unless in the case of extreme emergency. If a student has a situation that may warrant an exam time change, the student needs to contact the instructor of the class.

### **Pandemic and Natural Disaster Attendance**

Students will be officially notified of any attendance changes in the case of an emergency, natural disaster, or pandemic situation. Specific information will be posted on D2L for an atypical semester circumstance.

### **Inclement Weather**

Faculty, staff, and students are notified of course cancellations, late start courses, and campus closures via App Armor. It is important that Otero Alert information is current and accurate (see link in portal under Employee tab) to receive notifications. Faculty and instructors are encouraged to outline procedures for late start course expectations in syllabi.

## Assessment

Institutional Student Learning Outcomes are statements that represent the knowledge and/or abilities a student should obtain and/or be able to demonstrate throughout a given course. Institutions of higher learning are becoming increasingly involved in conducting assessment of these outcomes to continually improve critical processes and teaching strategies. Otero's Institutional Student Learning Outcomes are as follows:

- Civic Engagement
- Creative Thinking
- Diversity and Global Learning
- Oral/Presentation Communication
- Quantitative Literacy
- Written Communication

Faculty and instructors must include Institutional Student Learning Outcomes in your syllabus that may be formally assessed in any given semester (not all courses are assessed each semester). The outcomes should include a brief statement of what students should know and be able to do, as well as how the outcome will be measured (i.e., include terms such as "define," "identify," "construct," etc. and explain the method of assessment). Department Chairs will provide faculty and instructors with the information and direction necessary to fulfill this responsibility. By the designated deadline, faculty and instructors must submit an assessment scoresheet to their Department Chair or the assessment coordinator.

## Early Alerts and Final Grades

The Early Alert System is designed to let students know how they are doing. Faculty report grades three times during the semester of their progress. As part of the early alert system, grades need to be submitted through MyOtero under the Faculty tab, on the 4th, 8th, and 12th weeks as "midterm grades". Final grades are to be posted as "Final Grades" 5 days following the end of the semester at 5pm. The Academic Affairs Office will send an email reminder for early alert and final grades.

## Quick Reference Guide for Semester: Deadlines and Responsibilities

<b>Once Employment Paperwork is Complete or Instructor is Approved to Teach</b>	<ul style="list-style-type: none"><li>• Obtain S# and establish portal password, if necessary</li><li>• Activate email</li></ul>	Directions for resetting a password are in the portal.
<b>Before the Beginning of the Semester</b>	<ul style="list-style-type: none"><li>• Coordinate eCampus textbook order with Department Chairs and the Business Office 4-weeks prior to registration opening for the next semester (if applicable)</li></ul>	<ul style="list-style-type: none"><li>• Book requests should be coordinated with full-time faculty and submitted on eCampus.</li><li>• The course syllabus must follow the ADA-compliant template.</li></ul>

	<ul style="list-style-type: none"> <li>• Submit syllabus to Department Chair for approval</li> </ul>	
<b>As scheduled</b>	<ul style="list-style-type: none"> <li>• Attend All-Faculty meeting</li> </ul>	Attendance at the “back-to-school” meeting is mandatory for faculty, and optional for instructors
<b>Friday before course begins</b>	<ul style="list-style-type: none"> <li>• Post syllabus under Content/Overview</li> <li>• Update grade book to reflect course assignments</li> <li>• Create attendance register</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions for activating a course and posting syllabi are available through the Coordinator of Educational Technology.</li> <li>• The Healthy Course Checklist can guide the setup of your course shell(s).</li> </ul>
<b>1<sup>st</sup> Week of Class</b>	<ul style="list-style-type: none"> <li>• Introductions, ice breakers, expectations, ground rules</li> <li>• Distribute and/or review posted syllabus</li> <li>• Orientation Sessions</li> </ul>	Paper copies of the syllabus are not required; be sure to read aloud the policy regarding mandatory reporting and emphasize the drop and withdrawal dates. The syllabus is the contract between you and the student.
<b>By Monday following Week 1</b>	<ul style="list-style-type: none"> <li>• Review class roster</li> <li>• Print a copy of roster and identify students who have not attended and/or made no contact.</li> <li>• Submit a signed copy of the class list (including “no-shows”) to the Registrar</li> </ul>	Students who do not attend class the first week and do not attempt to contact the instructor will be dropped from the course by Monday at 5pm following the first week of class. Instructor approval will be required to regain access to the course.
<b>By 12<sup>th</sup> Day of Class (Census)</b>	<ul style="list-style-type: none"> <li>• Remind students they have until 5:00 pm to drop and not be charged for the course.</li> <li>• Confirm class list and verify that enrollment is accurate</li> </ul>	Print a class roster, review, and verify enrollment, sign and submit to the Registrar.
<b>By the End of Week 4</b>	<ul style="list-style-type: none"> <li>• Post early alert grades (midterm) in the portal</li> </ul>	4-week grades alert staff of students who may need

	<ul style="list-style-type: none"> <li>• Ensure attendance and grades are up to date in D2L</li> </ul>	intervention. An email message will be sent to remind instructors to post grades based on attendance and/or any completed assignments.
<b>By the End of Week 8</b>	<ul style="list-style-type: none"> <li>• Post midterm grades in the portal.</li> <li>• Ensure attendance and grades are up to date in D2L</li> </ul>	Midterm grades alert students of their progress and may indicate their ultimate success in the course. An email message will be sent to remind instructors to post grades based on attendance and/or any completed assignments.
<b>4-9 Weeks into the Semester</b>	<ul style="list-style-type: none"> <li>• Faculty and instructor observations</li> <li>• Student evaluations are available in D2L</li> </ul>	<p>Early in the semester, the Department Chair or designee will make arrangements to observe your class session (if applicable according to observation schedule)</p> <p>Instructors remind students to complete online evaluations; no preparation from the instructor is required</p>
<b>By the End of Week 12</b>	<ul style="list-style-type: none"> <li>• Post early alert grades (midterm) in the portal.</li> <li>• Ensure attendance and grades are up to date in D2L</li> </ul>	12-week grades alert staff of students who may need intervention. An email message will be sent to remind instructors to post grades based on attendance and/or any completed assignments.
<b>Before the End of the Semester</b>	<ul style="list-style-type: none"> <li>• Submit Institutional Student Learning Objective (ISLO) assessment scoresheets to the Department Chair</li> </ul>	Not all courses are required to complete an ISLO assessment; however, if your course is identified for this requirement, assessment documentation must be submitted prior to the end of the semester. Your Department Chair will provide you with the information necessary.

<b>End of Semester</b>	<ul style="list-style-type: none"> <li>• Post final grades in the portal. Indicate the last date of attendance for all F grades issued.</li> <li>• Ensure attendance and grades are up to date in D2L</li> <li>• Export grades and attendance in D2L to Academic Affairs folder on the O: Drive</li> </ul>	<p>An email message will be sent to remind instructors to post grades based on attendance and/or any completed assignments.</p>
<b>Throughout the Semester</b>	<ul style="list-style-type: none"> <li>• Attend department meetings, college- wide staff meetings, and in-service/professional development offerings as able or required.</li> </ul>	<p>These meetings and training offerings are open to instructors as a means of communicating and maintaining a stimulating learning environment, but they are not required.</p>

### **Classroom Protocol**

Assigned campus classrooms will not be changed without prior approval from the Vice President of Academic and Student Affairs. If the facilities are not suitable for a particular course, every effort will be made to meet student needs. Classrooms are opened prior to course starting times. If a room is locked, campus security can assist when called at (719) 469-2613 or 6911.

Other responsibilities include ensuring classroom doors are closed during class, monitoring student behavior, turning off lights, erasing boards and tables, locking smart station units. Labs should remain locked and secure. Students who present continual disruptions can be removed. Early contact with Student Services is essential.

### **Cancelled or Shortened Classes**

Fifty minutes of classroom instruction constitute one instructional hour, and many students are sensitive to the length of time for which they have “contracted.” However, if an emergency causes cancellation of a class session, the time and coverage of material must be made up during the remainder of the academic term. Department Chairs, the Academic Affairs Office, and students need to be informed of any cancellations ahead of time when possible as office personnel can assist in notifying students through Navigate and by placing a sign on your classroom door(s). You can contact Academic Affairs at (719) 384-6884. If possible, please post information and/or instructions in D2L for students to follow in your absence.



If you know you are going to be absent for a course, coverage may be available through your department, or you can invite the Learning Commons, AIM, or Mental Health Counselor in to do a workshop with your students in your absence.

### **Classroom Management**

Disciplinary Procedures: Students are expected to adhere to the Student Code of Conduct, policies, and procedures of the College. Student behavioral expectations, responsibilities, and the resolution procedure are outlined in [SP 4-30a](#).

Student Complaints: When a student submits a faculty or instructor complaint to the Dean of Students or the Associate Vice President (AVP) of Academic Affairs, the student will be referred to the faculty member or instructor unless the complaint is egregious or related to Title IX. If needed, the Dean or AVP will coach students through the appropriate methods of communication with faculty and instructors, along with reasonable response times (e.g., 3 business days, excluding weekends). Only once the faculty member or instructor have had the opportunity to work through problems is the matter referred to the Department Chair. If the problem is unresolved at this level, the student may appeal to the Vice President of Academic and Student Affairs. The Vice President's decision on the matter is final.

### **Class and Office Schedule**

Prior to the first day of class, faculty must fill in the Class and Office Schedule. A template will be emailed to faculty before the semester begins. Please fill in the template and post one copy on your door and send an electronic copy to your Department Chair and to Academic Affairs.

### **Instructional Recordkeeping**

All instructional records are the property of Otero College. The completion of official records including the Census Date Report and Final Grade Report are the responsibility of the instructor of record and cannot be delegated or completed by proxy. The Census Date Report reflecting physical student attendance is to be substantiated by the instructor's own attendance records which are to be kept on file for a period of 3 years. Records of student progress used to calculate grade reports (grade books) are likewise to be kept on file by the Department Chair for a period of 3 years. After the 12th day of class, print out the final class list and identify students who never attended classes, sign and date, and turn in the list to the Registrar in McBride 132.

At the end of the semester, faculty should export their gradebooks and attendance registers from D2L into an Excel document and save on the O: Drive under Academic Affairs. Individual folders are set up for departments and instructors. Contact your Department Chair if you need assistance accessing these folders.

### **Academic Freedom and Integrity**

In alignment with the institutional mission, Otero College values academic integrity, and this policy is meant to uphold quality higher education. As such, all employees and students are expected to

comply with the standards described in this document whether or not they are directly involved. In short, it is expected we follow the “see something, say something” spirit of quality higher education at Otero College. To understand academic integrity, we must understand academic dishonesty. Academic dishonesty is defined as actions that result in the student receiving credit for work in any academic exercise or discipline that they themselves did not create. The term “academic exercise” refers to any work the student submits for credit or hours in any course at the institution. In the descriptions below, the term “unauthorized” means without the express permission of the instructor. This policy outlines the types of academic dishonesty, levels of infractions, consequences of said infractions, and the appeals process.

It is noted that the Academic Integrity policy exists to protect both the student and the institution. When an academic hearing--explained below--is scheduled, the student has a right to appeal. Academic dishonesty is an academic matter, not a criminal one, so the institution reserves the right to follow the rules of “preponderance of evidence” and not “evidence beyond a reasonable doubt.” The spirit of this policy is to give rights to the accused student, educate students on the consequences of academic dishonesty, and to deter further violations.

The following are examples of academic dishonesty. This list is not exhaustive but rather indicative of common types of academic dishonesty with examples. Other types or examples may exist and are subject to the same consequences described herein:

1. Cheating--intentionally using or attempting to use **unauthorized** materials, information, or study aids in any academic exercise.
  - a. Possessing **unauthorized** notes or additional sources of information during an exam.
  - b. Possessing term papers, exams, lab reports, or other assignments for distribution, which were supposed to be turned in to the instructor.
  - c. Giving or receiving answers by the use of any signals or technology during an exam or quiz.
2. Fabrication--intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
  - a. Inventing data or providing a false account of how the data was generated or collected, also known as counterfeiting data or research results.
  - b. Providing a false research citation--representing an abstract or review as the primary source itself.
  - c. Falsifying documents for the excuse of absences or missed assignments.

3. Facilitating Academic Dishonesty--being party to any infractions of academic dishonesty described herein.
  - a. Allowing another student to submit one's paper as their own.
  - b. Providing **unauthorized** copies of any previously completed coursework for distribution to other students.
  
4. Plagiarism--deliberately reproducing another's ideas, words, data, etc. as one's own without giving credit to the original author.
  - a. One quotes another, in whole or in part, without acknowledging the original author--this includes print, video, media, and online sources.
  - b. One completely paraphrases another's words, ideas, data, etc. without acknowledging the author--this includes print, video, media, and online sources.
  
5. Unauthorized Collaboration--also known as "complicity." One intentionally shares academic information or works in collaboration with another student in an **unauthorized** manner.
  - a. Permitting another student to copy answers on an assignment, exam, etc.
  - b. Taking an exam or any portion of a course for another student. This includes allowing a student to copy a paper, lab report, computer program, or any other assignment for another student.
  
6. Multiple Submissions--also known as "Self-Plagiarism." Recycling previously completed work from one class to another. It is noted that a student may be allowed multiple submissions of an assignment **if and only if** all instructors involved give express permission.
  - a. Submitting a paper written for one class to another.
  - b. A student is retaking a class and submits the work they used in a previous section of that class.

#### *Special Circumstances Regarding Facilitating Academic Dishonesty*

Students who facilitate academic dishonesty but are no longer enrolled in the course section in which the academic infraction occurred are still subject to consequences. However, because they are no longer enrolled in the course--due to passing, withdrawing, etc.--the issue will become a student conduct issue and be judged by student conduct personnel.

Personnel at Otero College are also subject to consequences for facilitating academic dishonesty. Should any personnel at Otero College be found to have facilitated any level of academic

dishonesty, the issue and evidence will be submitted to the Vice President of Academic and Student Affairs and the Director of Human Resources. The issue will then be considered a performance and employment issue to be dealt with by those governing bodies.

### *Levels of Infraction*

It is noted that some infractions of academic dishonesty are more egregious than others. To that end, this policy categorizes them from minor to egregious with consequences for each. It is important to note that multiple minor infractions in the same course or across multiple courses can result in an automatic egregious violation with the appropriate consequences. **Students should be aware that they may not withdraw from a course if they are receiving a failing grade due to academic dishonesty.**

#### 1. Minor Infraction

- a. Examples include but are not limited to:
  - i. Repeated improperly formatted citations.
  - ii. Complete omission of references, bibliography, or Works Cited.
  - iii. Patch-writing--also known as a partial paraphrase. The student attempted to reword the original but still relied too much on the original wording or structure.
  - iv. Cut and paste from a source without proper quotation or citation.
- b. Consequences
  - i. First infraction--the student will schedule training with the Educational Resource Specialist or Coordinator of the Learning Commons.
  - ii. Second infraction--failure of the assignment.
  - iii. Third and all subsequent infractions risk automatic egregious infraction consequence (see "consequences" under "egregious" below).

#### 2. Standard Infractions

- a. Any instances of cheating, plagiarism, fabrication, or facilitating academic dishonesty as described above.
- b. Examples include but are not limited to:
  - i. Deliberate omission of all sources.
  - ii. Cheating on an exam.
  - iii. Distributing answers.
  - iv. Falsifying any information on an academic exercise.
- c. Consequences
  - i. First infraction (or multiple minor infractions)--failure of the assignment.

- ii. Second infraction and subsequent infractions risk and automatic egregious infraction consequence (see “consequences” under “egregious” below).

### 3. Egregious Academic Violations

- a. Above and beyond standard academic violations--what constitutes “above and beyond” will be decided at the discretion of the instructor, the Academic Integrity Review Board, and/or the Vice President of Academic and Student Affairs.
- b. Examples may include but are not limited to:
  - i. Second standard academic violation.
  - ii. Providing prior exams, projects, papers, or coursework for the purpose of cheating.
  - iii. Stealing and/or copying exams.
  - iv. Impersonating another student in any course.
  - v. Obtaining work from another student or professional service.
  - vi. Widespread collusion of student violators.
- c. Consequences
  - i. Failure of the course. The student may also risk expulsion from the college.

#### *Procedure*

If a faculty member believes any infraction of academic dishonesty has occurred, the faculty member is to conduct an independent investigation and gather evidence of the infraction. If the violation is confirmed, the faculty member must notify the chair with the evidence, report to the Associate Vice President of Academic Affairs, and make a reasonable effort to contact the student within five business days. The faculty member is required to make a reasonable effort to schedule a meeting with the accused student, either with or without the chair, and present the evidence within five business days of discovery.

During the initial evidentiary meeting, the instructor will present the evidence to the student, tell the student of the consequence they will receive, and give them information about the appeals process. At the end of the meeting, both the instructor and the student will sign the “Academic Violations Form” as proof the student was given this information. This form is **not** an admission of guilt on the part of the student. Rather, it is an artifact proving the student received evidence, notification of their consequence, and information about the appeals process.

Upon completion of the meeting, the instructor will send digital copies of the evidence and completed Academic Violations Form to the Chair and the Associate Vice President of Academic Affairs. If the student chooses not to appeal the decision, a violation of academic integrity will be placed in their student profile on Navigate in order to track multiple instances of violations across

multiple classes. Multiple instances of academic dishonesty across multiple classes can result in an “egregious violation” as described above.

### *Appeals Process*

A student has the right to appeal the decision of the faculty member. During the process, the student is expected to continue to attend class, complete work, and respect the discretion of the process by not sharing with other students. The Academic Integrity Review Board will oversee the hearing for all students. The Academic Integrity Review Board will be made up of the chair of the department from where the accusation was made, the Associate Vice President of Academic Affairs, the Vice President of Academic and Student Affairs, and two additional faculty members from different departments. Should a student choose to appeal, they must contact the Vice President of Academic and Student Affairs within two business days of meeting with the instructor and signing the “Academic Violations Form.” Within five business days of notification, the Vice President of Academic and Student Affairs will schedule an appeal meeting with the Academic Integrity Review Board and notify the student of the date of the appeal hearing.

If the appeal is for a minor infraction, the entire Academic Integrity Review Board may not be obligated to meet. One additional faculty member from another department may be called upon to review the evidence and support or challenge the instructor’s decision. If the decision of the faculty is challenged, then the entire Academic Integrity Review Board will meet. Should the decision of the instructor be upheld, the consequences described above will be enacted and a record of the infraction will be placed on the student’s profile in Navigate to track multiple violations.

For standard infractions, two additional people from the Academic Integrity Review Board will be called upon to review the evidence: it will constitute the chair of the department from where the accusation came, two faculty members from another department(s), and the Associate Vice President of Academic Affairs. A 75% majority will be required to uphold the faculty member’s decision. Should the decision of the instructor be upheld, the consequences described above will be enacted and a record of the infraction will be placed on the student’s profile in Navigate to track multiple violations.

Should a student appeal an accusation of an egregious violation, then the entire Academic Integrity Review Board will meet to review the evidence and decide whether or not to uphold the decision of the instructor. A majority must support upholding the decision. Should the decision of the instructor be upheld, the consequences described above will be enacted and a record of the infraction will be placed on the student’s profile in Navigate to track multiple violations. The student may also risk expulsion from the college should the Academic Integrity Review Board deem it appropriate for the level of egregious violation.

Should the decision of the faculty member be overturned in any of these instances, the student is absolved of guilt, the violation will not be placed on their record, and they will receive a grade for the work as if the accusation never took place. The student has the right to request a “second opinion” on the grade they receive on the work should they have evidence a prejudice exists on the assignment in question.

#### *Special Circumstances Regarding Timing:*

There are times when the timeline outlined in this policy may not be appropriate for college or life circumstances: illness, travel, scheduled breaks, etc. In such cases, all parties involved will follow the “good faith” rule to comply with the timeline as closely as possible. Should the violation occur at the end of the semester, returning students will face the consequences outlined above. The issue will need to be resolved within two weeks of the end of the semester or wait until the beginning of the semester. The returning student will receive an “I,” or “Incomplete,” grade in the interim. For non-returning students, the same process will be followed as described for “returning students.” Graduating students suspected of violation may walk at graduation if all other graduation requirements have been met. However, they will not receive a diploma until the academic integrity matter has been resolved.

## NEED TO KNOW

### **Absence/Sick Leave Procedures**

If you know you’re going to be absent on a specific day for reasons such as medical/dental appointments, jury duty, or a funeral, please follow this protocol:

1. Complete the Leave Request form online (MyOtero Employee Tab) as soon as you know the date of impending absence. Do this PRIOR to your absence. Click the “Electronic Signature” button to sign your completed leave. The Submit for Approval button will activate. Once you click the Submit for Approval button, it will then send your request to your Department Chair/Supervisor. Once they have approved the leave, a notice will be sent via email.
2. Instead of cancelling class, consider having a member of the Learning Commons, AIM, or our Mental Health Counselor come in and run a workshop with your students. Contact the Learning Commons and Student Engagement Coordinator for more information.
3. If you end up not taking the amount of leave approved, you must submit another leave request with negative (-) hours reflecting leave not taken. You must enter a Start and End time.

PLEASE NOTE: If you have a change in your regular class schedule or posted office hours, contact your Department Chair and Academic Affairs (719-384-6884) so that both can field inquiries appropriately and professionally. This does include field trips.

If you are too ill to report to work or have a last-minute family, home, or medical emergency, please follow this protocol:

1. Call Academic Affairs (719-384-6884) and call your Department Chair. Calling early enables Academic Affairs to post signs in the event of an unplanned absence. Follow up with an email to the Coordinator of Academic Affairs and Department Chair.
2. If possible, attempt to contact your students through Navigate and post a message on D2L. If this isn't possible, ask Academic Affairs for assistance with contacting your students through Navigate.
3. Complete the Leave Request/Report form online the day you return.

### **Evaluation Process**

The faculty performance and evaluation process is discussed in detail in the Otero College Faculty Performance Planning and Evaluation Handbook, which references [SP 3-31](#).

#### *Purpose*

In the spirit of continuous improvement and compliance with CCCS requirements, all full-time faculty members are evaluated annually. As noted in CCCS policy (SP 3-31), *"The goal of faculty evaluation is to assess faculty performance and reward contribution to the success of students and improve the environment of the college community."* This process is intended to be collegial, cooperative, and collaborative for faculty members and their direct supervisors. The objectives of this process are to communicate performance expectations, provide constructive feedback, improve professional effectiveness, promote excellence, and reward job performance.

#### *Schedule*

Each academic year, the faculty performance planning and evaluation process is divided into three parts: Section I (planning), Section II (mid-year review), and Section III (year-end evaluation). Throughout the planning and evaluation process, supervisors and faculty members should engage in a dynamic, ongoing conversation to maintain a consistent understanding of goals and outcomes. The conversation should encourage excellence, innovation, and a positive impact on student learning. *Refer to SP 3-31 for details.*

*The timeline per SP 3-31 is defined below:*

- Faculty and supervisor will meet no later than six weeks after the fall semester contract date for faculty to develop a Performance Plan defined as a documented agreement between faculty and supervisor on projected activities or improvements for the evaluation period.



- Faculty will prepare a draft Performance Plan and send it to their supervisor at least two days prior to the meeting.
- The Performance Plan may be reviewed and revised during the evaluation period as agreed upon by faculty and supervisor. All faculty are required to meet with their supervisor no later than three weeks after faculty’s first spring semester contract date for a midyear review.
- The faculty and supervisor will meet between the day after spring break and the last day in April to discuss the Performance Plan Evaluation.
- Faculty submit the Performance Plan Evaluation, documenting the results of the Performance Plan, to the supervisor at least two days prior to the scheduled evaluation meeting.
- Faculty and supervisor will complete the Performance Plan Evaluation no later than the final spring semester contract date for faculty.

*Recommendations for Goal Setting and Measurement*

Otero follows the “SMART” (Specific, Measurable, Attainable, Relevant, Time-Bound) approach to goal setting. The SMART criteria for goal setting apply equally well to the Teaching and Service areas of faculty work:

Specific	What one wants to accomplish, why the goal is important, who is involved, what is required to pursue the goal
Measurable	Concrete, specific criteria for measuring progress toward the attainment of the goal
Attainable	Neither out of reach nor below minimum standards of performance
Relevant	The goal is worthwhile and align with department, program, and college strategic goals
Time-Bound	Starting and ending dates, interim target dates, and the final due date

Faculty should select performance goals that are likely to have a positive, measurable impact on learning. Likewise, the pursuit of the goals should result in clear, measurable outcomes, which are determined before work begins.

*Factors*

SP 3-31 states, “Faculty will be evaluated equitably and holistically according to their documented responsibilities, job description, and efforts to complete goals that they have set in conjunction with their supervisor.”

This evaluation is a holistic view of a faculty member’s performance in an academic year. Factors considered include but are not limited to a faculty member’s job description, program and student level outcomes, student evaluations, formal classroom observations, informal observations,

assigned duties, course loads, service requirements, and any external factors known by the supervisor. The weight of these items may vary, but a supervisor will consider them for a well-rounded evaluation of a faculty member's goal setting, midyear feedback, and final performance evaluation.

See SP 3-31, under "procedures" for more information on focus areas for teaching and service.

### *Definition of Ratings*

#### **Exemplary**

To receive a rating of "Exemplary," a faculty member must demonstrate performance beyond "Commendable" in both teaching and service. The faculty must document performance within the performance evaluation. Examples of evidence include but are not limited to assignments, data collecting methods, student surveys, feedback from supervisor(s), etc.

Examples of the kinds of combinations of qualities or activities an "Exemplary" faculty might demonstrate include but are not limited to the following: exceptional skills in both instructional delivery and course design and planning; engaging students at a high level by using thought provoking questions, or challenging students in unique ways; demonstrating a strong commitment to using assessment data (beyond what is required) to guide the revision of their teaching methods to improve student outcomes; leading the integration of technology into the classroom; or developing quality courses or curriculum either in the classroom or online.

For service, exemplary faculty typically perform their department and discipline responsibilities at a high level or take active leadership on initiatives consistent with college or department goals. Examples of the type of efforts that might characterize exemplary service include, but are not limited to the following: taking on leadership roles in college or system committees; developing and maintaining significant relationships in the community (with institutions such as K-12 districts, other colleges, or critical business partners); contributing to their field of study, such as in published work, presentations, or service in a professional organization; or leading broader college initiatives that improve teaching and learning.

Exemplary service should be consistent with the faculty member's performance plan.

#### **Commendable**

To receive a rating of "Commendable," a faculty member demonstrates competence in teaching and service, abides by all college guidelines and CCCS policies and procedures, and meets department, college, and board goals related to their area of responsibility, including performance objectives defined in their performance plan.

Commendable faculty members meet instructional requirements. Requirements include but are not limited to the following: curriculum guidelines, college and department syllabus policies,

assessment requirements and deadlines for schedules and grades, utilizing the college's learning management system, and other elements defined in their job description. They demonstrate currency in the field and in teaching methodology. They demonstrate skill in both instructional delivery and course design and planning, as well as a commitment to continuous improvement of student learning outcomes, including meeting college guidelines for assessment of student learning.

Commendable faculty members engage actively in service such as serving on department and college committees, participating in department and college functions and activities, advising students as appropriate, and demonstrating professional and courteous behavior. They also meet the critical duties of their assigned roles.

### **Needs Improvement**

From SP 3-31: "A faculty member receives "Needs Improvement" when they do not meet the criteria of a "Commendable" performance rating in either teaching or service; they fail to competently meet the teaching or program management standards outlined above or in college guidelines, fail to provide significant service to the college or department, or violate the expectation of professional and collegial behavior. Any disregard for or violation of established CCCS policy or procedures or college guidelines may also result in this rating."

If a faculty member is designated as "Needs Improvement" in teaching or service, they may be placed on a development plan. The supervisor should consult with the campus' Human Resources Department in determining next steps. If the decision is to create a "Needs Improvement Plan" for the faculty member, the plan will be developed in conjunction with the supervisor and the faculty member. The plan will identify areas in need of improvement and clearly outline a series of appropriate steps and timelines for resolving noted issues. Areas for improvement should be based on concrete or tangible elements (competencies) noted within and/or beyond the classroom.

Supervisors are encouraged to discuss with the Human Resources Department options for ratings for faculty who complete a development plan. However, next steps for faculty members who do not complete a development plan must be promptly discussed with the Human Resources Department.

If a faculty member disagrees with their performance ratings, they have the right to appeal through [BP 3-20](#).

*Academic Affairs Evaluation of Faculty Performance Process*

<b>Personnel</b>	<b>Part-time Instructor</b>	<b>Part-time Instructor</b>	<b>Faculty (Provisional)</b>	<b>Faculty (Non-provisional)</b>
<b>Number of Years in Position</b>	7 years or less	8 years or more	3 to 4 years or less	4 or more years
<b>Contract</b>	Faculty Load and Compensation	Faculty Load and Compensation	Annual	Annual
<b>Observation by Administration or Chair (Non-provisional faculty and instructors may choose to use a Swivel and Self-Reflection in lieu of a formal observation.)</b>	1 course per semester	1 course per Spring semester	1 course per semester	1 course per year Fall Semester Rotation, CTE and Humanities Spring Semester Rotation, Health Professions and Math/Science
<b>Student Evaluations</b>	All courses via D2L	All courses via D2L	All courses via D2L	All courses via D2L
<b>Peer Observations</b>	Not Applicable	Not Applicable	1 course, every other year	1 course, every other year
<b>Evaluation/Feedback from VPASA</b>	As recommended by Chair	As recommended by Chair	As recommended by Chair	As recommended by Chair

**Faculty Assembly**

Faculty Assembly, under its duly authorized and approved Constitution and Bylaws, is the official organization of the Otero faculty. A meeting schedule is sent via email at the beginning of each semester and attendance at these meets is encouraged for faculty and instructors. Contact your Department Chair for more information.

**Guest Speakers**

Individual faculty and instructors have the right to invite anyone they choose as an occasional guest or guest speaker to their classes. This right carries with it the assumption of individual responsibility, as follows:

- The appearance of an invited speaker does not signify an endorsement, either implicit or explicit, of the speaker's views by the college, its faculty, administration, or governing bodies.
- Speakers are subject to standard law and order considerations and to the specific limitations imposed by the State constitution and laws. Guest speakers must assume responsibility for protecting the right to free speech, including the right of speakers to be heard and the rights of the college community to hear speakers. If there is significant potential for disruption at an event featuring a guest speaker, the college may appoint a chairperson to preside at the event who is empowered to ensure reasonable conduct and courteous treatment of all event participants. The college may also require the provision of security personnel for the protection of event participants and college property.
- The college assumes no obligation to provide an audience for outside speakers on its campus.

All invitations and engagements of outside speakers must be initiated from within the college community.

### **Field Trips**

Field trips for Otero students must be designed to complement or reinforce concepts explored in a course or program, enhancing student learning and providing opportunities to expand understanding. Class field trips are those trips taken with students to off-campus locations during regular class time, although potentially extending beyond the regular class period. Student club activities are not considered field trips.

### *Approval*

All field trips must be approved prior to the date of the trip by the Department Chair. Field trip requests should include:

- The purpose and rationale for the trip, identifying the course associated with the trip
- Number of students attending
- Detailed itinerary including destination, duration, departure date and time
- Names of people teaching and supervising the field trip
- Transportation plan
- Costs associated with the trip

A Student Waiver of Liability, Conduct and Medical Release form for the trip must be completed and signed by each student planning to attend and submitted to the Department Chair prior to the trip. A copy of the Student Waiver of Liability, Conduct and Medical Release form is available on the Faculty tab in MyOtero in the Faculty Forms section or from the division administrative assistant. A copy of the syllabus provided to the students reflecting the field trip procedures and practices should be attached to the waiver and release for record keeping.

### *Field Trip Description*

The instructor must provide students with a field trip description that includes, at minimum, the following information:

- Objectives of the field trip
- All relevant safety, physical or emotional issues that may be associated with the trip to ensure that students are aware of any obstacles they might encounter (e.g., strenuous exercise including hiking or climbing, limited oxygen at high altitudes, wild animals, loose rocks, chemical hazards)
- An invitation for students to discuss personal challenges or constraints due to medical, physical, or emotional limitations individually with the instructor prior to the field trip; every attempt should be made to accommodate constraints where reasonable; no student should be prohibited from participating unless the needed accommodations are beyond the capacity of the college and/or trip facilities
- Prohibitions of students and staff from using alcohol or drugs on any Otero-sponsored field trip activity as required by the Drug Free Schools Act and the Drug Free Workplace Act and detailed in [BP 19-30](#) and [SP 19-30](#).

### *Attendees*

All field trips must be accompanied by an Otero faculty or staff member, with at least one other responsible party identified and in attendance. The second responsible party may be a field trip participant. Only those people who are eligible to participate in or attend field trips are authorized to do so. Eligible participants include:

- Students who have enrolled, paid for (if applicable), and signed the waiver and release form prior to the trip departure.
- Faculty, staff and/or outside resource people who are contributing to the field trip learning experience. Family, friends, and others who are not Otero faculty or staff members or identified resource people are not allowed to participate unless authorized by a responsible party from the college prior to the trip.

### *Conduct and Responsibilities*

Students and staff members are expected to conduct themselves in a manner consistent with on-campus standards. Violators will be subject to disciplinary actions as outlined in the Student Code of Conduct and Human Resource procedures.

When on a field trip, faculty and staff members are responsible for the safety, conduct and welfare of the participants from the beginning to the conclusion of the field trip. Faculty and staff members supervising the field trip are authorized to terminate the trip, or the participation of any individual, at any time during the trip, if safety and conduct expectations are not met.

### *Transportation and Expenses*

Students are responsible for arranging their own transportation for field trips. If a fleet vehicle is available, a faculty member can work with their Department Chair and the Physical Plan to reserve a

vehicle. Prior approval is required for vehicle checkouts and reimbursement for expenses incurred in relation to the field trip.

## CAMPUS RESOURCES

### Campus Safety and Security

Located in a rural community, Otero College has one of the lowest campus crime rates in the state. Despite our low crime rate, the administration, faculty, and staff at Otero take very seriously the safety and well-being of all who live, work, and visit the campus. In addition to an on-campus security officer, the college works very closely with the local police and fire departments, who respond quickly and efficiently to all issues that arise on campus. The College has an active Safety Committee that works to continually search out and address safety concerns. The campus participates in annual safety training sessions and has monthly updates on safety precautions and procedures. The following information was retrieved from Otero's Process for Reporting Incidents and Emergencies.

#### *Definitions*

- **Incident** – a non-emergency event requiring intervention by college personnel or local law enforcement. Incidents are situation based and may result in criminal charges or reporting to local government agencies.
- **Emergency** – a situation which poses an immediate risk to life and property, and which requires urgent attention from first responders (e.g. police, sheriff, fire department, emergency medical services).
- **Disaster** – a sudden event, such as an accident or a natural catastrophe, that causes great damage or loss of life.

#### *Process for Reporting Incidents and Emergencies*

Students, staff, faculty, and visitors should call **911** to report any incident, emergency, or disaster that is severe in nature and presents an immediate or ongoing threat to campus community (e.g., act of violence, medical emergency, fire). **911** may be directly dialed from any campus phone without having to dial "9" for an outside line. The reporting party should then call the Student Affairs Campus Emergency number at **6911** to report the incident, emergency or disaster to the Dean of Students, Emergency Management Coordinator, and/or Campus Security.

For non-emergency incidents that occur during **regular business hours**, students, staff, and faculty should contact the Student Affairs Campus Emergency number at **6911**. For non-emergency issues

that occur **after 5pm**, students, staff, and faculty should contact the Otero Security Team at **(719) 469-2613** or utilize the **6911** emergency number to be connected with Security.

During regular business hours, the Dean of Students and/or the Emergency Management Coordinator take the lead on responding to non-emergency incidents. They may contact other appropriate individuals on or off campus to investigate the report. The nature of the report, including the type and location of the incident, dictates which internal and external resources are contacted, and whether or not an emergency notification or timely warning are issued. Reporting parties complete and submit an incident report or crime report within 24 hours of the incident or reported crime.

During evening hours, the Otero Security Team takes the lead on responding to non-emergency incidents. They may contact other appropriate individuals on or off campus to investigate the report. The nature of the report, including the type and location of the incident, dictates which internal and external resources are contacted, and whether or not an emergency notification or timely warning are issued. Reporting parties complete and submit an incident report or crime report within 24 hours of the incident or reported crime.

### *Confidential Reporting*

Victims or witnesses to crimes can report crimes to any Campus Security Authority (CSA) on a voluntary, confidential basis for inclusion in the annual security report. If the reported crime is severe in nature and presents an ongoing or immediate threat to the facility, staff, or students, the CSA should immediately call **911** and then notify the Dean of Students or the Emergency Management Coordinator during regular hours and Otero Campus Security during evening hours.

CSAs are required to submit an electronic crime report form for all Clery crimes reported within 24 hours of being notified of the crime or incident. If the reporting party wishes to remain anonymous, the CSA will refer to the name of the reporting party as "Anonymous".

Individuals may report directly to a college by completing the crime reporting form located at <https://www.ojc.edu/about/policies/incidentreport-form.aspx>. Individuals may also report crimes and crime tips anonymously through Safe2Tell. The phone line is not recorded and has no caller ID. In Colorado, Safe2Tell reporting parties are anonymous under the State Law. Please remember details are critical to an effective intervention. The number for Safe2Tell is 1-877- 542-SAFE (7233).

For more information, please review [Otero's Emergency Operations Plan](#).

### **Academic Support Services**

In the southeast corner of the Learning Commons is the Academic Success Center. The Academic Success Center (ASC) provides services such as tutoring and academic workshops to all Otero students free-of-charge. These services are provided by our Academic Support staff. This staff includes the Professional Academic Support Specialists (P.A.S.S) team and the Student Engagement and Educational Development (S.E560.E.D) team.



The **P.A.S.S. Team** members consist of professional staff who are experts in a variety of academic support areas. We have experts who can provide tutoring in a variety of subject areas through one-on-one tutoring or Supplemental Instruction sessions. We also have experts who provide Academic Workshops that spotlight topics such as: study skills, test taking strategies, note taking tips, avoiding plagiarism, utilizing research databases and many more.

The **S.E.E.D. Team** is comprised of Otero students who have completed at least one semester of college and have a cumulative GPA of a 3.0 or higher. These individuals assist fellow students through peer tutoring or through being a student ambassador. As peer tutors they assist in subject areas that they received a B or higher. They provide tutoring through one-on-one sessions and Peer-Led Undergraduate Study sessions. As student ambassadors they help current Otero students with day-to-day questions and resources, while also providing prospective students through campus tours, student panels, and other duties on-campus.

In-house tutoring services are available during Learning Commons hours throughout the Fall and Spring semesters. For additional tutoring offered year-round, the Learning Commons provides free 24/7 tutoring through TutorMe, an online tutoring platform. Students can access this service through a course shell on their Desire2Learn account.

For additional information or to get connected with a member of our Academic Support staff, please use one of the following options:

- Schedule through Navigate – Access through your Student Portal
- Stop by the Learning Commons and speak to a staff member
- Call the Learning Commons at 719-384-6882

### **Accessibility Services**

Accessibility Services at Otero College collaborates campus-wide to remove barriers and provide equitable opportunities for qualified students with a diagnosis. The office promotes an inclusive learning environment through information, resources, education, and direct services to students. If you believe you qualify for reasonable academic accommodations, please contact us at [oc-accessibility@otero.edu](mailto:oc-accessibility@otero.edu) or stop by the Learning Commons, Office 118 to see the Accessibility Services Specialist.

### **Library Services**

The Learning Commons provides a variety of library services to community members and students. Students can utilize all services listed below. Community members can check-out books through Wheeler Library.

In the east corner of the Learning Commons is Wheeler Library. The Wheeler Library has been transformed to minimal print books and resources to a plethora of online resources and digital books to provide a resource to students no matter where they are studying. Our online collections

include books, eBooks, research database, on-demand films, and newspapers. These can be accessed through the [Wheeler Library](#) website.

The Learning Commons circulates a multitude of items to current Otero College students. Frequently circulated items in the Learning Commons are the Overnight Laptops, Macbooks, iPads, and Study Rooms.

Students are also able to bring their personal laptops to the Learning Commons where they can connect to the campus WiFi through their valid student credentials.

Otero students can also utilize the black and white or color printing. This is the only location for students to print in color. The charge of printing is linked to their [PaperCut](#) account that is allotted \$25 each semester.

### **AIM – Accessing Innovative Measures for Higher Education**

The AIM (Accessing Innovative Measures) for Higher Retention grant is dedicated to improving Otero's low retention rates which will lead to improved graduation and transfer rates, along with higher GPAs. The grant award is funded by the Department of Education's Title V Developing Hispanic-Serving Institutions program (DHSI). Otero College has been designated as a Hispanic Serving Institution since 2001, with over 38% of the College's student population being of Hispanic descent. Services provided by AIM include career planning, case management, advising, mentoring, tutoring, student research and internship opportunities, and professional development.

### **TRiO – Student Support Services**

Student Support Services (SSS) is a federally funded TRiO Program under the U.S. Department of Education. The program is focused on students who have one or more of the following factors: first-generation, low-income or disabled. Services provide by TRiO include advising, financial aid assistance, tutoring, workshops and cultural events, and transfer tours.

### **CARE Team**

Otero College's CARE Team is an active, on-campus, multidisciplinary group of staff members tasked with providing students, faculty, and their fellow staff with timely, intentional, and consistent support. The CARE Team works to recognize where individuals may be struggling, endeavoring to provide individualized attention, assistance, and *care*. Each week, the CARE Team gathers to discuss current concerns and to decide next steps. CARE works to incorporate a broad range of perspective into their conversations to ensure that action plans are both sensitive and effective. If you are concerned about yourself or a student, faculty, or staff member there are several ways you can contact the CARE Team. At that point, the CARE Team will take over the management of the concern.

The CARE Team is in place to help students, faculty, and staff members feel safe and supported while living, working, and learning at Otero College. Are you seeing behaviors and signs which worry you? Some examples of concerns CARE Team can help manage include:

- Sudden changes in academic, athletic, professional, or personal performance, engagement, or attendance
- Sudden changes in personality, interests, or friend groups
- Mental health symptomology impacting functionality and quality of life, e.g., frequent crying, very low energy, etc.
- Excessive anger or aggressive behavior/speech
- Social withdrawal or self-isolation
- Suspicions of substance use
- Anxiety, panic, or demonstrations of fear
- Sleeping too much or too little
- Changes in eating habits or disordered eating patterns
- Unusual thoughts or behaviors, e.g., “out of touch” with reality
- Thoughts of harming self or others
- A disclosed interest in seeking material or emotional support services but not knowing where to turn

If you are concerned about your well-being or that of a student, faculty, or staff member you can contact the CARE Team by using the Otero College website’s electronic [CARE Team Referral Form](#). Listed under the Report a Concern section, this is a simple and streamlined way to notify the CARE Team so that action can be taken to support the individual about whom you are concerned. Submitted CARE Team Referral Forms are automatically sent to the Dean of Students and Otero College’s Case Manager. These individuals then activate the CARE Team, taking next steps to help design a plan of support, triaging tasks to appropriate CARE Team Members, and working toward safe, sustainable resolutions.

### **Mental Health Services**

Students in need of individual counseling, group counseling, or psychoeducation can contact, or be referred to our mental health counselor for an intake appointment by calling (719) 384-6945 or visiting Humanities 124. Our mental health counselor is also available for in-class presentations and workshops on a variety of topics.

### **Fitness Center**

Otero’s fitness center boasts state of the art equipment for the use of students and athletes. Enjoy a lightweight exercise routine or push your limits for the ultimate in training. With free weights, tread mills, elliptical trainers, Nautilus machines, and other equipment, you can tone specific areas or build a regimen for the entire body. Racquetball Courts are also available for your healthy lifestyle and enjoyment. The courts are available during Otero Fitness Center hours of operation. Courts are

used for the purpose of Racquetball, unless given permission by Otero Fitness Center Staff. Dressing rooms are available for both men and women.

Full-time faculty, staff, and their immediate family members are granted access to the Fitness Center with a valid faculty or staff Otero College ID Card. Instructors are granted access with their ID. No person under 14 years of age is allowed in the Fitness Center unless accompanied by an adult.

### **Professional Development**

As a learning institution, Otero College provides and encourages professional development for faculty and staff. The goals and objectives of professional development are as follows:

1. Promote subject area currency
2. Provide programs to develop teaching skills and enhance classroom instruction
3. Promote collegiality, professionalism, and a sense of community within the college
4. Address the cultural diversity of the student and staff populations
5. Provide opportunities for growth and upward mobility by improving technical skills and job competency skills
6. Support other activities that provide opportunities for revitalization, personal enrichment, health and safety and increased job satisfaction.

Many professional development opportunities are offered through CCCS and through college grant funding. However, faculty and staff can request funding for professional development activities outside of these opportunities. Otero utilizes a single form for most professional development funding requests. This form includes all pertinent information (activity, dates, and amounts), justification, and an accountability component that helps ensure information is shared in the most appropriate setting. This form can be found on O: /Commons/Campus Forms. For more information, contact your Department Chair or the Director of Human Resources.

## **POLICIES, PROCESSES, AND PROCEDURES**

### **Faculty Qualifications**

In accordance with CCCS System President Policy [SP 3-10](#), requiring that system colleges establish employment practices for instructors that specify provisions for instructors' credentials and qualifications, Otero has established the following minimum qualification requirements for Otero faculty and instructors. A copy of SP 3-10 can be found at:

<http://www.cccs.edu/SBCCOE/Policies/SP/PDF/SP3-10.pdf>

Regular, Full-time Faculty Minimum Qualifications: Faculty must satisfy the following minimum qualifications:

1. Master's degree, with a minimum of 18 graduate credit hours in the discipline or subfield in which he or she is teaching (if teaching any courses in an associate degree program).
2. Previous teaching experience preferred; two years of full-time experience in the area/areas of teaching responsibility; knowledge and skills related to teaching adults, teaching methodology, evaluation, or willingness to plan for acquisition of these skills no later than the first year of teaching
3. Must maintain current evidence-based practice in the field of their expertise.
4. If the faculty member teaches CTE courses, he or she must maintain a current CTE credential and professional portfolio.
5. Demonstrate instructional quality, e.g., coursework or training in teaching methods and assessment of student learning.
6. Be creative and committed to teaching excellence by demonstrating an ability to improve all students' learning by assessing students, programs, and campus outcomes and adjusting based on the data.
7. Experience with educational technology such as using a learning management system, telepresence, hybrid classes, and a willingness to continue to learn and incorporate educational technology.

### **CTE Credentials**

All CTE faculty and instructors at Otero who are teaching courses in a CCCS-approved CTE program must hold a valid CTE credential for the applicable program area, in accordance with SBCCOE rules and regulations governing the credentialing of CTE instructors. Details on credentialing criteria and the application process can be found in the CCCS Career and Technical Education Administrators' Handbook at: [http://www.coloradostateplan.com/admin\\_handbook.htm](http://www.coloradostateplan.com/admin_handbook.htm).

CTE credentials are the responsibility of individual faculty and instructors to obtain and renew. CTE Departmental Chairs will provide new faculty and instructors with the required credentialing paperwork. CTE faculty and instructors must renew their credential within six months prior to their expiration date. Any CTE instructor who fails to renew his or her credential prior to the expiration date will be ineligible to teach CTE courses at Otero until the renewal process is completed. To apply for a renewal all required criteria (i.e. classes, additional occupational hours, professional development etc.) must be completed prior to application. No renewal credential will be issued until all required conditions are met.

Each postsecondary credential has specific criteria that must be met in order to receive a CTE credential for that area. Details on the criteria for various postsecondary credentials can be found at:

[http://www.coloradostateplan.com/criteria\\_postsecond.htm](http://www.coloradostateplan.com/criteria_postsecond.htm).

Concurrent Enrollment faculty must submit a valid Colorado Department of Education (CDE) Secondary CTE credential issued with the required CTE endorsement to the Credentialing Officer. The Credentialing Officer will then issue a Post-Secondary Credential in the CTE endorsed area.

### **Full-Time Faculty Workload**

The SBCCOE and CCCS recognize that the primary role of college faculty is to provide a quality education to those attending a CCCS college. SBCCOE and CCCS leadership also acknowledge that faculty's ability to serve students and their community requires a commitment to on-going continuing education and development of professional expertise. SBCCOE Board Policy [BP 3-80](#) outlines the parameters of a fair and equitable faculty workload policy to be administered at the college level that balances these dual objectives. Following are Otero's guidelines for managing the workload of regular faculty members consistent with SBCCOE policy requirements.

Regular faculty members at Otero are assigned a minimum of 166 workdays and a maximum of 260 days, extending an academic year, as specified in the annual Regular Faculty Calendar posted on the Employee tab of MyOtero in the Payroll Information section under PayrollCalendars. Contracted workdays are comprised of both teaching/class and non-class responsibilities, such as registration and advising, staff development, orientation, planning and other assignments as determined by the Vice President of Academic and Student Affairs or Department Chair.

Teaching assignments for regular faculty members are calculated based on direct instruction activities and average 28 hours per week for the academic year. Faculty teaching assignments (including courses, times, and locations) will be made by the Department Chair in consultation with the Vice President of Academic and Student Affairs. Regular faculty may be given reassigned time from their teaching assignments when other responsibilities are assigned in excess of the normal load. Reassigned time must be approved in advance by the President. Full-time faculty are not paid an inconvenience fee if a course is cancelled.

Full-time faculty members are expected to work a minimum of forty hours per week, as specified in [BP 3-80](#). Faculty members are expected to perform all duties assigned by the college including meeting all class and office hour commitments, providing college and/or CCCS service, engaging in professional development activities and serving the community as delineated in the faculty work plan or as approved by Department Chair.

These professional duties may be performed either on or off campus. Full-time faculty members must, at a minimum, be on campus 30 hours per week. "On campus" consists of actual time spent on campus for teaching, committee work, and other required assignments. Department Chairs must, at a minimum, be on campus 30 hours per week during standard hours of operation.

### **Instructor Workload**

As defined in SBCCOE Board Policy [BP 3-10](#), instructors are employees hired to teach on an as-needed basis. Instructors members are paid based on degree, work experience, credit/contact hours, and the number of students in the course.

Instructor appointments must be for teaching assignments that are less than one academic year. Successive appointments may be made on an unlimited basis. Otero employs and manages the workload of instructors consistent with the requirements of BP 3-10.

Instructors will be limited to teaching no more than 12 credit hours per semester. Any exceptions to this workload standard must be approved by the Vice President of Academic Affairs.

Instructors at Otero are expected to perform all duties assigned by their direct department, which may include but are not limited to those described in the instructor job description. Instructors are welcome to attend campus meetings and professional development opportunities.

Instructors will be paid an inconvenience fee if a course has been cancelled 14 days or less of start date of course.

Instructors may attend any campus meetings and are encouraged to serve on select committees. Attendance at meetings of the Faculty Assembly is also encouraged.

Instructors are also invited to take advantage of professional development opportunities, including tuition reductions on Otero courses.

### **Overload Assignments**

Overload is to be paid to full-time Otero faculty in a fair and equitable manner. The process should be clear and explicable, facilitating confidence in all parties that the parameters of the overload are without question. The course(s) designated for overload compensation will be the course(s) that meet the overload criteria.

Overloads are defined as contact hours beyond load. When the number of contact hours reaches load, the full-time faculty person will be compensated for each additional contact hour overload.

Most faculty run 15-18 contact hours, and some CTE programs may run 20 or 30 contact hours per week. Contact hours may mirror each other in lecture course with a 1:1 ratio. A three credit English lecture meets three hours, but a computer course may earn three credits but require four hours

with the lab. If enrollments are low for a particular full-time faculty member, that faculty member will be asked to teach an additional course without overload compensation. Two or more low enrolled courses with the same subject and course numbers (e.g., ENG 1021) may be bundled creating a total of ten or more students to be considered for overload compensation. These bundles will be compensated as a single course. Single student, faculty/chair approved independent study courses are not subject to overload compensation. Courses with enrollments under six may be cancelled. All full-time faculty loads by department must be met before overloads are assigned. The Vice President of Academic and Student Affairs reserves the right to run a low enrolled course (without stacking) based on programmatic and student needs (i.e., graduation requirements).

Overloads are to be identified between the faculty, the Department Chair, and the Vice President of Academic and Student Affairs prior to the start of the semester. Overload assignments may be proposed by any of these parties. A course that is added after the assigned schedule will be the overload unless another course is cancelled. "An overload assignment must be in writing and approved by the college president." ([BP 3-80](#))

The course(s) designated for overload compensation will be identified in the following manner. The Department Chair and the full-time faculty member will examine the teaching assignment put forth by the Department Chair. When the full-time faculty load threshold has been reached, contact hours above load will be documented and assigned as an overload. Guidelines to use but not limited would be:

1. A hybrid, hyflex, or online course
2. A night section
3. A second, third, fourth section of the same course.
4. A new course an instructor would like to offer or is not an elective
5. A course offered out of its normal fall/spring sequence.

Determination of overload must be in writing and approved by the Vice President of Academic Affairs and the President.

Student headcount will be determined the day after census date. If the decision is made to run a course with less than six (the number required to run a course), the instructor will be paid at a prorated amount for six students and not less.



2023-2024 INSTRUCTOR AND FACULTY OVERLOAD SALARY SCHEDULE														
BACHELOR'S DEGREE OR WORK EXPERIENCE AND NO COLLEGE TEACHING EXPERIENCE														
	60 & Above	50 & Above	40 & Above	30 to 39	20 to 29	19	18	17	16	15	14	13		
1:1	\$ 1,444.54	\$ 1,257.98	\$ 1,071.44	\$ 879.65	\$ 762.44	\$ 653.35	\$ 619.12	\$ 584.62	\$ 550.13	\$ 515.94	\$ 481.14	\$ 447.28		
1:1.5	\$ 1,788.51	\$ 1,601.96	\$ 1,415.39	\$ 1,223.60	\$ 1,106.41	\$ 979.99	\$ 928.76	\$ 876.97	\$ 825.22	\$ 774.00	\$ 721.65	\$ 670.92		
1:2	\$ 2,132.42	\$ 1,945.86	\$ 1,759.31	\$ 1,567.51	\$ 1,450.32	\$ 1,306.65	\$ 1,238.28	\$ 1,169.29	\$ 1,100.27	\$ 1,031.94	\$ 962.25	\$ 894.58		
BACHELOR'S DEGREE OR WORK EXPERIENCE AND COLLEGE TEACHING EXPERIENCE														
	60 & Above	50 & Above	40 & Above	30 to 39	20 to 29	19	18	17	16	15	14	13	12	11
1:1	\$ 1,650.61	\$ 1,464.06	\$ 1,277.51	\$ 1,085.70	\$ 968.53	\$ 849.25	\$ 804.59	\$ 759.91	\$ 715.25	\$ 670.60	\$ 625.59	\$ 580.93	\$ 536.59	\$ 491.95
1:1.5	\$ 2,097.55	\$ 1,910.99	\$ 1,724.45	\$ 1,532.63	\$ 1,415.43	\$ 1,273.86	\$ 1,206.84	\$ 1,139.86	\$ 1,072.83	\$ 1,005.88	\$ 938.39	\$ 871.40	\$ 804.90	\$ 737.91
1:2	\$ 2,544.48	\$ 2,357.94	\$ 2,171.38	\$ 1,979.57	\$ 1,862.40	\$ 1,698.46	\$ 1,609.12	\$ 1,519.80	\$ 1,430.52	\$ 1,341.17	\$ 1,251.17	\$ 1,161.88	\$ 1,073.20	\$ 983.88
MASTER'S DEGREE OR HIGHER AND NO COLLEGE TEACHING EXPERIENCE														
	60 & Above	50 & Above	40 & Above	30 to 39	20 to 29	19	18	17	16	15	14	13		
1:1	\$ 1,582.00	\$ 1,395.37	\$ 1,208.82	\$ 1,017.01	\$ 899.84	\$ 784.29	\$ 741.65	\$ 701.71	\$ 660.13	\$ 619.12	\$ 577.86	\$ 536.59		
1:1.5	\$ 1,994.53	\$ 1,807.98	\$ 1,621.43	\$ 1,429.58	\$ 1,312.43	\$ 1,176.43	\$ 1,112.47	\$ 1,052.54	\$ 990.18	\$ 928.76	\$ 866.83	\$ 804.90		
1:2	\$ 2,407.16	\$ 2,220.60	\$ 2,034.06	\$ 1,842.27	\$ 1,725.07	\$ 1,568.54	\$ 1,483.28	\$ 1,403.45	\$ 1,320.20	\$ 1,238.28	\$ 1,155.77	\$ 1,073.20		
MASTER'S DEGREE OR HIGHER AND COLLEGE TEACHING EXPERIENCE														
	60 & Above	50 & Above	40 & Above	30 to 39	20 to 29	19	18	17	16	15	14	13	12	11
1:1	\$ 1,788.66	\$ 1,602.11	\$ 1,415.56	\$ 1,223.74	\$ 1,106.55	\$ 980.52	\$ 928.80	\$ 876.97	\$ 825.22	\$ 773.78	\$ 722.02	\$ 670.60	\$ 619.12	\$ 567.75
1:1.5	\$ 2,304.60	\$ 2,118.06	\$ 1,931.49	\$ 1,739.69	\$ 1,622.52	\$ 1,470.75	\$ 1,393.09	\$ 1,315.45	\$ 1,237.80	\$ 1,160.67	\$ 1,083.03	\$ 1,005.88	\$ 928.76	\$ 851.61
1:2	\$ 2,820.61	\$ 2,634.06	\$ 2,447.50	\$ 2,255.68	\$ 2,138.51	\$ 1,858.77	\$ 1,857.50	\$ 1,753.93	\$ 1,650.45	\$ 1,547.58	\$ 1,444.04	\$ 1,341.17	\$ 1,238.28	\$ 1,135.47

NOTE: This schedule is based on the parameter that all students enrolled in a course are being taught concurrently - There is 12.0% increase from 2022-2023.

### Underload

When faculty load that does not meet the contact hours designated as load, a state of under-load exists. The full-time faculty person will then be required to teach an additional course assigned by the Department Chair to remedy the underload. When the number of contact hours reaches load, the full-time faculty person will be compensated for each additional hour overload. Low numbers in the courses considered a part of load may result in no additional compensation.

When a course is cancelled resulting in an underload, adjustments are to be made in the instructional assignment of the full-time faculty member. A course cancellation may result in a modification of projected full-time faculty compensation. Overload, identified earlier, may no longer be present. Under-load may result. The requisite modifications must occur.

If no additional course is taught and the full-time faculty person remains under load, the faculty person will be required to assist with additional instruction-related tasks as defined by the chair/director and Academic Affairs. This assignment should be negotiated fairly, in the best interests of the college and the students it serves. Documentation of time spent may be requested.

The Vice President of Academic and Student Affairs is the final authority for canceling scheduled courses and approving alternative assignments, with the concurrence of the President.

When enrollment figures become firm (after census date) and Census Date Report has been signed and returned to the Office of Student Services, instructors and faculty teaching overloads will be processed through Academic Affairs and finalized in Human Resources. Faculty members teaching overloads and instructors will be paid by direct deposit into your bank account.

### **Summer Semester**

Full time faculty members are not required to teach during the summer semester; however, faculty members who choose to teach summer classes may teach up to 12 credit/contact hours.

### **Contact and Credit Hour Calculations**

Academic credit, or the credit hour, is used as a measure of the amount of engaged learning time expected of a typical student enrolled in a traditional classroom setting, laboratory, studio, internship and other experiential learning, and distance education. Common standards for measuring academic credit are used by states and the federal government to facilitate the transfer of students from one academic institution to another, award financial aid, and other purposes.

A critical element in measuring academic credit is the translation of contact hours to credit hours. To establish a consistent statewide approach for reporting FTE student enrollment, the Colorado Department of Higher Education (CDHE), formerly the Colorado Commission on Higher Education or (CCHHE), and the institutions and governing boards of the state higher education system established criteria for calculating the relationship between credit and contact hours for various types of instructional activities in Colorado.

A copy of CDHE's Full-time Equivalent (FTE) Reporting Guidelines and Procedures can be found at: <http://higher.ed.colorado.gov/Publications/Policies/Current/v-partb-Guidelines.pdf>. The guideline that follows highlights key elements of these rules and regulations to assist Otero in calculating the ratio between credit and contact hours for different types of courses.

#### *Contact/Credit Hour Definitions*

A contact hour is defined by CDHE as a minimum of 50 minutes of instruction with a least a five-minute break between hours. According to federal regulations, a credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that includes not less than 1 hour of direct faculty instruction, and a minimum of 2 hours of out-of-class student work each week for 15 weeks, or the equivalent amount of work over a different time period, or the equivalent amount of work through laboratory, studio, internships and similar experiential learning. The federal definition is a minimum standard and requires institutions of higher education to determine the specific credit hours to be awarded for student work in its courses and programs.

CDHE uses the base contact hour, which is 750 minutes of section meeting time over the course of a semester, as the guideline for the *minimum* number of weekly contact hours needed to receive one

credit. For example, a three-credit hour lecture course would need to meet the equivalent of three 50- minute blocks each week, for a total of 2,250 minutes per semester.

### **Instructional Methods**

The majority of CCCS's instructional methods were established in 2005 and 2006 and have remained relatively unchanged. Due to changes in technology and best practices, these methods have been re-evaluated to eliminate antiquated instructional methods, establish new future forward methods, and classify primary and secondary methods; all based on the students' experience.

Note: All courses, regardless of instructional method, may have work required to be done outside of class meetings that may include discussions or assignments that use the Learning Management System.

#### *New Instructional Methods*

- RM - Remote Real-Time
  - EAB Display: Live: Remote Only
  - Student Experience: Class will be taught in real-time, with 100% remote delivery at pre-determined times. There is no scheduled in person attendance. Class will be 100% real-time live meetings delivered remotely via technology.
- RH - Remote Hybrid
  - EAB Display: Live: Remote/Online Hybrid
  - Student Experience: Class will have some live real-time remotely delivered meetings at pre-determined times and some on-line components. Percentage of on-line versus remote-real time can vary by class. There is no scheduled in person attendance.
- HF - HyFlex
  - EAB Display: Live: Remote or In-person
  - Student Experience: A highly flexible experience where the course is delivered entirely remotely in real-time, entirely in person in real-time, or a combination of the two.
- HL - HyFlex with Lab
  - EAB Display: Live: Remote or In-person With In-person Lab
  - Student Experience: A highly flexible experience where the course is delivered entirely remotely in real-time, entirely in-person in real-time, or a combination of the two.
  - Lab will require in-person attendance.
- CL - Classroom Based
  - EAB Display: On Campus: In-person

- Student Experience: Class meetings are on-site and in-person.
- Note: Replaces Traditional
- CB - Competency Based
  - EAB Display: Competency Based
  - Student Experience: Student's will have a fixed amount of time to meet specific competencies before receiving credit for the class.
  - Note: This mode replaces Self-paced

#### *Retained Instructional Methods*

- HY - Hybrid
  - EAB Display: Hybrid
  - Student Experience: Class will have some live in-person components, and some on-line components. Percentage of on-line versus in-person can vary by class.
- ON - Online
  - EAB Display: Online
  - Student Experience: Class is entirely online with no real-time expectations.
- CE - Continuing Education
  - EAB Display: Not Displayed
  - Student Experience: Code is reserved for non-credit courses, students take these courses through their college continuing education, community education, and/or work force development office and do not receive academic credit.
- WC - WebCast
  - EAB Display: Global Delivery
  - Student Experience: On-site student meetings with on-site or remote instruction by use of technology.

#### *Primary Instructional Methods*

The below instructional methods will be considered primary modes of instruction for the majority of courses:

- Hybrid
- Online
- Remote Real Time
- HyFlex
- Classroom Based

### Secondary Instructional Methods

The below instructional methods will be considered secondary modes of instruction used only for specific circumstances.

- Continuing Ed
- WebCast
- Competency Based

### CCCS Instructional Course Method Guideline

Instructional Type		Ratio (Contact Hour/15)	Total Contact Hours
LEC	LEC	1:1	1 credit hour/15 contact hours
LB1	LAB 1	1:1.5	1 credit hour/22.5 contact hours
LAB	LAB	1:2	1 credit hour/30 contact hours
LB3	LAB 3	1:3	1 credit hour/45 contact hours
LLB	Lecture/Lab - Integrated	1:1.5	1 credit hour/22.5 contact hours
LL1	Split - Lecture and LAB1	1:1 and 1:1.5	1:1 LEC (1 credit/15 contact hours) & 1:1.5 LAB (1 credit/22.5 contact hours)
LEL	Split - Lecture and LAB	1:1 and 1:2	1:1 LEC (1 credit /15 contact hours) & 1:2 LAB (1 credit /30 contact hours)
LL3	Split - Lecture and LB3	1:1 and 1:3	1:1 LEC (1 credit /15 contact hours) & 1:3 LB3 (1 credit/45 contact hours)
CLI	Clinical	1:2	1 credit hour/30 contact hours
CL3	Clinical	1:3	1 credit hour/45 contact hours
IND	Independent Study	1:2	1 credit hour/30 contact hours
IN4	Independent Study	1:4	1 credit hour/60 contact hours
INT	Internship	1:3	1 credit hour/45 contact hours
COP	Co-operative Education	1:3	1 credit hour/45 contact hours
FLD	Field Study	1:2.5	1 credit hour/37.5 contact hours
PRA	Practicum	1:3	1 credit hour/45 contact hours
PED	Physical Education	1:2	1 credit hour/30 contact hours
PRI	Private Instruction (Music)	1:0.5	1 credit hour/7.5 contact hours
SMU	Studio Music	1:2.5	1 credit hour/37.5 contact hours
STU	Studio Art	1:2	1 credit hour/30 contact hours
VES	Vestibule	1:1.33	1 credit hour/19.95 contact hours
OAL	OL Academic Lecture/Lab Comb	1:1 and 1:2	1:1 LEC (1 credit /15 contact hours) & 1:2 LAB (1 credit /30 contact hours)
OLE	OL Lecture	1:1	1 credit hours/15 contact hour
OLL	OL Lecture/Lab	1:1.5	1 credit hours/22.5 contact hour

Updated 10.2019

## Social Media

Given the prevalence of the use of social media – such as, Facebook, Twitter, LinkedIn, and YouTube – and the potential these sites have to significantly impact organizational and professional reputations and institutional public affairs, Otero has established the following social media guidelines as required by CCCS President’s Procedure [SP 3-125f](#). These guidelines address officially recognized social media sites for the college as well as provide parameters for personal pages and postings that may reference or create other associations with the college.

Each officially approved page will be set up in a template format by the Social Media Coordinator under an account administered by one or more staff persons from the requesting department. The Social Media Coordinator will serve as the official “owner” of the page. Those employees responsible for administering and monitoring the page will be assigned administrative rights for the page.

Otero personnel are prohibited from creating social media pages that might be construed as an official representation of the college without advance review and approval by the CATS committee. All page administrators must abide by the social media rules set forth in this guideline. Social media users acting on behalf of Otero must adhere to all CCCS and Otero policies and procedures, including those pertaining to: acceptable use, copyrights, information technology security, records privacy and security, FERPA policies, faculty/staff/student codes of conduct and procurement rules.

### *Social Media Administration Rules*

College staff responsible for administering and monitoring officially recognized social media pages for Otero must comply with the following rules: INSTITUTIONAL ISSUES College Branding, Publications, Communications

- Only officially recognized college social media pages can be linked to Otero’s website or other officially recognized Otero social media pages.
- Any official social media page must have prominently displayed language directing the public to the main Otero website: <http://www.otero.edu>
- Each officially approved page must include a disclaimer stating that the content and opinions contained on the site do not necessarily represent those of the college. The Social Media Coordinator will post this disclaimer upon initial set up of the page. The page administrators are responsible for ensuring the disclaimer remains visible over the life of the page.
- CCCS and Otero have the right to remove or direct the removal of any content for any lawful reason including, but not limited to, content deemed threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal. Inappropriate, offensive, injurious, and illegal content may be removed by college employees identified as account administrators at their discretion or at the direction of college or CCCS management.
- All official social media pages must have at least two employees assigned to the role of administrator at all times. If a page administrator leaves the college or no longer wishes to serve in that capacity, the sponsoring department or division must designate another college employee to serve as a page administrator. The department must contact the Social Media Coordinator to request the removal and/or addition of all page administrators.

- The Social Media Coordinator will assign and share the passwords to the sites with site administrators. Site administrators do not have the privilege of changing or altering those passwords.
- To ensure the security and authorized administration of college Facebook pages, account administrators must check the box for "secure browsing" that is found in the Account Security section on Facebook.
- Otero employees, other than the Enrollment Management Department, are prohibited from entering into advertising agreements with social media sites.

### *Educational Use, Personal Pages and Posting*

While faculty may have students use various social media tools as an educational activity, faculty are required to use the official learning management system, D2L, instead of social media sites to post or exchange course work or for other teaching purposes. College employees are expected to adhere to the same standards of conduct online as in the workplace and are encouraged to consider the ethical ramifications of their interactions with students on social media sites.

Students are expected to adhere to the Student Code of Conduct. Laws, policies and procedures relating to confidentiality, conflict of interest, discrimination, harassment and related standards apply online and with social media, as with in-person interactions. Employees and students are responsible for any content posted on social media sites and may be subject to disciplinary actions if violations of law, SBCCOE policy, CCCS procedures or Otero processes occur.

By posting content to any social media site, the poster represents that he or she owns or otherwise has the rights necessary to lawfully use that content or that the use of the content is permitted by fair use. Persons posting information also agree that they will not knowingly provide misleading or false information and that they will indemnify and hold CCCS and the college harmless for any claims resulting from the content.

Otero employees maintaining personal social media accounts should avoid creating confusion as to whether the account is officially associated with the college. If a staff member identifies themselves as an Otero faculty or staff member online, it should be made clear that the views expressed on their site are not those of the college and they are not acting in their capacity as a college employee.

While not a requirement, college employees may consider adding the following disclaimer to personal social media accounts: "While I am an employee at Otero, comments made on this account are my own and do not represent the views or opinions of the college." College employees are expected to use good judgment about the content of pages and postings, and respect privacy and related laws. In general, postings should not:

- Include confidential information about the college, staff, or students.
- Include content that is threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal. Employees should refrain from using information and conducting activities that may violate local, state, or federal laws and regulations. Questions about protected content or intellectual property laws should be directed to the CCCS Legal Affairs Office.
- Represent personal opinions as being endorsed by the CCCS, the college or any affiliated group or organization. The college's name, logo or other branding materials may not be used to endorse any opinion, product, private business, cause, or political candidate.

For more information, please reach out to the Associate Vice President of Enrollment Management and Marketing.

## TEACHING AND LEARNING

### *Faculty Position Description*

As a comprehensive community college, Otero College expects its full-time faculty members to fulfill three major responsibilities: teaching, academic advising when appropriate, and rendering service to the college and its respective communities.

### **DUTIES AND RESPONSIBILITIES:**

#### Teaching:

1. Prepares a syllabus for each course, obtains approval for each syllabus from the appropriate Department Chair, distributes syllabus to students at the beginning of class, reviews syllabus with students, and annually updates course syllabus as needed or as required.
2. Teaches courses assigned by an instructional administrator in accordance with the approved course syllabus for each course.
3. Teaches classes at the scheduled times and places; commences and concludes classes as scheduled.
4. Establishes and maintains a learning environment which encourages expression of ideas, stimulates questions on the subject matter, and generates student involvement in the learning process.
5. Utilizes teaching methods and materials appropriate for students of varying educational and experiential backgrounds.
6. Initiates, reviews and updates the content of courses and curricula within the assigned discipline or program area.
7. Complies with college procedures and requirements for student evaluation of instruction.
8. Revises teaching methods so as to be more efficient and effective in the teaching-learning process.
9. Maintains rapport with students, possesses adequate interpersonal skills, and is effective in delivering information to students.
10. Is successful in helping students achieve course/program competencies/outcomes as they have been identified in syllabus.
11. Encourages students to pursue appropriate college services; i.e., counseling (personal, academic, and career), support services, and others.
12. Identifies and refers students for tutorial and other support services as necessary to assure student success.
13. Conducts follow-up on all students referred to tutorial and/or other support services.
14. Confirms and updates advisee area of study program code each semester.



#### Accessibility Activities:

1. Posts and maintains required office hours for student consultation and administrative access.
2. Adheres to State Board Policy and college procedures on workload.
3. Submits a faculty schedule each academic term to the Vice President of Instruction on the timeline requested.
4. Attends Departmental meetings, College-wide staff meetings, and in-service/ professional development meetings.

#### Record Keeping and Supervision:

1. Maintains an inventory of equipment, tools, and supplies required for classes, and requests repair of equipment based on the department's and College's regulations, procedures, and timelines.
2. Complies with College policies and procedures pertaining to grading, curriculum content, safety, security, and other areas.
3. Maintains attendance records for all classes.
4. Prepares and submits all required student progress reports and early alerts, recruitment materials, accountability reports, and curricular requirements on dates specified.
5. Assists with the state directed program review process and other state and local reporting procedures.
6. Assists the supervisor in maintaining current program plans, where appropriate (i.e., Program Approval Part II, Equipment listing, and others).

#### College and Community Service:

1. Identifies budgetary needs and priorities within the discipline or program for the Department Chair.
2. Assists the Department Chair in the preparation of class schedules, the college catalog, promotional materials in the assigned discipline or program, and other college documents as requested.
3. Participates in other college wide activities, including, but not limited to, screening committees, administrative committees, study committees, task forces, recruitment efforts, departmental meetings, advisory committee meetings, student organization sponsorship, and other such activities.
4. Contributes to the ongoing college effort in the assessment of student learning.
5. Assists with the review of credit for prior learning applications and materials in accordance with board policies and college procedures.
6. Promotes a favorable image of the college and participates in community activities and organizations.
7. Submits documentation of college and community service activities and involvement for annual performance review.

#### Developmental Activities:

1. Evaluates curriculum in assigned area of teaching in relation to student outcomes and recommends appropriate changes to the Department Chair.
2. Reviews, coordinates, and recommends textbooks, instructional materials, appropriate instructional equipment, and supportive reference material to the appropriate Department Chair.
3. Orders approved textbooks and/or other instructional materials which students will be required to purchase as per the timeline posted by the Bookstore Manager.

4. Works with other instructors and personnel to coordinate curriculum and instruction.
5. Assists the College with ongoing program articulation with other colleges, with area high schools, and other training programs.
6. Assists with revision and updating of college curriculum and in development of new courses and programs.

#### Faculty Evaluation and Professional Growth:

1. Maintains necessary educational credentials, certification, and/or license appropriate to the teaching assignment.
2. Maintains professional awareness of current trends through membership in professional organizations, attendance at meetings, conferences, seminars, workshops, enrollment in classes, and other activities to stay abreast of technological changes.
3. Completes performance reviews with the Department Chair /Director in compliance with college procedures.

#### Marketing:

1. Develop and produce program or course specific marketing resources in collaboration with the campus marketing coordinator.
2. Attend marketing activities: career fairs, K-12 school visits, community presentations, etc.

#### **Colorado Online @ Otero**

##### *Why are we doing this?*

Transitioning to the Colorado Online model will help to grow new online enrollments, develop new online programs and grow new markets, improve efficiency and increase net revenue, develop a model that better supports student success, and most importantly, meet Higher Learning Commission accreditation requirements.

##### *Course Authentication and Participation*

Colorado Online @ Otero courses are taught in an asynchronous manner and do not have regularly scheduled class meeting times. To verify the identity of students in distance education courses, a secure login and unique password (minimum of 14 characters, mixed case and symbols) is required. Passwords are changed every 90 days. Examinations are proctored and/or Respondus © is used to ensure academic integrity.

Students are strongly encouraged to log into the class at least once every 48 hours. Students who do not log in and complete required academic assignments that are due before the census date will be reported to the home college as a “no show” and will be dropped from the class. Students who are inactive in their course for an extended period of time should be contacted by faculty or staff.

*Common Course Material Selection Process*

The Higher Education Opportunity Act (2008) requires that students be made aware of course materials costs at time of registration. Students who enroll in Colorado Online @ pooled sections must know the cost of their course materials when they register since they may not know their teacher or specific section until classes start.

State discipline groups have been asked to identify common materials for pooled sections as part of the pooled course materials selection process.

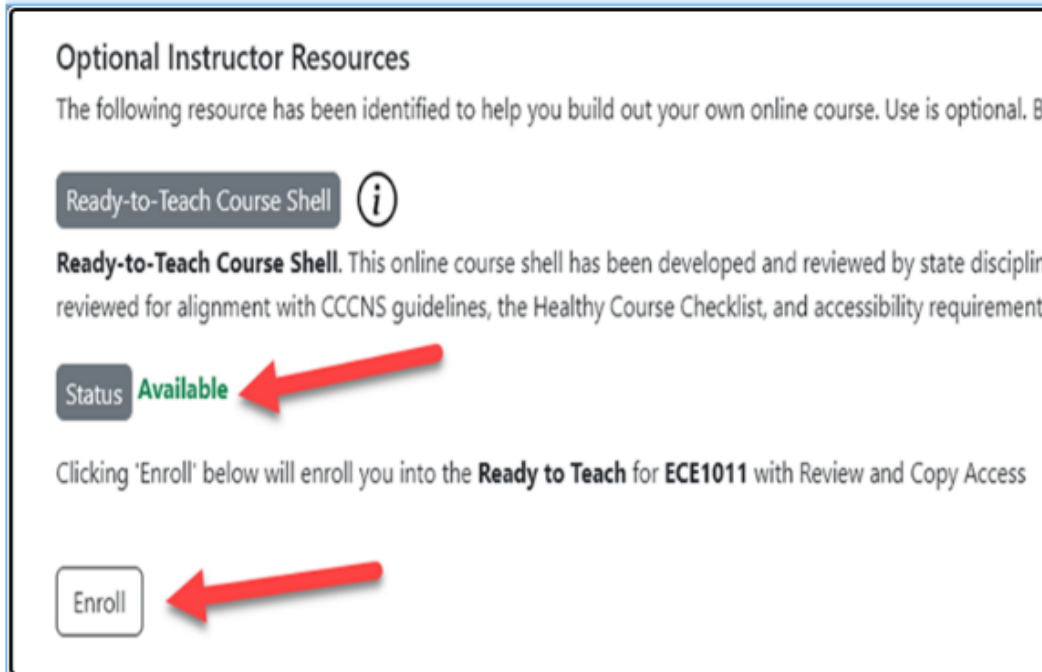
Materials with Associated Cost for Students	Materials with No Associated Cost for Students Open Educational Resources (OER) / Zero Textbook Cost (ZTC)	
<p>The state discipline may select required, cost-based materials for pooled sections. These cost-based materials are required for use in pooled sections.</p>	<p>The state discipline may select required, no cost OER/ZTC materials for pooled sections. These no-cost materials are required for use in pooled sections.</p>	<p>The state discipline may require the use of no cost OER/ZTC materials, but has not selected specific OER/ZTC materials that are required for use in pooled sections.</p>
<p><b>State discipline REQUIRES specific cost-based materials be used in pooled sections:</b></p> <ul style="list-style-type: none"> <li>- Publisher Textbooks / eTexts</li> <li>- Digital content integration</li> <li>- Platforms with an access code for homework, quizzes, etc.</li> <li>- Lab kits</li> </ul> <p>No additional cost-based materials can be required for pooled sections.</p> <p>Additional no cost materials can be provided for students in the individual pooled course shell by the assigned instructor.</p> <p>Reference to specific materials and associated costs is listed at time of registration.</p>	<p><b>State discipline REQUIRES specific OER/ZTC materials be used in pooled sections.</b></p> <p>No additional cost-based materials can be required for pooled sections.</p> <p>Additional no cost materials can be provided for students in the individual pooled course shell, by the assigned instructor.</p> <p>Reference to specific OER/ZTC, curated OER collection sets is listed at time of registration.</p>	<p><b>State discipline DOES NOT REQUIRE specific OER/ZTC be used in pooled sections.</b></p> <p>OER/ZTC texts or curated OER collection sets are at the selection of the offering college/assigned pooled course instructor and provided for students in the individual pooled course shell.</p> <p>No additional cost-based materials can be required for pooled sections.</p> <p>Reference to specific OER/ZTC, curated OER collection set resources is not listed at time of registration.</p>

*How to Copy a Ready to Teach Shell*

**Step 1:** Check if a course has a RtT at [CCCS-Job Aid: Colorado Online @ Copy Access Form](#)

**Step 2:** Self-enroll into the RtT through the [Course Materials form](#). First, you will need to enter your S# and authenticate with your password, and then, you will need to authenticate with the [DUO Multifactor Authentication](#) process.

At the very bottom of [the form](#), you will see a “Status” button. If the course shell is marked “Available,” then you will see an “Enroll” button just beneath it. After you click “Enroll,” you will have immediate access to the resource.



**Optional Instructor Resources**  
The following resource has been identified to help you build out your own online course. Use is optional. B

Ready-to-Teach Course Shell ⓘ

**Ready-to-Teach Course Shell.** This online course shell has been developed and reviewed by state disciplin  
reviewed for alignment with CCCNS guidelines, the Healthy Course Checklist, and accessibility requirements

Status **Available**

Clicking 'Enroll' below will enroll you into the **Ready to Teach** for **ECE1011** with Review and Copy Access

Enroll

**Step 3:** After self-enrolled into the RtT through the Course Materials form, copy the course materials by following the steps in the [Course Copy Quick Reference Guide](#).

### Reporting No Shows

- Students who do not participate in an academic manner need to be reported for non-attendance no later than census so that they can be dropped from the class.
- Logging into an online course or only posting an introduction does not count as attendance.
- Be sure to include information in your syllabus.

#### Example

Students establish attendance in online and real-time remote courses by completing an academic activity based on course content. As defined by the Federal Department of Education, merely logging into the course site or introducing oneself to the class does not count as attendance. Some examples of successfully attending class include participation in a content-related discussion in the MyCourses discussion board or in WebEx/Zoom, taking a quiz, submitting an assignment, or contacting your instructor with a content related question. Students who have not participated by 11:59 PM on the deadline date will be dropped. Similarly, the last date of academic attendance must be reported to Financial Aid for students who do not earn a D or better; students who have not been in regular attendance may experience financial aid ramifications.

### Where to go for Help - Faculty

Service	Service Provider	Website	Email	Phone
Technology help desk	24/7 Help Desk	<a href="http://help.cccs.edu">http://help.cccs.edu</a>		<u>1-888-800-9198</u>
Tutoring	<a href="#">TutorMe</a>	<u>Accessed within D2L course via direct link</u>		
Library services		<a href="https://www.ccconline.org/library/">https://www.ccconline.org/library/</a>	<a href="mailto:cccolibrarian.online@cccs.edu">cccolibrarian.online@cccs.edu</a>	
Colorado Online blog		<a href="https://coloradonline.cccs.edu/">https://coloradonline.cccs.edu/</a>		

### For More Information

<https://cccs.sharepoint.com/sites/CCSColoradoOnline>

The System will host 30-minute Zoom meetings every two weeks on Wednesday mornings from 8:00 – 8:30 a.m. Each meeting will focus on a single topic with 15 minutes of presentation followed by 15 minutes of Q&A. Recordings of these sessions can be found on Sharepoint.

## ATTACHMENTS:

Syllabus Template

Incomplete Grade Contract

Change of Grade Request

Academic Integrity Violation Form

Classroom Observation Form

Field Trip Waiver of Liability

Healthy Course Checklist

Course Evaluation Rubric

# OTERO

Course Title  
Course Number and Section  
Semester

## Instructor Information

Name: Instructor Name  
Phone: 719-384-XXXX  
Office Location: Building Room (e.g., Humanities 108) or Contact Instructor  
Office Hours: MTuWThF  
Email: xxxx.xxxx@otero.edu  
Best Way to Contact: Email

Student/instructor email will only occur between Otero email accounts. Please allow 24 hours for a response to email messages (excluding weekends/holidays).

## General Information

Lecture Meeting Time(s): X:00-X:XX  
Lecture Meeting Days: MTuWThF  
Location: Building Name and Room #  
Lab Meeting Time(s): X:00-X:XX *\*Remove if not applicable*  
Lab Meeting Day(s): MTuWThF *\*Remove if not applicable*  
Contact Hours: XX  
Credits: X

## Course Description

Copy/paste from the correct course at  
[https://erpdnssb.ccs.edu/PRODCCCS/ccns\\_pub\\_controller.p\\_command\\_processor](https://erpdnssb.ccs.edu/PRODCCCS/ccns_pub_controller.p_command_processor)

## Course Pre-Requisite(s) or Co-Requisite

List pre/co-requisites here...or NONE

## Course Materials

Textbook: XXXXXXXXXXXX  
Author: XXXXXXXXXXXX  
Additional Materials: XXXXXXXXXXXX

## Important Dates

Date Course Begins: XXXXX, XXXX, XX  
Date Course Ends: XXXXX, XXXX, XX  
Last Date to Drop with a Refund: XXXXX, XXXX, XX

Last Date to Withdraw (“W” grade, no refund): XXXXXX, XXXX, XX

*\*It is the student’s responsibility to contact Student Services by 5pm on the drop and/or withdraw date to request to be dropped or withdrawn from a course.*

## Attendance

All students must attend at least one class after registration within the first 5 days of any semester, or they will be administratively dropped from the course (s).

Regular attendance at all class meetings and laboratory sessions is required of all students. At the instructor’s discretion, a student’s grade may be lowered one letter grade after three unexcused absences. Students should always notify faculty and/or instructors of absences beforehand if possible.

Serious illness, death in the family, or participation in college-sponsored activities are examples of conditions for receiving an excused absence. Arrangements for excuses are to be made between the student and the instructor. In case of extended absences, the Office of Student Affairs should be notified.

You may add additional information about your course attendance policy here.

**Final Tests** - Students are required to take all final exams at the time posted by the individual instructor for each individual class. Students should not ask to take final exams at any other time unless in the case of extreme emergency. If a student has a situation that may warrant an exam time change, the student needs to contact the instructor of the class.

## Course Conduct/Classroom Management

Instructor Created

## Late and Make-Up Work

Instructor Created

## Grading/Evaluation

Grade	Percentage
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%



Points will be earned from the following assignments:

Faculty/Instructor Created. Feel free to edit this box and update as needed.

Assignment	Percentage of Grade

*\*Instructors have the right to change these assignments during the course of the semester.*

## Tentative Schedule

Instructors have the right to change this schedule, if needed:

Week/Date	Lecture Topic(s)	Assignment(s)	Due Date
Week 1 XXXX XX-XX			
Week 2 XXXX XX-XX			
Week 3 XXXX XX-XX			
Week 4 XXXX XX-XX			
Week 5 XXXX XX-XX			
Week 6 XXXX XX-XX			
Week 7 XXXX XX-XX			
Week 8 XXXX XX-XX			
Week 9 XXXX XX-XX			
Week 10 XXXX XX-XX			
Week 11 XXXX XX-XX			
Week 12 XXXX XX-XX			
Week 13 XXXX XX-XX			
Week 14			

XXXX XX-XX			
Week 15			
XXXX XX-XX			

\*Feel free to delete this box and/or create your own schedule.

## Assessment

### Otero College’s Mission Statement

The mission of Otero College is to educate students and provide workforce training that enhances personal and professional growth in a learning environment that facilitates maintaining high academic standards, relationship building, academic and emotional support, and encourages all students to become the best version of themselves.

### Institutional Assessment

The following serve as Otero’s Institutional Student Learning Outcomes (ISLOs) for academic and co-curricular assessment: (1) Civic Engagement; (2) Creative Thinking; (3) Diversity and Global Learning; (4) Oral/Presentational Communication; (5) Quantitative Literacy; (6) Written Communication.

Each year, academic departments map courses to these outcomes, determine which courses and ISLOs to focus on, develop standardized assessments, and apply the appropriate competency rubric to the assessment.

### Program-Level Assessment and Outcomes

See Department Chair for this information.

### Course Competency Assessment

\*Faculty/Instructor Created - please address the assessment strategies/tools that appropriately measure student competency in the course. Assessment should be tied directly to EACH of the student learning outcomes prescribed for each course. Assessments MUST be measurable (quantifiable).

## Academic Integrity Policy

In alignment with the institutional mission, Otero College values academic integrity, and this policy is meant to uphold quality higher education. As such, all employees and students are expected to comply with the policy, whether they are directly involved.

As a general rule, using the ideas, words, and work of another (others) and passing them off as your own violates this code, as is sharing work across classes. Other specific examples can be found in the complete policy. Students are hereby notified they will be held accountable to this policy for all infractions.

Students found to have committed a violation will have a report of the violation kept on file. Infractions described above can range from minor to egregious with appropriate consequences.

The complete policy describing the rights of Otero and the students can be found on the [Academic Integrity and Violations Policy Homepage](#) on Otero’s website.

## D2L Instructional Technology

Any technical issues with D2L can be resolved by calling Otero’s IT help desk at (719) 384-6970 or CCCS’s IT help desk at (800) 583-4081. If MyOtero is down, you can access D2L directly at [Otero’s D2L Website](#).

## Audio/Video Recording of Class Lectures

Except where a student is entitled to make an audio or video recording of class lectures and discussions as an educational accommodation determined through the student's interactive process with college accessibility services, a student may not record lectures or classroom discussions unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur. A student granted permission to record may use the recording only for his or her own study and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization.

## Services for Students with Disabilities

Students with documented disabilities should contact the Accessibility Services Specialist located in Learning Commons, Room 118, or call (719) 384-6863 about free services to assist them. More information can be found on the [Accessibility Services Homepage](#) on the Otero website, or by scanning the QR code below:



## Student Services and Support

Our faculty and staff are committed to your journey in higher education. Whether you are a first-time college student or returning to complete a degree, we have a variety of services available to help you get the most out of your college experience, including advising, mental health counseling, tutoring, mentoring, career and financial literacy training, student research, grant and scholarship opportunities, and IT services. To learn about the services and support that are available, please visit the [Student Services and Support Homepage](#) on Otero's website or scan the QR code below:



## Mandatory Reporting

Otero College is committed to preserving a safe and welcoming educational environment for all students. As part of this effort, all employees have an obligation to report certain issues relating to the health and safety of campus community members. All employees must report to the appropriate College officials any allegation of discrimination or harassment. Sexual misconduct, which includes sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and sexual exploitation, is considered a form of discrimination.

In addition to reporting all discrimination and harassment claims, all employees must report all allegations of dating violence or domestic violence, child abuse or neglect, and/or credible threats of harm to yourself or others. Such reports may trigger contact from a college official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like more information, you may reach the Title IX/EO Coordinator at (719) 384-6824.

Further information may be found on the College website under [Title IX Compliance](#).

## Important Phone Numbers

Life-Threatening Emergency or Imminent Danger	911
Suicide and Crisis Lifeline	988
Colorado Crisis Services	1-844-493-8255 or text TALK to 38255
National Suicide Prevention Lifeline	1-800-273-8255
Non- Life-Threatening Emergency	(719) 384-6911
Campus Security	(719) 469-2613
Campus Mental Health Counselor	(719) 384-6945

## Colorado Community College System (CCCS) Course Requirements

### Guaranteed Transfer (GT) Pathways Course Statement

Copy/Paste from corresponding document at <https://internal.cccs.edu/academic-affairs/common-coursenumbering-system/guaranteed-transfer-pathways/>

### GT-XXX: XXXXX Content Criteria

Copy/Paste from corresponding document at <https://internal.cccs.edu/academic-affairs/common-coursenumbering-system/guaranteed-transfer-pathways/>

### GT-XXX Competency and Student Learning Outcomes

Copy/Paste from corresponding document at <https://internal.cccs.edu/academic-affairs/common-coursenumbering-system/guaranteed-transfer-pathways/>

### Required Course Learning Outcomes

Copy/paste from the correct course at [https://erpdnssb.cccs.edu/PRODCCCS/ccns\\_pub\\_controller.p\\_command\\_processor](https://erpdnssb.cccs.edu/PRODCCCS/ccns_pub_controller.p_command_processor)

### Required Topical Outline

Copy/Paste from the correct course at [https://erpdnssb.cccs.edu/PRODCCCS/ccns\\_pub\\_controller.p\\_command\\_processor](https://erpdnssb.cccs.edu/PRODCCCS/ccns_pub_controller.p_command_processor)

**Otero Incomplete Grade Contract**

**Student Name (First, MI, Last):**

**Student ID # (S#):**

**Course Number and Section:**

**Instructor:**

**Reason for assigning and incomplete grade (Statement of Extenuating Circumstances):**

**Description of work to be completed for removal of incomplete grade (Include work to be done and how the final grade will be calculated):**

**Work plan that includes what, when and how assignments and tests will be submitted to complete the course, and the time in which the work must be completed:**

\_\_\_\_\_  
**Instructor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\*Please attach evidence of completion of 75% of the semester coursework.

CHANGE OF GRADE FORM

Term: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student S#: \_\_\_\_\_

Course No.: \_\_\_\_\_

Course Title: \_\_\_\_\_

Grade Changed From: \_\_\_\_\_ To: \_\_\_\_\_

Reason for Change:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_



## Academic Violation

Student's Name: \_\_\_\_\_

S#: \_\_\_\_\_ Date: \_\_\_\_\_

Best Contact for Student: Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Department: \_\_\_\_\_ Office Phone: \_\_\_\_\_

Course Title: \_\_\_\_\_

Course Number: \_\_\_\_\_ Section Number: \_\_\_\_\_

Semester Course Taken: \_\_\_\_\_ Year: \_\_\_\_\_

Alleged Policy Violation (see policy for definitions) Date of Violation: \_\_\_\_\_

Cheating  Fabrication  Facilitation  Plagiarism  Unauthorized Collaboration  Multiple Submissions

Brief Description of Violation (attach copies of evidence) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This Violation is Considered:      Minor       Standard       Egregious

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The above signature is not an admission of guilt, but an acknowledgement of notification.)

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dept. Chair's Acknowledgement: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: Students may not withdraw from a course if they are receiving a failing grade due to academic dishonesty. In addition, if the penalty for this incident is the assignment of a grade of "F" *in the course*, that course grade may not be placed under Academic Renewal.

The Student Academic Integrity Policy is available on the OJC Portal.

**RESOLUTION: (Instructor - choose the most appropriate)**

**Minor Infraction** – Include, but are not limited to, repeated improperly formatted citations; complete omission of references, bibliography, or works cited; partial paraphrasing; cut and paste from a source without proper quotation or citation.

- First infraction – the student will schedule training with the Educational Resources Specialist or Coordinator of the Learning Commons.

**Standard Infraction** – Any instance of cheating, plagiarism, fabrication, or facilitating academic dishonesty; deliberate omission of all sources, cheating on an exam, distributing answers, falsifying any information on an academic exercise.

- First infraction (or multiple minor infractions) – failure of the assignment.
- Second infraction and subsequent infractions risk an automatic egregious infraction consequence (see below).

**Egregious Academic Violation** – Above and beyond standard academic violations; second standard academic violation; providing prior exams, projects, papers, or coursework for the purpose of cheating; stealing and/or copying exams; impersonating another student in any course; obtaining work from another student or professional service; widespread collusion of student violators.

- Failure of the course. The student may risk expulsion from the College.

**Procedure** – Instructor conducts independent investigation to gather evidence of the infraction. If confirmed, the student must be presented with the evidence within five business days of discovery. The student and instructor sign the “Academic Violations” form as proof the student was informed, **not** as an admission of guilt on the part of the student, and forward it with evidence to the Department Chair and Associate Vice President of Academic Affairs.

**Appeals Process** – Should a student choose to appeal the findings, they must contact the Vice President of Academic and Student Affairs within two days of meeting with the instructor and signing the “Academic Violations” form. Within five business days of this notification, the Academic Integrity Review Board will meet with the Vice President of Academic and Student Affairs, notifying the student of the hearing.



# CLASSROOM OBSERVATION FORM

(TO BE COMPLETED DURING VISITATION)

Faculty Member: [Click here to enter text.](#)

Class Observed: [Click here to enter text.](#)

Date of Observation: [Click here to enter text.](#)

1. Arrived ahead of class time/Classroom prepared ahead of class Yes  No
2. Began class on time Yes  No
3. Prepared for class Yes  No

As evidence by: Students allotted ten minutes at the beginning of class for independent work to complete assignments; this is unstructured time that some students took appropriate advantage of for completion of course work.

4. Exhibited good organizational skills Yes  No

As evidence by: Instructor gave a quick reminder of previous day's lesson on composite function and introduced today's lesson on inverse function; wrote definition on the board and allowed students time to copy it down.

5. Promoted student participation/questioning Yes  No

As evidence by: Students were seated in desks arranged as tables, allowing for group discussion; instructor circulated the room to address individual questions.

6. Demonstrated good communication skills  
Verbal  Non-verbal  Written

Other: Demonstrated how to find inverse function by solving problem on the board.

7. Utilized a variety of presentation methods Yes  No

As evidence by: Not observed

8. Allocated adequate time for note taking Yes  No
9. Attendance taken Yes  No
10. Student attentive/controlled Yes  No

As evidence by: Students engaged in during lesson; off task during independent work time.

General Comments:

Needs Improvement  Commendable  Exemplary

Evaluator Signature: [Signature Block or Print and Sign](#)

Date: [Click here to enter text.](#)

## STUDENT WAIVER OF LIABILITY, CONDUCT, and MEDICAL RELEASE FORM

FIELD ACTIVITY \_\_\_\_\_

Otero College is an Institution of Higher Education in the State of Colorado and, as such, is covered by the Colorado Governmental Immunity Act, C.R.S. 24-20-101 et seq. This law provides that the State and its institutions are immune from lawsuits for injuries suffered by private persons, except, in specific situations listed in the law, where immunity is specifically waived. In other words, by law, if a student suffers an injury as a result of participation in instructional activities of the college, the college is immune from fiscal liability for such injury. For this reason, students are strongly encouraged to obtain medical insurance coverage, if they do not already have coverage, before participating in activities that present a risk of physical injury.

I am exercising my own free choice to participate voluntarily in educational field trips sponsored by Otero, and promise to take due care during such participation. I have been informed of the nature of these activities, and I am aware of the hazards and risks that may be associated with my participation in these activities, including the risks of bodily injury, death or damage to property from known or unknown causes.

In consideration of the privilege of participating in instruction offered by employees of Otero College, I have and do hereby assume all risks and will hold Otero College and its employees and agents harmless from any and all liability, actions, causes of action, debts, claims and demands of every kind and nature whatsoever which I now have or which may arise from or in connection with participation in instructional activities arranged for me by Otero College or its employees or agents. The terms hereof shall serve as a release and assumption of risk for my heirs, executors and administrators and all members of my family.

Field activities are a supplementary classroom instructional tool in certain courses offered at Otero College. The nature of such activities requires students and their instructors to travel away from the physical premises of Otero College's campus. I understand that by participating in such activities I am a representative of Otero College and its student body. I am also aware that these activities are still considered as in-classroom instruction and all Otero College Regulations, and General Regulations of the College as referenced in Otero College's current Catalog; and Otero College's current Student Handbook apply. I understand that violation of Otero College's code of conduct may result in disciplinary action as stated in the documents previously mentioned.

**(Please sign back page after reading this document)**

## Emergency Treatment

I further give my consent for any College Personnel to admit me \_\_\_\_\_  
(student's name) to a hospital for emergency treatment (including surgery as deemed necessary for my wellbeing).

Please list any special conditions of the student that would be necessary for us to know in an emergency:

1. Any drug or other allergies \_\_\_\_\_
2. Any medication the student takes regularly (including dosage)  
\_\_\_\_\_
3. Any chronic conditions, such as diabetes, asthma, high blood pressure, seizures or other:  
\_\_\_\_\_
4. Date of last tetanus immunization \_\_\_\_\_

In signing below I hereby assert that:

1. I have read the front and back pages of this document;
2. I understand that Otero College is covered by the Colorado Governmental Immunity Act;
3. I am personally liable for injuries that I may suffer as a result of participation in this activity.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Otero Faculty or Staff Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature (If student is under 18)

\_\_\_\_\_  
Date

## Healthy Course Checklist

The Healthy Course Checklist (HCC) is an abbreviated version of the full [Quality Matters Plus \(QM+\) standards](#), which establish quality course design expectations for online courses delivered through Colorado Online @ (including but not limited to Ready to Teach courses). The HCC takes a high-level approach to identifying key criteria as well as highlighting examples of strategies that address each criterion. Use this checklist to identify growth opportunities within a course design or iterative course revision process, referring to the full QM+ standards as needed. Access more detailed checklists (currently available for Criteria 4-6) for focused reviews of existing courses that align back to QM+ standards. Complete the “Summary” section located at the end of the document to set priorities and an action plan.

Course Reviewed:

Reviewer Name and Role (course designer, instructor, etc.):

Criteria Category	Description of Criteria with Recommended Strategies	How is the criterion currently met, and where in the course is the evidence found?	How could the criterion be met more thoroughly, and what are next steps to improve the course according to this criterion?
<b>Criterion 1: Learner Guidance</b>	Design provides course overview, clear policies and expectations, success resources, communication pathways, and consistent structure for ease of navigation.		
<b>Criterion 2: Measurable Outcomes</b>	The course represents current CCNS course outcomes and is structured around measurable module-level objectives that are mapped back to CCNS outcomes.		
<b>Criterion 3: Alignment</b>	Materials, activities, and assessments are aligned with course outcomes, through the measurable module objectives, and are scaffolded to facilitate progressive mastery of content/skills.		
<b>Criterion 4: Accessibility</b>  <u><a href="#">Full Accessibility Checklist</a></u>	All text, images, media, and activities meet web accessibility standards. Examples: <ul style="list-style-type: none"> <li>• Images have alt text; complex images have long description</li> <li>• Videos are captioned</li> <li>• Heading styles are in correct sequential order</li> </ul> If there is content that is not accessible, a plan is in place to remediate or provide alternatives.		
<b>Criterion 5: Diversity, Equity, Inclusivity</b>	Course design includes representation of diverse perspectives and cultures; invites		

Criteria Category	Description of Criteria with Recommended Strategies	How is the criterion currently met, and where in the course is the evidence found?	How could the criterion be met more thoroughly, and what are next steps to improve the course according to this criterion?
<u>Full DEI Checklist</u>	learners to respectfully share diverse identities, applications/examples, and resources; offers multiple means of representation, action and expression, and engagement per Universal Design for Learning; incorporates OER/ZTC where possible.		
<b>Criterion 6: Learner-Centered Design</b>  <u>Full Learner-Centered Checklist</u>	Facilitates active learning and metacognition, makes connections between concepts to promote comprehension, invites learner voice, builds and leverages community/social presence, caters to mobile learners, exhibits flexibility.		

Summary for Next Steps:

*We recommend that you identify 2-3 specific priorities for your course design based on the Healthy Course Checklist. What are your specific **goals**? What is your **timeline** for action? What **resources** do you need to achieve these goals? Where or how can you **obtain that support**?*

Otero Online @  
 Course Evaluation Rubric (Rev. 4.19.23)

Teaching Criteria	Highly Proficient	Meets Expectations	Needs Improvement
<p>Instructor Engagement and Interactions:  <i>Students are encouraged to actively participate; instructor facilitates high thinking/learning</i></p>	<p>Is <b>actively (2+ times/week)</b> involved in monitoring student progress. Provides meaningful examples that help students understand course content and plays an active role in online discussions and encourages students to participate in them. <b>Creates learning activities</b> that help students construct explanations / solutions and <b>provides guidance</b> on the ways in which students can link new information to their existing knowledge. Posts regularly to <b>re-engage individual students as well as the entire class</b> through the use of additional questions at the same or higher level.</p>	<p>Is <b>often (at least once a week)</b> involved in monitoring student progress. <b>Provides some examples</b> that help students understand course content, plays a <b>semi-active role</b> in online discussions and encourages students to participate in them. <b>Incorporates learning activities</b> that help students construct explanations / solutions and <b>provides input</b> on the ways in which students can link new information to their existing knowledge. <b>Posts regularly and re-engages groups of students</b> through additional questions at the same or higher level.</p>	<p>Is <b>sometimes (&lt;once a week)</b> involved in monitoring student progress. Rarely provides useful examples that help students understand course content and plays a limited role in online discussions and encourages students to participate in them. <b>Suggests learning activities</b> that help students construct explanations / solutions and <b>rarely</b> makes suggestions on the ways in which students can link new information to their existing knowledge. <b>Limited or no reengagement</b> occurs.</p>

<p>Motivates/Challenges Students</p>	<p><b>Encourages students</b> to share their knowledge and expertise with the learning community. <b>Posts that regularly acknowledge</b> students' understanding of content. Provides structured due dates, expectations, and helpful reminders throughout the course. Faculty adapts course material to student needs and feedback.</p>	<p><b>Sometimes encourages</b> students to share their knowledge and experiences with the learning community. Posts that <b>sometimes acknowledge</b> students' understanding of content. Provides structured due dates, and expectations. Faculty adapts course material to student needs and feedback.</p>	<p><b>Does not encourage</b> students to share their experiences and information with the learning community. <b>Little or no acknowledgement</b> is made of students' understanding of content. Provides structured due dates, and/or expectations.</p>
<p><b>Grading Timeliness</b> <i>Timing and feedback regarding student work</i></p>	<p>Provides prompt and clear feedback within one week on most assignments.</p> <p>Students are informed when grading may take longer than expected.</p>	<p>Provides generalized feedback on most assignments. Assignments are typically graded within one week, but occasionally takes longer.</p> <p>Students are informed when grading may take longer than expected.</p>	<p>Provides unhelpful feedback. Assignments are typically <u>not</u> graded within one week and <u>often</u> take longer.</p> <p>Students are informed when grading may take longer than expected.</p>
<p><b>Online Management</b> <i>Use of technology in online learning environment</i></p>	<p>Uses <b>appropriate strategies</b> to manage the online workload. Is <b>confident in and proficient</b> with the technologies and learning management system (LMS)</p> <p>Regularly informs students of deadlines or necessary changes.</p>	<p>Manages the online workload <b>somewhat efficiently</b>. Is <b>mostly confident</b> in and proficient with the technologies and learning management system (LMS).</p> <p>Usually informs students of deadlines or necessary changes.</p>	<p>Manages the online workload <b>inefficiently</b>. Is <b>not comfortable</b> with the technologies and learning management system (LMS).</p> <p>Does not typically inform students of deadlines or necessary changes.</p>

<p><b>Course Content and Relevancy</b>  <i>Connects relevant professional experience and discipline knowledge; instructor provides supplementary instruction</i></p>	<p><b>Is helpful</b> in providing <b>additional resources</b> and in guiding the class toward understanding course topics in a way that helps students <b>go deeper</b> into the content to clarify their thinking. Meaningfully <b>synthesizes</b> connections among life and professional experiences outside of the formal classroom to <b>deepen understanding</b> of the subject matter and to broaden students' points of view</p>	<p><b>Sometimes</b> provides <b>supplemental resources</b> to help guide the class toward a <b>better understanding</b> of course topics in a way that helps students to clarify their thinking. Effectively <b>selects and develops</b> contextual examples of life and professional experiences to <b>illuminate</b> concepts, theories, and frameworks in the field of study</p>	<p><b>Rarely</b> provides <b> cursory resources</b> and in guiding the class toward a <b>basic understanding</b> of course topics in a way that helps students to clarify their thinking. <b>Occasionally compares</b> life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledges perspectives</b> other than their own.</p>
<p><b>Learning Objective</b>  Intentional connections between material and outcomes; students understand relationship between formative and summative work.</p>	<p>Makes intentional and explicit connections between assigned tasks and learning outcomes.</p>	<p>Apparent connections between assigned tasks and learning outcomes</p>	<p>Connection between assigned tasks and learning outcomes not apparent or an after-thought.</p>



## Instructor Handbook 2023 – 2024 Revision Matrix

Academic Affairs has developed a Revision Matrix as a reference to guide and assist recipients in finding major changes to content, additions, and deletions to the handbook.

Effective Date	Reference, Page #	Description
08/21/2023	Handbook Purpose, Pg. 6-7	Updates to Vision, Mission, Values, and Strategic Plan Goals
08/21/2023	Academic Calendar, Pg. 12	Removed reference to Calendar Committee; major dates are standardized across the system
08/21/2023	Faculty ID, Pg. 12	Updated to include Identification Badge Procedure
08/21/2023	Training Requirements, Pg. 14	Included Navigate training requirement
08/21/2023	Gradebook, Pg. 16	Defined “regularly” as two weeks
08/21/2023	Email/Messaging Pg. 16	Added use of Navigate as a tool for communicating with students
08/21/2023	Incomplete Grade Form, Pg. 18	Added reminder to submit copy to Coordinator of Educational Technology with request to keep course shell available for student(s)
08/21/2023	Quick Reference Guide, Pg. 21	Deleted “Activate course in D2L” Friday before semester begins Included Orientation 1 <sup>st</sup> Week of Class
08/21/2023	Performance Review Timeline, Pg. 35-36	Included self-evaluation meeting (Swivl) as an option for observation of non-provisional faculty Changed “Peer Review” to “Peer Observation”
08/21/2023	Full-Time Faculty Workload, Pg. 46	“Full-time faculty members must, at a minimum, be on campus 30 hours per week;” reference to ‘across five days’ deleted
08/21/2023	Overload Assignments, Pg. 47	Based on “Courses under 6 may be cancelled,” pay for six students or less will be prorated at six; VPASA reserves right to run low-enrolled course(s) based on programmatic and student needs (i.e., graduation requirements) was added
08/21/2023	Overload and Instructor Salary Schedule, Pg. 48	Revised to reflect 3% increase
08/21/2023	Instructional Methods, Pg. 50-53	New
08/21/2023	Teaching and Learning Pg. 56-61	New
	Attachments, Pg. 63-80	New
08/21/2023		All references to Adjunct Instructors updated to “Instructors”

**Any errors or omissions are not intentional.**