



LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

Changing Lives,
Creating Futures

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Louisiana
Community
& Technical
College System

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TO: Dr. Monty Sullivan
LCTCS President
THROUGH: Dr. René Cintrón
Chief Education and Training Officer
FROM: Dr. Adrienne Fontenot
Director of Adult Learning and Educational Programs
DATE: September 28, 2020
SUBJECT: For Board Review and Advisement: Revisions to LCTCS Academic
Affairs Policies

Received
APPROVED
SLK
10/14/20
LCTCS BOARD OF SUPERVISORS

FOR BOARD ACTION:

Recommendation: Staff recommends the Board accept for review and advisement the attached revisions to LCTCS Academic Affairs policies.

Background: LCTCS staff, along with members from the Chief Academic Officers, Chief Student Affairs Officers, Faculty Senate Presidents, and Accreditation Liaison groups, took part in a comprehensive review of all Academic Affairs policies. The proposed changes include streamlining from 43 to 21 policies. The policy work group suggested combining similar policies and retiring outdated or repetitive policies. The proposed policy revisions were shared with the other functional teams, and the CAOs voted in favor of moving forward with the proposed changes. The items were sent to the August PACC meeting for review where they were approved after one technical edit.

Fiscal Impact: N/A

History of Prior Actions: There is a history of updating policies on an as-needed basis. Since all policies will now have a 2020 review date, we are proposing a set, rotating review schedule of policies moving forward in addition to the as-needed reviews.

Benefits to the System: The updating of the policies will allow LCTCS to ensure that its policies accurately reflect the current landscape of academic affairs in Louisiana.

Monty Sullivan
Approved for Recommendation to the Board
Dr. Monty Sullivan

10-14-20
Date

Policy #	Old Title	Status	New Title	Comments
1.001	Wording Utilized on LCTCS Degrees, Diplomas and Other Awards	Active	Degrees, Diplomas, and Awards	Combination of former policies 1.002, 1.037, and 1.041
1.002	Delegation of Authority to Chancellors to Sign & Distribute Degrees, Diplomas and Certificates	Superseded		Combined into 1.001
1.003	Elements of Two-Year Institutional Missions	Active		Being reviewed by CFOs
1.006	Academic Renewal	Active		Minor revisions
1.007	Course and Program Classifications	Active		Combination of former policy 1.015
1.008	Quality Point System	Superseded		Combined into 1.022
1.009	International Study	Superseded		Policy 2.017 covers this and is more recent
1.011	Institutional Accreditation	Active	Accreditation	Combination of former policies 1.012 and 1.013
1.012	Programmatic Accreditation	Superseded		Combined into 1.011
1.013	Accreditation Visits	Superseded		Combined into 1.011
1.014	Assessment	Active		No edits
1.015	Course Classification	Superseded		Combined into 1.007
1.016	Cross Enrollment	Superseded		Combined into 1.017
1.017	Institutional Agreements	Active	Institutional Agreements, Transfer, and Articulation	Combination of former policies 1.016, 1.025, 1.029, and 1.036
1.018	Academic Honors	Superseded		Combined into 1.022
1.019	Academic Programs	Superseded		
1.020	Academic Status	Active		No edits
1.021	Dropping Courses & Resigning from the Institution	Active		Minor revisions
1.022	Repeating Courses	Active	Course Grades	Combination of former policies 1.008 and 1.118
1.023	Credit for Prior Learning (formerly Non-Traditional Credit)	Active	Credit for Prior Learning	Minor revisions; will need to revise attachments
1.024	New Program Requests and Curriculum Modifications	Active	Curriculum Development Process and Requests	Combination of former policy 1.034
1.025	Articulation	Superseded		Combined into 1.017
1.026	Title IV Federal Financial Assistance: Satisfactory Academic Progress Standards	Active		No edits
1.027	Full Time/Part Time Classification	Active		Minor revisions
1.029	Disclosure of Degree Program Transferability	Superseded		Combined into 1.017

Policy #	Old Title	Status	New Title	Comments
1.030	Emeritus Title	Active		Minor revisions
1.031	Academic Calendar and Census Date	Active		Minor revisions
1.032	Course Enrollment Guidelines	Superseded		
1.033	Enrollment Management	Active		Being reviewed by CSAOs
1.034	Participatory Curriculum Development	Superseded		Combined into 1.024
1.035	Weapons on Campus	Superseded		
1.036	Cross Enrollment Agreement Between System Institutions Inter-Institutional Cross-Enrollment Form	Superseded		Combined into 1.017
1.037	Awarding Degrees Posthumously	Superseded		Combined into 1.001
1.038	Rights, Duties, and Responsibilities of the Academic Staff	Superseded		Combined into 1.044
1.039	Process for Selecting Representation to the Board of Regents' Faculty Advisory Group	Superseded		This group at BoR currently does not exist.
1.040	Delivery of Programs and Services to Residents of Correctional Facilities	Superseded		
1.041	Honorary Degrees	Superseded		Combined into 1.001
1.042	Intellectual Property and Shared Royalties (Formerly Policy 3.006)	Active		Minor revisions
1.043	Grant Applications and Sponsored Programs	Superseded		
1.044	Rank and Promotion Eligibility Framework for Permanent Full-Time LCTCS Faculty Members	Active		Being reviewed by HR
1.046	Delegated Authority Relating to the GRAD Act	Superseded		
1.047	Program Health Index	Active		Minor revisions; will need to revise attachments
1.048	Campus Sustainability Monitoring	Active		No edits

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.001**

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**Title: DEGREES, DIPLOMAS, AND AWARDS WORDING UTILIZED ON LCTCS DEGREES, DIPLOMAS AND OTHER AWARDS**

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Authority: Board Action	Original Adoption: 06/29/1999
	Effective Date: 06/30/1999
	Last Revision: Initial

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All certificates, diplomas, degrees or other awards given to students enrolled in institutions to be managed by the LCTCS Board which awards certificates, diplomas, degrees conferred after midnight, June 30, 1999, shall include wording approved by the LCTCS Board prior to the presentation of any such award. An example of such wording, which shall be approved by the LCTCS Board is, "The Board of Supervisors of the Louisiana Community and Technical College System, upon the recommendation of the faculty and administration of (Insert name of institution/campus) in which the graduate or completer is enrolled, confers upon (Name of graduate/completer) the (Name or award/diploma/certificate degree) at (Name of institution/campus) in (Name of city in which campus is located) in the State of Louisiana on (date of award).

Such awards should bear signatures approved prior to the presentation of such awards. An example of such signatures which shall be approved by the LCTCS Board are: the Chairman of the LCTCS Board, the President of the LCTCS System, the Chief Executive Officer of the institution, and, if desired, the Chief Operating Officer of the campus.

~~Chancellors have authority to sign and distribute degrees, diplomas, and certificates to qualified students from each of their respective campuses.~~

**HONORARY DEGREES**

~~In accordance with R.S. 17.3352, and subject to the Board of Supervisors approval, the LCTCS colleges are authorized to grant an Honorary Associate of Arts in Humane Letters to any individual who has made substantial achievements in their respective field of endeavor. No degrees, whether honorary or earned, shall be conferred except by vote of the board upon the recommendation of the President of the system, Chancellor of the college, and of the Chief Academic Officer of the college.~~

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Honorary degrees shall not be granted in a specific discipline and shall not be printed in a manner to be mistaken as an earned degree granted by an accredited institution. Two categories of individuals are excluded from receiving honorary degrees:

1. faculty or staff members currently employed at the granting institution.
2. Louisiana elected and/ or appointed officials in office at the time of selection and conferral. In order to emphasize and preserve the value of honorary degrees, each institution is limited to a maximum of two honorary degrees per academic year.

### **AWARDING OF DEGREES POSTHUMOUSLY**

LCTCS institutions may award the Certificate of Applied Science, the Technical Diploma and associate degrees posthumously to students who have completed all graduation requirements with the exception of participation in the graduation ceremony. To award such a credential posthumously to any other student, Board approval must be obtained, and the student must meet all of the following conditions:

1. The student must be registered or enrolled for classes at the time of death.
2. Registered or enrolled courses must be those which, if completed, would have fulfilled graduation requirements.
3. The student must have a GPA at the time of death which meets the institution's graduation requirements.

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**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.001**

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**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.003**

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**Title: ELEMENTS OF TWO-YEAR INSTITUTIONAL MISSIONS**

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Authority: Board Action

Original Adoption: 05/10/2000

Effective Date: 05/10/2000

Last Revision: 08/09/2000

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An Institution's mission statement is the fundamental structure of the institution's characteristics, qualities, and values that are reflected through its student population, faculty, community, and state that it represents. The following elements of a mission statement for LCTCS two-year institutions were adopted and modified as follows:

1. Economic Development

~~Teach/Train Designated Citizens~~ To improve the economic well-being and quality of Louisiana by preparing students for new jobs in State ...

2. Workforce Development

To develop innovative and relevant training solutions to ~~Teach/Train or Retrain Designated Existing the Louisiana~~ workforce demands for More Advanced or New Jobs ...

~~3.~~ 3. Basic Skills and Literacy Development

~~Teach Citizens:~~ To develop, implement, and improve adult education and literacy services throughout the state

A. Reading

B. Writing

C. Computation

~~4.3.~~ 4. General Educational Development

~~Teach Citizens~~ To infuse common core educational knowledge that improve students' ability to describe, interpret, and analyze the world. ~~Core Courses/Knowledge Required for Diplomas, Certificates, and Associate Degrees~~

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5.4. 5. Career Skills Development

~~To teach/train citizens~~ To train students Courses/Knowledge Required for  
Successful Entry and Retainment in available and/or Anticipated  
Louisiana Jobs/career fields

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6.5. 6. University-level, Lower Division Educational Development

To Teach/Train Citizens Courses/Knowledge Comparable to  
University-level  
Freshman and Sophomore Requirements

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7.6. 7. Secondary School/Vocational Career and-Technical Educational Development

To provide an educational experience to Teach/Train high school students and  
out-of-school youth, exhibiting the ability to benefit from such an educational  
experience, vocational technical that equips them with the skills necessary for  
success in Louisiana's workforce and/or for success in the pursuit of further  
postsecondary education.

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3. Basic Skills and Literacy Development  
*To develop, implement, and improve adult education and literacy services throughout the state*
4. General Educational Development  
*To infuse educational knowledge that improve students' ability to describe, interpret, and analyze the world*
5. Career Skills Development  
*To train students for successful entry and retainment in available and/or anticipated career fields*

6. University-level, Lower Division Educational Development  
*To teach courses comparable to university-level  
freshman and sophomore requirements*
  
7. Secondary School/Career and Technical Educational Development  
*To provide an educational experience to high school students and out-of-school  
youth that equips them with the skills necessary for success in Louisiana's  
workforce and/or for success in the pursuit of further postsecondary education*

# LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

## Policy # 1.006

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### Title: ACADEMIC RENEWAL

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Authority: Board Action

Original Adoption: 10/10/2002

Effective Date: 10/10/2002

Last Revision: 05/11/2016

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Each LCTCS institution may have a policy to provide students an opportunity to restart their academic record after a break in enrollment and a demonstration of academic maturation through performance upon reenrollment. Academic Renewal is for students who had an unsuccessful start in a degree or certificate program and stopped out for a period of at least two years, without enrolling in an academic, for credit program at any college or university.

The institution shall establish a procedure for students to apply for a fresh start through Academic Renewal, including deadlines and an application that requires evidence that conditions have changed and that there is a reasonable expectation of satisfactory performance. The institution shall make it clear that an application does not ensure approval; rather, each application must be evaluated on its merits and approved only when the student convincingly demonstrates potential for success. If the application is denied, the student does have the right to appeal that decision to the appropriate campus administrator.

Academic renewal does not pertain to accumulated financial aid history. Accumulated semester and award limits include all semesters of enrollment

The following minimum criteria shall be met for Academic Renewal:

1. No less than one semester must elapse between the end of the semester in which the student was last registered for credit at any postsecondary institution and the reenrollment under Academic Renewal.
2. The student must be matriculated into a program **of study**.
3. Upon re-enrollment, the student must demonstrate academic success as defined by the college **prior to applying for Academic Renewal**.
4. If granted, Academic Renewal will be noted upon the transcript.
5. Courses taken before the minimum one semester enrollment absence will count toward the degree or certificate and be included in the cumulative GPA if the grade earned was "C" or better.
6. Courses taken before the minimum one semester enrollment absence for which the student earned a grade lower than "C" will not count toward a degree or certificate and will not be included in the cumulative GPA.
7. Courses and grades will still be listed on the transcript and included in the student completion rate but will be excluded from the cumulative GPA.

8. Students will be considered for Academic Renewal subject to an approved application.

Academic Renewal granted at/by an institution within LCTCS shall be accepted and honored systemwide.

Students must be advised that a non-LCTCS institution may choose to not accept, in transfer, Academic Renewal granted by another institution. Students must be encouraged to investigate the impact of the Academic Renewal policy if they plan to transfer to another institution outside of LCTCS. All transcripts must be provided as part of the admission process, but transfer institutions may compute the undergraduate GPA based on all hours attempted, regardless of policies or provisions granted by institutions of prior enrollment. Students must also be advised of the impact Academic Renewal will have on federal and state financial aid.

### **System Approval**

Each institution will submit its proposed Academic Renewal policy to the LCTCS staff office for verification of compliance with this policy.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.006**

---

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**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.007**

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**Title: COURSE AND PROGRAM CLASSIFICATIONS**

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Authority: Board Action	Original Adoption: 03/14/2001
	Effective Date: 03/14/2001
	Last Revision: 04/13/2016

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All programs offered by LCTCS institutions shall bear a Classification of Instructional Programs (CIP) designation that corresponds to the most recent CIP designations published by the National Center of Education Statistics. These CIP designations shall be approved by the institutional Registrar, Chief Academic Officers, and Chancellor before being forward to the LCTCS central staff for approval and transmittal to the Board of Regents. Institutions shall review and, if necessary, update any existing CIP designations when more recent CIP designations are published.

**System of Numbers**

Institutions electing to move toward a system of common course numbers, course content, and course completion competencies are encouraged in their effort. Developmental courses offered at the institutions under the Board shall begin with 0, freshman courses shall begin with 1, and sophomore courses shall begin with 2.

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**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.007**

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**Title: COURSE AND PROGRAM CLASSIFICATIONS**

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Authority: Board Action

Original Adoption: 03/14/2001

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**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.011**

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**Title: INSTITUTIONAL ACCREDITATION**

Authority: Board Action	Original Adoption: 03/14/2001
	Effective Date: 03/14/2001
	Last Revision: 11/26/2018

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**INSTITUTIONAL ACCREDITATION**

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To ensure recognition by the United States Department of Education and to facilitate the transfer of courses among postsecondary institutions with regional accreditation and/or, where appropriate, with Council on Occupational Education (COE) membership, all LCTCS institutions shall maintain accreditation with the regional accrediting agency appropriate for the programs offered and the students in the community in which it serves. LCTCS colleges must notify the LCTCS of any accreditation actions taken by the accrediting bodies.

**Community Colleges**

As defined, consistent with the National Center for Education Statistics (NCES) definition, each LCTCS community college offers programs leading to associate degrees, diplomas, and/or certificates. Similarly, a community college is defined as any postsecondary institution which offers an associate academic degree as well as vocational-technical and other educational programs, but which is not approved to offer a baccalaureate degree (Act 151, First Extraordinary Session of the Louisiana Legislature, 1998). These institutions often cooperate with other colleges to transfer credit hours earned at the LCTCS institution (including general education coursework). To ensure recognition by the United States Department of Education, LCTCS community colleges shall maintain full accreditation with the Southern Association of Colleges' Commission on Colleges (SACSCOC) (LA RS 17: 3164, Common Course Numbering System). New and emerging community colleges shall apply for candidacy as soon as they become eligible for such candidacy.

**Technical Colleges**

As defined, consistent with the National Center for Education Statistics (NCES) definition, each LCTCS technical college institution offers occupational training programs featuring hands-on experiences related to future career interests, typically leading to technical certificates, diplomas, and applied associate degrees. To ensure recognition by the United States Department of

Education, each LCTCS technical college shall maintain full accreditation with the Council on Occupational Education (COE).

## PROGRAMMATIC ACCREDITATION

### Community Colleges

Programs at each of the community and technical colleges shall seek and maintain programmatic accreditation for each program area deemed as either mandated, recommended, or optional by the Board of Regents. Vocational, technical, and/or occupational programs offered by the community and technical colleges shall also maintain programmatic accreditation as established by national/ regional industry driven standards required by the LCTCS Board of Supervisors and/or the Board of Regents.

#### Note:

1. The LCTCS Board of Supervisors will continue to recommend, industry and programmatic accreditation and programmatic standards in keeping with standards established by the Board of Regents and industry [https://regents.state.la.us/assets/docs/PRAA/Academic\\_Affairs/AA-2-13-Accrediting-Bodies-Codes-2016-0428.pdf](https://regents.state.la.us/assets/docs/PRAA/Academic_Affairs/AA-2-13-Accrediting-Bodies-Codes-2016-0428.pdf).
2. Master listing of Approved Academic Program Accrediting Agencies & Required Regents' Policy [https://regents.state.la.us/assets/docs/PRAA/Academic\\_Affairs/AA-2-13-Accrediting-Bodies-Codes-2016-0428.pdf](https://regents.state.la.us/assets/docs/PRAA/Academic_Affairs/AA-2-13-Accrediting-Bodies-Codes-2016-0428.pdf)

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## ACCREDITATION VISITS AND ACTIONS

### Accreditation Visits

Each institution shall report scheduled accreditation visits that require Board of Supervisors attendance to the System Board Coordinator as soon as the visit is scheduled, however no later than thirty days prior to scheduled visit to ensure the Board of Supervisor's participation.

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### Accreditation Actions

An institution must report all disciplinary actions, such as warning, probation, or withdrawal of accredited status, and a brief explanation of the conditions and/or deficiencies that resulted in the action to LCTCS upon receipt of the official notification of the action by the agency. The institution must submit a copy of the institution's response to the report regarding disciplinary action of an accrediting agency, along with a copy of the original report of the agency.

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**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.011**

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**Title: ACCREDITATION**

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Authority: Board Action	Original Adoption: 03/14/2001
	Effective Date: 03/14/2001
	Last Revision: 11/26/2018

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**INSTITUTIONAL ACCREDITATION**

To ensure recognition by the United States Department of Education and to facilitate the transfer of courses among postsecondary institutions with regional accreditation and/or, where appropriate, with Council on Occupational Education (COE) membership, all LCTCS institutions shall maintain accreditation with the regional accrediting agency appropriate for the programs offered and the students in the community in which it serves. LCTCS colleges must notify the LCTCS of any accreditation actions taken by the accrediting bodies.

**Community and Technical Colleges**

As defined, consistent with the National Center for Education Statistics (NCES) definition, each LCTCS community college offers programs leading to associate degrees, diplomas, and/or certificates. Similarly, a community college is defined as any postsecondary institution which offers an associate academic degree as well as vocational-technical and other educational programs, but which is not approved to offer a baccalaureate degree (Act 151, First Extraordinary Session of the Louisiana Legislature, 1998). These institutions often cooperate with other colleges to transfer credit hours earned at the LCTCS institution (including general education coursework). To ensure recognition by the United States Department of Education, LCTCS community colleges shall maintain full accreditation with the Southern Association of Colleges' Commission on Colleges (SACSCOC) (LA RS 17: 3164, Common Course Numbering System). New and emerging community colleges shall apply for candidacy as soon as they become eligible for such candidacy.

As defined, consistent with the National Center for Education Statistics (NCES) definition, each LCTCS technical college institution offers occupational training programs featuring hands-on experiences related to future career interests, typically leading to technical certificates, diplomas, and applied associate degrees. To ensure recognition by the United States Department of Education, each LCTCS technical college shall maintain full accreditation with the Council on Occupational Education (COE).

## **PROGRAMMATIC ACCREDITATION**

### **Community and Technical Colleges**

Programs at each of the community and technical colleges shall seek and maintain programmatic accreditation for each program area deemed as either mandated, recommended, or optional by the Board of Regents. Vocational, technical, and/or occupational programs offered by the community and technical colleges shall also maintain programmatic accreditation as established by national/ regional industry driven standards required by the LCTCS Board of Supervisors and/or the Board of Regents.

#### **Note:**

1. The LCTCS Board of Supervisors will continue to recommend, industry and programmatic accreditation and programmatic standards in keeping with standards established by the Board of Regents and industry  
[https://regents.state.la.us/assets/docs/PRAA/Academic\\_Affairs/AA-2-13-Accrediting-Bodies-Codes-2016-0428.pdf](https://regents.state.la.us/assets/docs/PRAA/Academic_Affairs/AA-2-13-Accrediting-Bodies-Codes-2016-0428.pdf)
2. Master listing of Approved Academic Program Accrediting Agencies & Required Regents' Policy [https://regents.state.la.us/assets/docs/PRAA/Academic\\_Affairs/AA-2-13-Accrediting-Bodies-Codes-2016-0428.pdf](https://regents.state.la.us/assets/docs/PRAA/Academic_Affairs/AA-2-13-Accrediting-Bodies-Codes-2016-0428.pdf)

## **ACCREDITATION VISITS AND ACTIONS**

### **Accreditation Visits**

Each institution shall report scheduled accreditation visits that require Board of Supervisors attendance to the System Board Coordinator as soon as the visit is scheduled, however no later than thirty days prior to scheduled visit to ensure the Board of Supervisor's participation.

### **Accreditation Actions**

An institution must report all disciplinary actions, such as warning, probation, or withdrawal of accredited status, and a brief explanation of the conditions and/or deficiencies that resulted in the action to LCTCS upon receipt of the official notification of the action by the agency. The institution must submit a copy of the institution's response to the report regarding disciplinary action of an accrediting agency, along with a copy of the original report of the agency.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.017**

**Commented [1]:** revised 2019 (website has old version); but does it need to be it's own policy? See note on 1.025

**Title: INSTITUTIONAL AGREEMENTS, TRANSFER, AND**  
**ARTICULATION**

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Authority: Board Action	Original Adoption:	11/14/2001
	Effective Date:	11/14/2001
	Last Revision:	10/9/2019

**AUTHORIZATION**

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The Board authorizes institutions to enter into cooperative agreements with other private entities and public agencies within the State of Louisiana, and outside of Louisiana, with respect to cooperative enterprises and undertaking relating to or associated with the college's purposes and programs in accordance with applicable laws. Institutions shall inform the Board upon entering into any such agreements.

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**CROSS ENROLLMENT**

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Consistent with Board of Regents Academic Affairs Policy 2.19, Institutional Responsibilities for the Enrollment of Students Across Multiple Institutions, Louisiana's community and technical colleges are encouraged to enter into enrollment agreements with four-year and secondary school partners which are of greatest benefit to the student. This includes entry into cross-enrollment, dual enrollment, and/or concurrent enrollment agreements. In such cases the "home institution" shall be defined as the postsecondary institution through which the student is pursuing an approved degree or related credential for the purpose of processing academic records, data collection/ reporting, and financial aid.

**Cross Enrollment Agreement Between Institutions**

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LCTCS students may dually enroll in another LCTCS institution to enhance their educational opportunities.

Specifically, the following guidelines for the cross-enrollment agreement:

1. a student would be eligible to take one course at the host institution for each course taken at the home institution, with a maximum of two courses taken at the host institution; (see visiting/cross-enrolled students also guest students).
2. the home institution would be responsible for assuring that the student met all prerequisites for the course(s) approved for cross registration;
3. a student would not be allowed to enroll at the host institution for any course offered at the home institution during the semester of the cross enrollment; exceptions to this policy would require the permission of the appropriate academic or instructional dean of the home institution;
4. a cross-enrolled student would follow the academic calendar and academic policies of the host institution in all would assume responsibility for becoming familiar with said calendar and policies;
5. a cross-enrolled student would be eligible for a host institution student identification to have access to the technology lab, library facilities, etc. at the host institution;
6. a student who cross-enrolls at an institution requiring a parking permit the student will have to purchase a parking permit from the host institution;
7. a student would register and pay tuition/fees at the home institution for courses taken a both institutions; the student would then register at the host institution for the approved courses using a "Cross-Enrollment" form, the home would get the headcount and the host institution would the SCH;
8. a student would pay any additional fees at the host institution, i.e., lab fees, but would pay no application nor tuition at the host institution;
9. immediately following 14<sup>th</sup> day (regular fall or spring semester) or 7<sup>th</sup> day (summer), the registrars of the two institutions would exchange list of students cross-enrolled at their institutions for the purpose of exchange of tuition agreements will be made between institutions when
  - a. one institution is offering a course on the campus of another institution;
  - b. the course at the host institution is primarily filled with guest students, and
  - c. in any other situation where the host institution would incur costs above the revenue generated by that course;
10. federal financial assistance will be awarded by student's home institution based on the hours taken at both institutions;
11. copies of each institution's semester class schedule would be made available to the registrar of the cooperating institutions as soon as the schedule is published each semester.

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### Definition of Terms

Cross Enrollment: a form of Concurrent Enrollment that refers to arrangements whereby a student can be enrolled at one postsecondary institution but can also be taking classes at another postsecondary institution.

Host/Visiting Institution (Visiting/Cross-Enrolled Students): students enrolled in one or more courses at the institution but whose Home Campus is another institution. The Home Institution is the college designated to award the formal credential being sought by the student.

Home Institution: as applied to Guest Students, the college in which the student is pursuing a long-term educational plan. The Home Institution is the college from which the student is seeking a formal credential.

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## ARTICULATION

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### Authorization and Encouragement

The Board of Supervisors of the Louisiana Community and Technical College System (LCTCS) authorizes and encourages institutions to enter into transfer, articulation and other cooperative agreements with educational entities within and outside of the State of Louisiana. The LCTCS further encourages institutions to enter into cooperative agreements with other public agencies within the State of Louisiana with respect to cooperative enterprises and undertakings related to or associated with institutional mission and programs in accordance with applicable laws.

### Awarding of Transfer Credit – Programmatic and Course Level Articulation

#### Consideration of Students

Institutions are strongly encouraged to establish transfer agreements with other institutions that provide maximum consideration for the individual student who has changed institutions or learning and career goals/objectives.

#### Establishing General Procedures for Transfer of Credit

LCTCS institutions shall collectively establish and publish LCTCS Board -approved procedures for transferring and awarding academic and technical credit across postsecondary institutions within and outside of the LCTCS through the LCTCS Chief Academic Affairs Officer/Vice-President of Instruction.

#### Board of Regents Higher Education Transfer Matrix

The LCTCS institutions shall honor the matrix of transferable coursework as outlined within the Board of Regents Higher Education Transfer Master Course Articulation Matrix and as approved by the Board of Regents.

#### Authority to Accept the Transfer of Course Work, Credit, and/or Credentials

Acceptance of transfer for individual student course work, credit, and/or credentials beyond the Board of Regents Higher Education Transfer Matrix remains a decision of the receiving institution.

#### Student Assurances

The individual LCTCS institutions must inform students, by the end of the first semester/terms of attendance, of the course work or credentials which will transfer, and the amount of credit which will be awarded, and as well as the applicability of transferred credits toward the student's program.

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#### Factors Governing Transferability of Courses, Credit and/or Credentials

Transferability of programs, courses, credit, and/or credentials is based on equivalency of must assure comparable: course content, program entrance and exit competencies, Board-established

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academic and/or industry standards, faculty credentialing, and institutional accrediting requirements.

**Levels of Transfer Related to Articulation: LCTCS Internal Articulation, LCTCS Institutions to Postsecondary Institutions of Other Management Boards, and Secondary to LCTCS Postsecondary**

*LCTCS Internal Transferability*

The LCTCS Board of Supervisors strongly encourages all institutions of higher education, particularly among LCTCS institutions, to create a student-friendly transfer environment that, and particularly among LCTCS institutions, that is student friendly and supports the workforce needs of the state.

1. The Board has mandated that LCTCS institutions offering basic General Education courses, offered by LCTCS institutions, move toward common course outlines/syllabi, course descriptions, and course numbering for courses that are not already approved for listing in the the Board of Regents Master Course Articulation Matrix General Education Matrix. The LCTCS Board of Supervisors has further mandated that the establishment of minimum faculty qualifications for all faculty members teaching General Education courses, or other courses which are a part of transfer degree programs, that are consistent with the standards and guideline for Faculty Qualifications of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). With consistent faculty qualifications consistent with credentialing meeting SACSCOC criteria and common course content, all General Education and transfer degree course work should move the LCTCS courses toward greater internal transferability/articulation.
2. Further, the Board has mandated common course numbering across all technical education courses offered at LCTCS institutions. In an effort to facilitate transfer and a career ladder approach in technical education, students enrolled at any LCTCS institution who complete a program of study in a technical education field for which there is an Industry-Based Certification or licensure and gain the associated certification or licensure, shall be eligible to transfer the equivalent credits to any institution within the LCTCS offering instruction that leads to that same credential. Institutions are expected to jointly develop and publish a comprehensive certification and licensure credit equivalency document that provides students with clear guidance on the transfer credits that can be expected upon transfer between LCTCS institutions.

*Transfer of Coursework from LCTCS Instruction to Postsecondary Instruction of Other Management Board*

The LCTCS Board of Supervisors endorses and encourages its institutions to continue the multi-management board developments of the Board of Regents Higher Education on the Master Course Articulation

Matrix for institutions of postsecondary education in Louisiana. The LCTCS Board of Supervisors further encourages course and programmatic articulation with postsecondary institutions of other management boards, which may not be listed within the Board of Regents Higher Education Transfer/Master Course Articulation Matrix.

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Secondary to LCTCS Postsecondary Transferability

The LCTCS Board of Supervisors endorses and encourages its institutions to continue to develop and refine course/ program alignment/ articulation development (e.g. Tech-Prep, etc.) with the secondary schools of Louisiana. Secondary students enrolled in high school may qualify to be dually/concurrently enrolled in approved postsecondary coursework. Guidelines for such dual enrollment/ articulation agreements follow.

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Specialized Transfer: Articulation Agreements

Definitions

“Articulation” is defined as a process whereby courses, credit, and/or credentials are given “preapproval” status as transferable between or among institutions. “Articulation agreements” are defined as documents created by the institutional parties granting the articulation (“preapproval” status) or substitution of course work, credit, and / or credentials.

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Individualized Articulation Agreements

Articulation agreements are generally developed in order to meet the needs of student cohorts rather than individual students. Quality articulation agreements are designed to minimize students duplication of instructional coursework and to streamline student’s courses of program study and are most effectively developed at the faculty-to-faculty coupled with administrator-to-administrator level.

Statewide Agreements

It is understood that articulation is best achieved through local faculty-to-faculty collaboration and planning. When common instructional agreements are developed across regions of the state or across institutions statewide, these should be outgrowths of local faculty-to-faculty collaboration and planning.

Types of Articulation Agreements

A. **2+2 Agreements** - Formal, institutional as well as statewide articulation agreements between high schools and LCTCS institutions and four-year colleges and universities to facilitate attainment of a bachelor’s degree (2+2 agreements);

B. **Internal System Agreements** - between and among LCTCS postsecondary institutions (assurances of internal consistency);

C. **External System Agreements** - between and among LCTCS postsecondary institutions and postsecondary institutions outside of the LCTCS management system (postsecondary 2+2 agreements).

D. **External Partner Agreements** - between and among LCTCS postsecondary institutions and external partners or other educational entities, which could

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include: branches of the U.S. military, industry curriculum packages (i.e. CISCO, ProStart, etc.)

Articulation shall be collaboratively developed, implemented, evaluated by the individual campus/institutional partners entering into the agreements(s) under the auspices of the institutional Chief Academic Officer(s). These agreements shall be in keeping with Act 151 of the First Extraordinary Session of the Louisiana Legislature of 1998, the policies of the Louisiana Board of Regents and the LCTCS Board of Supervisors, and shall be reported to the LCTCS Vice President of Instruction on an annual basis prior to the Fall term of each academic year. Such agreements are hereby encouraged.

### **DISCLOSURE OF DEGREE PROGRAM TRANSFERABILITY**

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Students enroll in degree, diploma, and certificate programs with considerably differing aspirations and anticipated outcomes. It is, however, important that students are made aware, from the point at which they enroll in a program, that the degree program which they may be pursuing is in keeping with those varying aspirations and outcomes.

If the degree program is not designed to transfer to a baccalaureate degree -granting institution and is considered a terminal credential for these intents and purposes, this information shall also be included in all catalog entries.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.017**

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**Title: INSTITUTIONAL AGREEMENTS, TRANSFER, AND**  
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Authority: Board Action	Original Adoption:	11/14/2001
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Specifically, the following guidelines for the cross-enrollment agreement:

1. a student would be eligible to take one course at the host institution for each course taken at the home institution, with a maximum of two courses taken at the host institution; (see visiting/cross-enrolled students also guest students)
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4. a cross-enrolled student would follow the academic calendar and academic policies of the host institution in all would assume responsibility for becoming familiar with said calendar and policies;
5. a cross-enrolled student would be eligible for a host institution student identification to have access to the technology lab, library facilities, etc. at the host institution;
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### **Awarding of Transfer Credit – Programmatic and Course Level Articulation**

#### *Consideration of Students*

Institutions are strongly encouraged to establish transfer agreements with other institutions that provide maximum consideration for the individual student who has changed institutions or learning and career goals/objectives.

#### *Establishing General Procedures for Transfer of Credit*

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#### *Factors Governing Transferability of Courses, Credit and/or Credentials*

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academic and/or industry standards, faculty credentialing, and institutional accrediting requirements.

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## **Specialized Transfer: Articulation Agreements**

### *Definitions*

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### *Statewide Agreements*

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If the degree program is not designed to transfer to a baccalaureate degree -granting institution and is considered a terminal credential for these intents and purposes, this information shall also be included in all catalog entries.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.021**

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**Title: DROPPING COURSES AND RESIGNING FROM THE**  
**INSTITUTION**

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Authority: Board Action	Original Adoption:	12/12/2001
	Effective Date:	12/12/2001
	Last Revision:	Initial

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System institutions shall develop policies for dropping courses and resigning from the institution subject to the following provisions:

**Please consult with the Office of Student Financial Aid as changes to your schedule may impact your financial aid status.**

1. Students shall be allowed to drop courses or resign with no financial obligation or GPA impact up to a specified date. This date is to be set by each institution and published in the **Academic Calendar for each semester/session/part of term.**
2. Students shall be allowed to drop courses or resign with grades of “W” up to a specified date following mid-term. This date is to be set by each institution and published **in the Academic Calendar for each semester/session/part of term,** each semester/session schedule of classes.
3. The policy shall include a published grade impact statement for students who stop attending one or more classes without officially withdrawing.
4. The policy shall include published financial impact and financial aid impact statements: Dropping a course or resigning from college after the refund period will not reduce the student’s financial obligation to the college and may affect eligibility for continued financial aid.
5. The policy shall allow for student appeals of the withdrawal deadlines and grade impact due to extenuating circumstances. Dissatisfaction with an anticipated grade or a decision to change a major is not cause for appeal.

**What is the difference between withdrawing from a course and resigning?**

Withdrawing from a course means that you are dropping one specific course from your schedule. Resigning from the college means that you are withdrawing from all courses in a specific semester. The process for both (withdrawing from a course and resigning from the college) is the same.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
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3. The policy shall include a published grade impact statement for students who stop attending one or more classes without officially withdrawing.
4. The policy shall include published financial impact and financial aid impact statements: Dropping a course or resigning from college after the refund period will not reduce the student’s financial obligation to the college and may affect eligibility for continued financial aid.
5. The policy shall allow for student appeals of the withdrawal deadlines and grade impact due to extenuating circumstances. Dissatisfaction with an anticipated grade or a decision to change a major is not cause for appeal.

**What is the difference between withdrawing from a course and resigning?**

Withdrawing from a course means that you are dropping one specific course from your schedule. Resigning from the college means that you are withdrawing from all courses in a specific semester. The process for both (withdrawing from a course and resigning from the college) is the same.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.022**

**Commented [1]:** Should max to repeat a course be twice after the initial attempt? The 3rd time would need to be out of pocket. I don't think FA pays for a 3rd time

**Title: REPEATING COURSES GRADES**

Authority: Board Action	Original Adoption: 12/12/2001
	Effective Date: 12/12/2001
	Last Revision: Initial

System institutions shall develop course repeat policies which will enhance their students' abilities to earn a post-secondary education credential. These policies shall:

1. provide for the calculation of an adjusted GPA in determining eligibility for graduation; In calculating the adjusted GPA, grades earned in repeated courses may replace original grades.
2. provide for the maintenance of both original and repeated grades on a student's transcript with a notation placed by the original grade when a course is repeated;
3. allow professional programs within the institution to set specific rules regarding the treatment of repeated courses in calculating the GPA necessary for entry into and graduation from these programs;
4. provide for application of a repeat policy by an institution only to courses taken at that institution. The grades earned for courses taken at one institution cannot be negated by grades earned in equivalent courses at another institution.
5. allow for the use of an unadjusted GPA (cumulative) for the purpose of awarding campus awards and honors.
6. **set a maximum number of times a course can be repeated.**

Each institution's repeat policy must be stated in the catalog.

**Quality Point System**

LCTCS campuses shall adopt the quality point allotment as follows:

<u>Grade</u>	<u>Quality Points</u>
<u>A. 4</u>	
<u>B. 3</u>	

C. 2

D. 1

F \_\_\_\_\_ 0

Therefore, a 2.00 grade-point (GPA) average means a “C” average, a 3.00 GPA means a “B” average, etc. Grades must be rounded to the two-decimal place in all cases.

#### Related Grade Symbols & Designations

Note: Grade symbols and designations such as “Withdrawal”, either passing (ex. WP) or failing (ex. WF) or “Incomplete” (I) will be addressed in subsequent policy recommendations. These would include, but are not limited to, the following symbols and designations:

AU (Audit)

CR (Credit by Exam or Experiential Learning)

I (Incomplete)

P (Pass)

R. (Repeat or Replace)

S. (Satisfactory)

TR (Transfer Courses)

U (Unsatisfactory/Failing)

W (withdrawal with and/or without affixed additional designations)

WE (Work Experience)

#### Academic Honors

The Louisiana Community and Technical College System recognizes the importance of academic honors and charges each institution within the system to develop appropriate specific means and procedures to recognize student accomplishment. Each institution in the system shall develop procedures and implementation strategies which acknowledge student honors. These procedures may take into account grade point averages, minimum number of semester hours, etc., and may include the naming of Dean’s Lists, Chancellor’s Lists, Provost’s Lists, and/or other means of recognition. Individual institutions may develop honors programs and/or courses and establish appropriate means to recognize graduating students with symbols of academic accomplishment.

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**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.022**

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Authority: Board Action	Original Adoption: 12/12/2001
	Effective Date: 12/12/2001
	Last Revision: Initial

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# LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

## Policy # 1.023

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### Title: CREDIT FOR PRIOR LEARNING

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Authority: Board Action	Original Adoption:	12/12/2001
	Effective Date:	03/14/2018
	Last Revision:	03/14/2018

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The Board of Supervisors of the Louisiana Technical and Community College System (LCTCS) hereby establishes a system-wide credit for prior learning course equivalency policy. The LCTCS Credit for Prior Learning policy is established in accordance with the criteria of each accrediting agency.

Credit for prior learning evaluation is the process of ~~earning~~ assessing knowledge and skills attained through educational or work experience for equivalency to credit for college-level learning acquired through a variety of resources. Through credit for prior learning evaluation, Louisiana's Community and Technical Colleges offer students the opportunity to earn college credit for expertise gained outside traditional means~~the knowledge and skills attained through educational or work experiences.~~

#### **Purpose**

The purpose of this policy is to establish means for awarding college credits to students who are enrolled in a degree or certificate program within the LCTCS through the use of evidence of experience already acquired that meets the course ~~outcomes~~objectives. Students will receive credit for demonstrated mastery of learning ~~outcomes~~objectives that are equivalent to the learning ~~outcomes~~objectives of courses offered for credit.

#### **Eligibility**

All students enrolled in a degree or certificate program within the LCTCS who meet the requirements established in this policy shall be eligible and awarded college-credit equivalents.

Students must be enrolled at the institution from which they are requesting credit for prior learning evaluation.

#### **Procedure**

Each LCTCS college shall prepare and make public the following:

1. The list of courses for which college credits may be earned;
2. The number of credits that may be earned for each course; and
3. The minimum standards necessary to earn college credits via all available non-traditional means.

Such non-traditional means may include – but are not limited to –

- CLEP, AP, DSST, credit for past learning and/or life experiences
- Military training documented in the Joint Services Transcript or other official military records
- Industry-based certifications
- Portfolio assessment of college level learning acquired through work experiences
- Non –academic instruction evaluated by the American Council on Education (ACE)
- State or National certification or licensure
- Others as approved by the institution’s chief academic officer.

Accordingly, the colleges are directed to articulate qualifying credit for prior learning, subject to the following conditions, which shall be effective at all colleges:

1. The system-wide Credit for Prior Learning Matrix is to be updated and maintained on an annual basis in line with the academic catalog.
2. No fee shall be charged for reviewing credit for prior learning that is included on the matrix and entering them on a student's transcript. Students may be assessed a fee for the administration of examinations and the review of portfolios.
3. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites or other requirements.
4. Institutions must award the same number of credits that are ordinarily awarded for the course or the minimum listed, whichever is greater.
5. Institutions should carefully consider what is required for students’ degree plans before awarding additional credit. Institutions are expected to have a policy in place regarding the percentage of credit hours for a given program that may be awarded via prior learning assessment.
6. Prior credit may not duplicate credit previously earned through examination or through postsecondary courses in which a grade of “C” or higher has been earned.

7. If no specific course number is listed, but a number of credits is given, institutions must award credit. They may use any appropriate course number in the subject area, or no number.
8. If no minimum credit is recommended for a particular exam or experience, award of credit is at the discretion of the institution. Institutions may not use course numbers that will automatically transfer.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.023**

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**Purpose**

The purpose of this policy is to establish means for awarding college credits to students who are enrolled in a degree or certificate program within the LCTCS through the use of evidence of experience already acquired that meets the course outcomes. Students will receive credit for demonstrated mastery of learning outcomes that are equivalent to the learning outcomes of courses offered for credit.

**Eligibility**

All students enrolled in a degree or certificate program within the LCTCS who meet the requirements established in this policy shall be eligible and awarded college-credit equivalents.

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# LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

## Policy # 1.024

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### **Title: CURRICULUM DEVELOPMENT PROCESS AND REQUESTS**

Authority: Board Action

Original Adoption: 12/12/2001

Effective Date: 12/12/2001

Last Revision: 11/08/2017

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The Louisiana Community and Technical College System is dedicated to implementing curricula and programs that meet student and community needs. The LCTCS further recognizes that providing educational services and training requires a cooperative effort and the combined vision of several parties.

Consequently, each member institution of the LCTCS, in accordance with guidelines established by the Board of Regents and the appropriate accrediting bodies, shall develop, publish and implement a curriculum policy. This policy shall include clearly defined roles and responsibilities of students, the community, business/industry, the faculty, the administration, and the management board in developing curricula.

Curricula originates from the colleges. Creation of new curricula must be justified on the basis of the needs and opportunities of the state, region, industry, and students served by the college. In determining the curricula to be offered in the LCTCS, the Board of Supervisors shall take cognizance of the varying needs of the communities served throughout the state of Louisiana and the substantiated requests of interested industry, students, and other stakeholders.

### **Scope**

A new program that includes content in a discipline or field not currently offered by the institution requires approval as a new program and the associated National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) code. Curriculum or program modifications require approval, if the percentage of change meets or exceeds 25% of the required coursework and if there is a change in the percentage of online delivery. All future curricula submissions shall include Industry Based Credentials (IBCs) that are embedded within program of study and any course equivalencies the curricula will accept from other LCTCS colleges.

Colleges shall complete the LCTCS REQUESTS FOR PROGRAMS: NEW, MODIFICATION, AND ADOPTION form for review and consideration.

The policy addresses requests made by LCTCS institutions for program approvals when dealing with new programs, modifications to existing programs, changes in delivery method, and adoptions of existing curriculum. These requests occur after college governance processes have occurred.



## **New Programs**

All LCTCS institutions proposing new programs that lead to the awarding of a(n) associate degree, diploma, or certificate shall submit proposals to the LCTCS for study and recommendation to the LCTCS President and LCTCS Board of Supervisors. The LCTCS Board of Supervisors must approve for LCTCS institutions all new programs.

The Louisiana Board of Regents (BOR) must ratify the approval of all associate degrees, Certificate of General Studies (C.G.S.), and Certificate of Applied Studies (C.A.S.) at its next regularly scheduled meeting following approval by the LCTCS Board of Supervisors. The Technical Diploma (T.D.), Certificate of Technical Studies (C.T.S.) and Career and Technical Certificate (C.T.C.) do not require ratification by the Louisiana BOR. Upon approval by the LCTCS Board of Supervisors, all programs require reporting to the Louisiana BOR for addition to the Curriculum Inventory (CRIN).

## **Modifications**

In order to enhance the System's responsiveness to business and industry and to each college, curriculum or program modifications (including extensions of existing programs to an off-campus site) that impact/involve a departure from the original curriculum of less than 25% of the coursework do not need to submit program modification requests to the LCTCS. Curriculum modifications requiring changes to 25% or more of the coursework should be submitted to the LCTCS.

Program modifications that involve a percentage of a program being delivered via distance education must submit proposals to the LCTCS for study and recommendation to the LCTCS President and LCTCS Board of Supervisors. The Louisiana Board of Regents (BOR) must ratify the approval of all programs that change in distance education delivery. The types of delivery are traditional (< 50%), hybrid (50% < 99%), and distance education (100%).

The standard number of hours for an associate degree is 60. In some situations (e.g., accreditation requirements), hours may range from 60-72. Any modification that increases required hours for an associate degree to more than 60 must be approved by the LCTCS Board of Supervisors.

## **Adoptions**

In response to business and industry as well as regional demand, colleges are allowed to adopt other curriculum that has been approved by the LCTCS President and LCTCS Board of Supervisors as long as the following conditions are met:

1. The college offering the program follows the curriculum with no variations; and
2. The college offering the program notifies the LCTCS by completing a curriculum adoption request.

Adoption of a program shall be reported to the Louisiana Board of Regents (BOR) and any approvals needed beyond the LCTCS Board of Supervisors may still be necessary.

## **Approval**

New Programs, Modifications, Distance Education Delivery Methods, and Adoptions that are approved by the Board of Supervisors may require the approval and/or recognition by the Louisiana Board of Regents and accreditation bodies such as the Southern Association of Colleges and Schools Commission on Colleges and the Council on Occupational Education as well as programmatic accreditations.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.024**

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**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.027**

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**Title: FULL-TIME/PART-TIME ENROLLMENT CLASSIFICATION**  
**POLICY**

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Authority: Board Action

Original Adoption: 02/14/2002

Effective Date: 02/14/2002

Last Revision: Initial

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A full-time student is one who is taking at least 12 semester hours, or the equivalent of scheduled coursework, during a regular semester or at least six semester hours during a summer session.

A part-time student is one who is taking less than 12 semester hours during a regular semester or less than six semester hours during a summer session.

Institutions may designate exceptions for certain students ~~as special students~~ and may consider them as fulltime students.

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**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.027**

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**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.030**

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**Title: EMERITUS TITLES**

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Authority: Board Action	Original Adoption: 08/14/2002
	Effective Date: 09/14/2011
	Last Revision: 09/14/2011

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The emeritus(a) title may be granted by the LCTCS Board of Supervisors as an honorary designation for retired faculty and administrators for meritorious service to the Louisiana Community and Technical College System, the college, and the community at large. It is reserved for those who have had distinguished careers and whose significant contributions set them apart from their peers. Achieving the status of Emeritus(a) is to be viewed as the highest honor that the LCTCS may bestow upon an employee.

Each year, on or before July 1, all LCTCS colleges will be responsible for informing the LCTCS Human Resources Department of the benefits Emeritus(a) designation provides for retired faculty and staff, as these will vary from institution to institution.

**Title Requirements**

The designation of the title Emeritus(a) is recommended as a method of honoring persons for meritorious service. The criteria require the applicant to officially retire from the college; have been a full-time professor or administrator; have at least 10 consecutive years of service at the college and be over 60 years of age, or have over 20 consecutive years of service at the college; have demonstrated extraordinary service to the LCTCS, his or her college and the community; and achieved significant accomplishments throughout his or her career.

**Procedure**

Interested Emeritus(a) applicants or nomination packets should be submitted to the President of the ~~community or technical~~ college. Each ~~community or technical~~ college shall appoint a review committee, consisting of not less than 3 and no more than 5 individuals, to evaluate Emeritus(a) candidates. The committee will make recommendations to the President of the LCTCS, who will then review the committee's recommendations and, if deemed qualified, submit a recommendation to the LCTCS Board of Supervisors. The Board of Supervisors will make the final determination of Emeritus(a) status.

The following materials should be included in each application/nomination packet:

1. A letter of application highlighting achievements and service to the System, college and community;



2. Supporting documentation illustrating contributions to the System, college and community;
3. Recommendations from supervisors, colleagues and, if applicable, former students or clients.

### **Criteria for the Awarding of Emeritus Title**

The review committee is charged with weighing the following components over the course of the applicant's career and will look for a record of achievement establishing the candidate as a leader of extraordinary distinction. The committee will evaluate applicants on each of the following:

1. Professional Responsibilities
  - a. *Teaching Faculty*: Evidence of outstanding teaching, including student evaluations; letters from the dean of the division, colleagues and students; and other supportive materials including yearly evaluations.
  - b. *Professional and Administrative*: Evidence of outstanding service, including student evaluations, if applicable; letters from supervisors, colleagues and students or clients; and other supportive materials.
2. Service to LCTCS, the College and Community
  - a. Evidence of extraordinary and exemplary contributions, advancement or positive impact to the LCTCS, college, students, or community. The applicant will be reviewed using similar criteria as performance evaluations throughout their career.
3. Professional Development
  - a. Evidence of currency in the field over the course of their career; involvement in professional organizations; and scholarship.

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**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.030**

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**Title: EMERITUS TITLES**

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Authority: Board Action	Original Adoption:	08/14/2002
	Effective Date:	09/14/2011
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2. Service to LCTCS, the College and Community
  - a. Evidence of extraordinary and exemplary contributions, advancement or positive impact to the LCTCS, college, students, or community. The applicant will be reviewed using similar criteria as performance evaluations throughout their career.
3. Professional Development
  - a. Evidence of currency in the field over the course of their career; involvement in professional organizations; and scholarship.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.031**

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**Title: ACADEMIC CALENDAR AND CENSUS DATE**

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Authority: Board Action

Original Adoption: 06/14/2000

Effective Date: 06/14/2000

Last Revision: 11/08/2017

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~~Louisiana's community and technical colleges~~ Louisiana's community and technical colleges enroll students year-round in numerous academic, adult education, and workforce training programs. The reporting calendar for institutions of the Louisiana Community and Technical College System (LCTCS) shall consist of a Summer, Fall, and Spring academic term. Within these terms, college ~~administrators~~ leaders shall develop ~~particular~~ programs ranging from short-term to two-years in length in consistency with the ~~flow of students enrolling throughout the year~~ matriculation of students.

Enrollment reporting cycles shall be created to capture ~~all of the~~ LCTCS students and accurately ~~tell the story~~ reflect the number of students being served by community and technical colleges. Annual unduplicated enrollment shall be announced at the end of the academic year.

For the purpose of consistent reporting of student data, institutions shall comply with the Louisiana Board of Regents' Reporting System.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.031**

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**Title: ACADEMIC CALENDAR AND CENSUS DATE**

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Authority: Board Action

Original Adoption: 06/14/2000

Effective Date: 06/14/2000

Last Revision: 11/08/2017

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Louisiana's community and technical colleges enroll students year-round in numerous academic, adult education, and workforce training programs. The reporting calendar for institutions of the Louisiana Community and Technical College System (LCTCS) shall consist of a Summer, Fall, and Spring academic term. Within these terms, college leaders shall develop programs ranging from short-term to two-years in length in consistency with the matriculation of students.

Enrollment reporting cycles shall be created to capture the LCTCS students and accurately reflect the number of students being served by community and technical colleges. Annual unduplicated enrollment shall be announced at the end of the academic year.

For the purpose of consistent reporting of student data, institutions shall comply with the Louisiana Board of Regents' Reporting System.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.042**

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**Title: INTELLECTUAL PROPERTY AND SHARED ROYALTIES**

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Authority: Board Action

Original Adoption: 3/10/2004

Effective Date: 3/10/2004

Last Revision: Initial

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The Louisiana Community and Technical College System recognizes the need for and desirability of encouraging the broad utilization of the results of academic research by bringing innovative findings to practical application. The primary purpose of this Intellectual Property Policy is to provide the necessary protections and incentives to encourage both the discovery and development of new knowledge and its transfer for the public benefit; a secondary purpose is to enhance the generation of revenue for the home institutions and the creators.

The Louisiana Community and Technical College System recognizes that research and scholarship should be encouraged without regard to potential gain from licensing fees, royalties, or other income; however, the System also recognizes that intellectual properties and discoveries may arise from the activities of faculty, staff, and students in the course of the duties or through the use, by any person, of institutional resources such as facilities, equipment, or funds. The policies governing the administration of such intellectual properties should provide adequate recognition and incentive to creators and, at the same time, ensure that the System institutions will share in the rights pertaining to intellectual properties in which they have an equity. The Louisiana Community and Technical College System institutions are committed to assist their faculty and other researchers in properly disclosing their scholarly work, in complying with applicable laws and formal agreements, and in gaining the protection available under the United States laws governing patents, copyrights, trademarks, and other appropriate provisions.

**Objectives**

The Louisiana Community and Technical College System's Intellectual Property Policy provides the following objectives for the System institutions as they develop and implement their intellectual property policies in compliance with applicable state and federal guidelines:

1. To encourage research and scholarship as creative academic endeavors while recognizing that commercially valuable intellectual properties may result from such endeavors;
2. To delineate procedures to encourage creators to report discoveries with broad commercial potential and public benefit and to assist them, while at the same time safeguarding the interests of all concerned parties;

3. To make intellectual property developed in the course of academic research available to the public under conditions that will promote its effective and timely use and development;
4. To optimize the environment and incentives for research and scholarly activity and for the creation of new knowledge in the System institutions;
5. To ensure that the educational mission of the Louisiana Community and Technical College System and its institutions is reinforced.

### **Definitions/Background**

The following definitions shall govern throughout the Louisiana Community and Technical College System Intellectual Property Policy.

**Intellectual Property** shall be defined as inventions, discoveries, know-how, show-how, processes, unique materials, copyrightable works, original data, and other creative or artistic works that have value. Intellectual property includes that which is protectable by statute or legislation, such as patents, copyrights, trademarks, service marks, trade secrets, mask works, and plant variety protection certificates. It also includes the physical embodiments of intellectual effort, for example, models, machines, devices, designs, apparatus, instrumentation, circuits, computer programs and visualizations, biological materials, chemicals, other compositions of matter, plants, and records of research.

**Traditional Academic Copyrightable Works** shall be defined as a subset of copyrightable works created independently and at the creator's initiative for traditional academic purposes. Examples include class notes; books, theses and dissertations; articles; non-fiction, fiction, and poems; musical works; dramatic works including any accompanying music; pantomimes and choreographic works; pictorial, graphic, and sculptural works; or other works of artistic imagination that are not created as an institutional initiative.

**Creator** shall be defined as an individual or group of individuals who make, conceive, reduce to practice, author, or otherwise make a substantive intellectual contribution to the creation of intellectual property. "Creator" shall include, but not be limited to, faculty, professional staff, administrative and support staff, and students. "Creator" shall also include the definition of "inventor" as used in the United States patent law and the definition of "author" as used in the United States Copyright Act.

**Institution Resources Usually and Customarily Provided** shall include such support as office space, library facilities, ordinary access to computers and networks, or salary and shall be described in this policy as either "incidental" or "significant." The phrase does not include use of students or employees as support staff to develop the work, or substantial use of specialized or unique facilities and equipment, or other special subventions provided by the institution unless approved as an exception.



**Technical Works** shall include intellectual properties that are of a scientific, engineering, or technical nature such as patentable or ~~unpatentable nonpatentable~~ inventions (including biological materials), computer software, and institution collections.

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**Scholarly Works** shall include all intellectual properties not covered in Technical Works that are of an artistic, scholarly, instructional, or entertainment nature.

**Computer Software** shall include one or more computer programs existing in any form or any associated operational procedures, manuals, or other documentation, whether protectable or protected by patent or copyright.

~~**System Institutions** shall include Baton Rouge Community College, Bossier Parish Community College, Delgado Community College, Louisiana Delta Community College, Louisiana Technical College, Nunez Community College, River Parishes Community College, and South Louisiana Community College.~~

Commented [1]: remove La. Tech College - Add SOWELA and CLTCC and Northwest

## Rights to Ownership/Disclosures

### Overview

System institutions have ownership of intellectual property created (a) by an employee within the scope of his or her employment, (b) by an employee who is hired or commissioned to create a specific work, (c) when more than incidental use of institution resources usually and customarily provided occurs, or (d) when the intellectual property results from research supported by federal funds or third-party sponsorship. Institutions shall not assert ownership of intellectual property unrelated to job responsibilities and where only incidental use of institution resources usually and customarily provided has occurred, nor do they have ownership of traditional academic copyrightable works. (See principles below; institutions do have the right to recover costs and/or right to use the work.) Joint ownership may occur under certain circumstances such as when scholarly works involve the services of other institution employees (e.g., development of multimedia courseware).

### Principles

1. This policy shall apply to all persons/entities employed/contracted by System institutions, to anyone using institution facilities under the supervision of institution personnel, and students.
2. Institutions may assert ownership in intellectual property of all types (including, but not limited to, any invention, discovery, trade secret, technology, scientific or technological development, and computer software) regardless of whether the property is subject to protection under patent, trademark, copyright, or other laws, except as stipulated in Sections 3, 4, 5, and 6 which will follow.

3. Institutions may assert their interest in intellectual property related to the creator's academic or professional field, regardless of the medium of expression. Institutions shall have ownership of all intellectual property created by persons under the conditions stated below:
  - a. if intellectual property is created by an employee within the specific scope of employment; or
  - b. if intellectual property is created with the use of institution facilities usually and customarily provided; or
  - c. if intellectual property is commissioned by the institution pursuant to a signed contract; or
  - d. if intellectual property is created by a person who was hired specifically, or is required as part of his or her job responsibilities, to produce it; or
  - e. if intellectual property fits within one of the nine categories of works considered "works for hire" under copyright law; or
  - f. if intellectual property results from research supported by federal funds or third-party sponsorship.

NOTE: Works related to an employee's job responsibilities, even if he or she is not specifically requested to create them, will belong to the institution as works-for-hire. A copyright work is related to an employee's job responsibilities if it is the kind of work an employee is employed to do and if the work is done, at least in part, for use at work or for use by fellow employees, the employer, or the employee's clients. Use of personal time or other facilities to create the work will not change its basic nature if the work is related to the creator's job as described above. Works that have nothing to do with job duties will remain the property of the creator, so long as he or she makes no more than the incidental use of institution facilities usually and customarily provided.

4. Institutions shall not have ownership when the creator is a student, professional, faculty, or non-faculty researcher and the intellectual property is a traditional academic copyrightable work in the creator's field of experience. Even though such a work may be within the scope of employment, it is the property of the creator unless it is a scholarly work (a) created by someone who was specifically hired or required to create it or (b) commissioned by the institution. In either of these cases, the institution, not the creator, will own the intellectual property.

NOTE: The use of the terms "professionals" and "researcher," together with faculty members and students, is intended to encompass all those individuals who routinely create scholarly works (e.g., educational, artistic, musical, literary, or architectural work). For example, if a library administrator writes a book about Louisiana History, his or her field of expertise, the institution should not assert ownership of the book.

5. In the case of traditional academic copyrightable work that involves significant institutional resource contributions, the institution shall reserve the right to secure rights (including but not limited to joint ownership), for example, to use the work and to recover its investment, in a contract with the creator. If a project involves the use of significant institutional resources,

the creator and the institution shall agree before the project begins on the use of facilities, allocation of rights to use the work, and recovery of expenses and/or sharing of benefits from commercialization of the work.

NOTE: Institutions' main concerns with traditional academic copyrightable works owned by professionals, faculty, non-faculty researchers, and students should be to allocate and recover resources that may be contributed to the creation of such works.

6. In addition to traditional academic copyrightable work created by professional, faculty, researcher, or student creators in their field of expertise, a creator shall own intellectual property under the following conditions:
  - a. if it is unrelated to the creator's job responsibilities and the creator made no more than incidental use of institution resources usually and customarily provided; or
  - b. if it is intellectual property that has been released to the creator in accordance with institution policy.
7. Institution facilities or resources shall NOT be used (a) to create, develop, or commercialize intellectual properties unrelated to an individual's employment responsibilities or (b) to develop or commercialize intellectual properties further that have been released to a creator except when approved by the institution and when the institution retains an interest under the terms of the release.

### **Organization/Management/Administration**

#### *Acknowledgment of Institutional Impact and Authority*

The Louisiana Community and Technical College System recognizes that the evaluation of inventions and discoveries and that the administration, development, and processing of patents and licensable inventions involve substantial time and expense and require special talents and experience. Therefore, the System leaves to the individual institutions under its governance the task of establishing an organizational structure for the administration of intellectual property appropriate to the institution's activities. The Chancellor of each institution has ultimate authority for the stewardship of intellectual property developed at the institution. Each institution is responsible for establishing operational guidelines and procedures for the administration of intellectual property consistent with this policy and including, but not limited to, determination of ownership, assignment, protection, licensing, marketing, maintenance of records, oversight of revenue or equity collection and distribution, and resolution of disputes among creators and/or unit executive officers.

#### *Disclosure*

All intellectual property in which the institution has an ownership interest under the provisions of this policy and that has the potential to be brought into practical use for public benefit or for

which disclosure is required by law shall be reported promptly in writing by the creator to the designated institution officer through the appropriate unit executive officer(s). The disclosure shall constitute a full and complete disclosure of the subject matter of the discovery or development and identify all persons participating therein. The creator shall furnish such additional information and execute such documents from time to time as may be reasonably requested. Annually, the creator shall report to the institution proceeds and/or units distributed for all copyrightable works and intellectual property.

#### *Evaluation and Exploitation Decisions*

After evaluation of the intellectual property and review of applicable contractual commitments, the institution may develop the property through licensing, may release it to the sponsor of the research under which it was made (if contractually obligated to do so), may release it to the creator if permitted by law, or may take such other actions as are determined to be in the public interest. Exploitation by the institution may or may not involve statutory protection of the intellectual property rights, such as filing for patent protection, registering the copyright, or securing plant variety certification.

#### *Questions Related to Institution Ownership*

In the event there is a question as to whether the institution has a valid ownership claim in intellectual property, such intellectual property should be disclosed in writing to the institution by the creator. Such disclosure is without prejudice to the creator's ownership claim. The institution will provide the creator with a written statement as to the institution's ownership interest.

#### *Abandonment of Intellectual Property*

Should the institution decide to abandon development or protection of institution-owned intellectual property, ownership may be assigned to the creator as allowed by law subject to the rights of sponsors and to the retention of a license to practice for institution purposes. The minimum terms of such license shall grant the institution the right to use the intellectual property in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, non-exclusive basis. The institution may retain more than the minimum license rights, and the assignment or license may be subject to additional terms and conditions, such as revenue sharing with the institution or reimbursement of the costs of statutory protection, when justified by the circumstances of development.

#### *Commercialization by Creator*

The institution may, at its discretion and consistent with the public interest, license intellectual property to the creator on an exclusive or nonexclusive basis. The creator must demonstrate technical and business capability to commercialize the intellectual property. Agreements with

creators will be subject to review and approval of conflict-of-interest issues in accordance with applicable institution policy.

#### *Decision-Making Timeline*

Within 120 days of receipt of a complete intellectual property disclosure, the institution will inform the principal creator of its substantive decisions regarding protection, commercialization, and/or disposition of intellectual property that he or she has disclosed. The institution shall be bound by any confidentiality agreement made with any external parties.

#### *Disputes Policy*

Each System institution shall identify and include in its intellectual property policy a dispute resolution procedure.

#### **Proceeds Distribution**

In the event that royalties are generated by intellectual property rights assigned or licensed to the institution, an appropriate share of such royalties shall be paid to the creator. The institution may recover its costs before the following conditions apply. The creator's share shall be determined by the following:

1. In cases where the institution or creator, as the case may be, assign such intellectual property rights to a research corporation under contract to an institution or to the System, the share of royalties to be paid to the creator shall be governed by the terms of the contract between the institution or System and the research corporation.
2. In cases where the intellectual property is covered by a contractual agreement with a sponsoring agency, the financial arrangements shall be in accordance with that contractual agreement as negotiated between the institution and the contracting agency.
3. In cases of sponsorship by federal agencies, compliance with the appropriate federal regulations shall be ~~effected~~ affected in the ultimate agreement.
4. In cases where the institution retains ownership of an intellectual property from a creator or creators, and/or expends funds to develop and market the intellectual property, any royalties generated will be used first to cover the expenses of filing, procuring, maintaining, and marketing the intellectual property. Forty percent of the net royalties will be paid to the creator, and sixty percent will be retained by the institution from which the intellectual property originated.
5. Net royalties on intellectual property available to institutions shall be used for research, development, and other scholarly activities and allocated one hundred percent to the institution where the intellectual property originated.
6. In instances where the institution chooses not to retain ownership of the —intellectual property, the creator shall obtain permission from the institution's Chancellor, or his or her designee, before associating the institution's name, logo, etc., with the intellectual property.

7. The Board of Supervisors may approve exceptions to the established royalty distribution in extraordinary circumstances.

~~Approved by the Council of Chief Academic & Student Affairs—May 14, 2002~~

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.042**

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**Title: INTELLECTUAL PROPERTY AND SHARED ROYALTIES**

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Authority: Board Action

Original Adoption: 3/10/2004

Effective Date: 3/10/2004

Last Revision: Initial

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**Objectives**

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3. To make intellectual property developed in the course of academic research available to the public under conditions that will promote its effective and timely use and development;
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**Technical Works** shall include intellectual properties that are of a scientific, engineering, or technical nature such as patentable or nonpatentable inventions (including biological materials), computer software, and institution collections.

**Scholarly Works** shall include all intellectual properties not covered in Technical Works that are of an artistic, scholarly, instructional, or entertainment nature.

**Computer Software** shall include one or more computer programs existing in any form or any associated operational procedures, manuals, or other documentation, whether protectable or protected by patent or copyright.

## **Rights to Ownership/Disclosures**

### *Overview*

System institutions have ownership of intellectual property created (a) by an employee within the scope of his or her employment, (b) by an employee who is hired or commissioned to create a specific work, (c) when more than incidental use of institution resources usually and customarily provided occurs, or (d) when the intellectual property results from research supported by federal funds or third-party sponsorship. Institutions shall not assert ownership of intellectual property unrelated to job responsibilities and where only incidental use of institution resources usually and customarily provided has occurred, nor do they have ownership of traditional academic copyrightable works. (See principles below; institutions do have the right to recover costs and/or right to use the work.) Joint ownership may occur under certain circumstances such as when scholarly works involve the services of other institution employees (e.g., development of multimedia courseware).

### *Principles*

1. This policy shall apply to all persons/entities employed/contracted by System institutions, to anyone using institution facilities under the supervision of institution personnel, and students.
2. Institutions may assert ownership in intellectual property of all types (including, but not limited to, any invention, discovery, trade secret, technology, scientific or technological development, and computer software) regardless of whether the property is subject to protection under patent, trademark, copyright, or other laws, except as stipulated in Sections 3, 4, 5, and 6 which will follow.
3. Institutions may assert their interest in intellectual property related to the creator's academic or professional field, regardless of the medium of expression. Institutions shall have ownership of all intellectual property created by persons under the conditions stated below:
  - a. if intellectual property is created by an employee within the specific scope of employment; or
  - b. if intellectual property is created with the use of institution facilities usually and customarily provided; or

- c. if intellectual property is commissioned by the institution pursuant to a signed contract; or
- d. if intellectual property is created by a person who was hired specifically, or is required as part of his or her job responsibilities, to produce it; or
- e. if intellectual property fits within one of the nine categories of works considered “works for hire” under copyright law; or
- f. if intellectual property results from research supported by federal funds or third-party sponsorship.

NOTE: Works related to an employee’s job responsibilities, even if he or she is not specifically requested to create them, will belong to the institution as works-for-hire. A copyright work is related to an employee’s job responsibilities if it is the kind of work an employee is employed to do and if the work is done, at least in part, for use at work or for use by fellow employees, the employer, or the employee’s clients. Use of personal time or other facilities to create the work will not change its basic nature if the work is related to the creator’s job as described above. Works that have nothing to do with job duties will remain the property of the creator, so long as he or she makes no more than the incidental use of institution facilities usually and customarily provided.

- 4. Institutions shall not have ownership when the creator is a student, professional, faculty, or non-faculty researcher and the intellectual property is a traditional academic copyrightable work in the creator’s field of experience. Even though such a work may be within the scope of employment, it is the property of the creator unless it is a scholarly work (a) created by someone who was specifically hired or required to create it or (b) commissioned by the institution. In either of these cases, the institution, not the creator, will own the intellectual property.

NOTE: The use of the terms “professionals” and “researcher,” together with faculty members and students, is intended to encompass all those individuals who routinely create scholarly works (e.g., educational, artistic, musical, literary, or architectural work). For example, if a library administrator writes a book about Louisiana History, his or her field of expertise, the institution should not assert ownership of the book.

- 5. In the case of traditional academic copyrightable work that involves significant institutional resource contributions, the institution shall reserve the right to secure rights (including but not limited to joint ownership), for example, to use the work and to recover its investment, in a contract with the creator. If a project involves the use of significant institutional resources, the creator and the institution shall agree before the project begins on the use of facilities, allocation of rights to use the work, and recovery of expenses and/or sharing of benefits from commercialization of the work.

NOTE: Institutions’ main concerns with traditional academic copyrightable works owned by professionals, faculty, non-faculty researchers, and students should be to allocate and recover resources that may be contributed to the creation of such works.

6. In addition to traditional academic copyrightable work created by professional, faculty, researcher, or student creators in their field of expertise, a creator shall own intellectual property under the following conditions:
  - a. if it is unrelated to the creator's job responsibilities and the creator made no more than incidental use of institution resources usually and customarily provided; or
  - b. if it is intellectual property that has been released to the creator in accordance with institution policy.
  
7. Institution facilities or resources shall NOT be used (a) to create, develop, or commercialize intellectual properties unrelated to an individual's employment responsibilities or (b) to develop or commercialize intellectual properties further that have been released to a creator except when approved by the institution and when the institution retains an interest under the terms of the release.

### **Organization/Management/Administration**

#### *Acknowledgment of Institutional Impact and Authority*

The Louisiana Community and Technical College System recognizes that the evaluation of inventions and discoveries and that the administration, development, and processing of patents and licensable inventions involve substantial time and expense and require special talents and experience. Therefore, the System leaves to the individual institutions under its governance the task of establishing an organizational structure for the administration of intellectual property appropriate to the institution's activities. The Chancellor of each institution has ultimate authority for the stewardship of intellectual property developed at the institution. Each institution is responsible for establishing operational guidelines and procedures for the administration of intellectual property consistent with this policy and including, but not limited to, determination of ownership, assignment, protection, licensing, marketing, maintenance of records, oversight of revenue or equity collection and distribution, and resolution of disputes among creators and/or unit executive officers.

#### *Disclosure*

All intellectual property in which the institution has an ownership interest under the provisions of this policy and that has the potential to be brought into practical use for public benefit or for which disclosure is required by law shall be reported promptly in writing by the creator to the designated institution officer through the appropriate unit executive officer(s). The disclosure shall constitute a full and complete disclosure of the subject matter of the discovery or development and identify all persons participating therein. The creator shall furnish such additional information and execute such documents from time to time as may be reasonably requested. Annually, the creator shall report to the institution proceeds and/or units distributed for all copyrightable works and intellectual property.

### *Evaluation and Exploitation Decisions*

After evaluation of the intellectual property and review of applicable contractual commitments, the institution may develop the property through licensing, may release it to the sponsor of the research under which it was made (if contractually obligated to do so), may release it to the creator if permitted by law, or may take such other actions as are determined to be in the public interest. Exploitation by the institution may or may not involve statutory protection of the intellectual property rights, such as filing for patent protection, registering the copyright, or securing plant variety certification.

### *Questions Related to Institution Ownership*

In the event there is a question as to whether the institution has a valid ownership claim in intellectual property, such intellectual property should be disclosed in writing to the institution by the creator. Such disclosure is without prejudice to the creator's ownership claim. The institution will provide the creator with a written statement as to the institution's ownership interest.

### *Abandonment of Intellectual Property*

Should the institution decide to abandon development or protection of institution-owned intellectual property, ownership may be assigned to the creator as allowed by law subject to the rights of sponsors and to the retention of a license to practice for institution purposes. The minimum terms of such license shall grant the institution the right to use the intellectual property in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, non-exclusive basis. The institution may retain more than the minimum license rights, and the assignment or license may be subject to additional terms and conditions, such as revenue sharing with the institution or reimbursement of the costs of statutory protection, when justified by the circumstances of development.

### *Commercialization by Creator*

The institution may, at its discretion and consistent with the public interest, license intellectual property to the creator on an exclusive or nonexclusive basis. The creator must demonstrate technical and business capability to commercialize the intellectual property. Agreements with creators will be subject to review and approval of conflict-of-interest issues in accordance with applicable institution policy.

### *Decision-Making Timeline*

Within 120 days of receipt of a complete intellectual property disclosure, the institution will inform the principal creator of its substantive decisions regarding protection, commercialization,

and/or disposition of intellectual property that he or she has disclosed. The institution shall be bound by any confidentiality agreement made with any external parties.

### *Disputes Policy*

Each System institution shall identify and include in its intellectual property policy a dispute resolution procedure.

### **Proceeds Distribution**

In the event that royalties are generated by intellectual property rights assigned or licensed to the institution, an appropriate share of such royalties shall be paid to the creator. The institution may recover its costs before the following conditions apply. The creator's share shall be determined by the following:

1. In cases where the institution or creator, as the case may be, assign such intellectual property rights to a research corporation under contract to an institution or to the System, the share of royalties to be paid to the creator shall be governed by the terms of the contract between the institution or System and the research corporation.
2. In cases where the intellectual property is covered by a contractual agreement with a sponsoring agency, the financial arrangements shall be in accordance with that contractual agreement as negotiated between the institution and the contracting agency.
3. In cases of sponsorship by federal agencies, compliance with the appropriate federal regulations shall be affected in the ultimate agreement.
4. In cases where the institution retains ownership of an intellectual property from a creator or creators, and/or expends funds to develop and market the intellectual property, any royalties generated will be used first to cover the expenses of filing, procuring, maintaining, and marketing the intellectual property. Forty percent of the net royalties will be paid to the creator, and sixty percent will be retained by the institution from which the intellectual property originated.
5. Net royalties on intellectual property available to institutions shall be used for research, development, and other scholarly activities and allocated one hundred percent to the institution where the intellectual property originated.
6. In instances where the institution chooses not to retain ownership of the intellectual property, the creator shall obtain permission from the institution's Chancellor, or his or her designee, before associating the institution's name, logo, etc., with the intellectual property.
7. The Board of Supervisors may approve exceptions to the established royalty distribution in extraordinary circumstances.

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.044**

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**Title: RANK, PROMOTION, DUTIES, AND RESPONSIBILITIES OF  
FACULTY AND STAFF RANK AND PROMOTION ELIGIBILITY  
FRAMEWORK FOR  
PERMANENT FULL-TIME LCTCS FACULTY MEMBERS**

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**Original Adoption:** 05/09/2007

**Effective Date:** 05/09/2007

12/31/2007

**Last Revision:** 07/11/ 2007

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Levels of academic and technical rank recognize progressive levels of achievement and stature within the postsecondary teaching profession. More than length of service, advanced ranks are recognition of quality, depth of performance, achievement, and contribution to the college by the faculty member. Special care must be taken in assigning faculty ranks to new appointees and in making promotions in rank from year-to-year. Each institution shall, in conformity with policies of the LCTCS Board of Supervisors, establish a policy setting criteria and procedures for faculty rank and promotion who are employed as permanent full-time faculty, to teach credit-bearing courses, by the institution. All institutional procedures for implementation of the policy shall be approved by the LCTCS President and the LCTCS Board of Supervisors prior to implementation. The awarding of rank is normally determined by the Chancellor/Chief Executive Officer. The approval of initial rank rests with the LCTCS System President based upon the recommendation of the Chancellor/Chief Executive Officer.

This framework addresses minimum qualifications and criteria for faculty to be considered for rank and promotion within LCTCS colleges. LCTCS colleges have the authority to increase the minimum criteria considered for each level of rank and promotion within this document. However, the Board of Supervisors must approve each college's initial policy based on the approved LCTCS framework. Subsequent college policy revisions must be approved by the System President. All faculties must meet the academic educational requirements for the level of Instructors as specified by their institutional accreditor. (Southern Association of Colleges and Schools Commission on Colleges [SACS-COC] or Council on Occupational Education [COE]).

**RANKS: Academic and Technical**

Ranks are designed to recognize levels of achievement and stature within the postsecondary teaching profession. While the terminology referencing rank is often designated as Academic and/ or Technical, the distinctions are often not distinctly separate. Provisions within this policy/

framework focus upon transferability of the course assignments in an attempt to make a clearer distinction – for example:

- Teaching courses designed for transfer and/ or
- Teaching courses that were not designed for transfer.

Instructional rank is awarded in a single discipline. In general:

- Most courses within disciplines leading to an Associate of Science (A. S.)(ex. English Instructor, Assistant Professor of Nursing, etc.), Associate of Arts (A.A.) and Associate (i.e. as in Nursing and General Studies) are designed for transfer.
- General Education courses in any degree program are designed for transfer.
- Technical courses in programs that terminate in a Career and Technical Certificate (CTC), Certificate of Technical Studies (CTS)~~C.T.S.~~, CAS Certificate of Applied Science (CAS), Technical Diploma (TD), or Associate of Applied Science (AAS)~~A.A.S.~~ content courses are not usually designed for transfer.
- Non-Credit courses are neither designed for credit nor for transfer.

#### **RANK AND PROMOTION BETWEEN THE INSTRUCTIONAL RANKS**

The following chart lists the requirements to be promoted from one rank to the next higher instructional rank. Faculty may be hired at the rank most commensurate with their educational and professional preparation. Individuals with educational attainment and/ or distinguished service within the field (i.e. Grammy Award, upper level industrial experience, etc.) may be hired within the Rank that most appropriately reflects these attainments. Institutions must provide for these instances in their plans. Faculty members teaching in programs that require certification/ licensure (i.e. required by Regents' programmatic accreditation standards, state boards, or industry standards, etc.) to teach in that program must maintain current respective certification/ licensure for that program. Faculty in clinical or similar setting or director positions may be required to meet additional requirements.

Specifically applied to the Ranks and Promotion between the Ranks, the following framework should guide the work of the colleges in the development of their institutional Rank and Promotion policies:

#### **Academic Freedom**

The Louisiana Community and Technical College System is committed to the principle of academic freedom. The principle acknowledges the right of a teacher to explore fully within the field of his/her subject as he/she believes to represent the truth. The principle also includes the right of a member of the academic staff of the System to exercise in speaking, writing, and action outside the System the ordinary rights of the American citizen, but it does not decrease the responsibility and accountability which the member of the academic staff bears to the system, the state, and the nation.

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Among the many implicit responsibilities which must be assumed by those enjoying the privileges of academic freedom shall be that of refraining from insisting upon the adoption by students or others of any particular point of view as authoritative in controversial issues.

#### **Duties of Academic Staff**

Each member of the academic staff is expected to be devoted to the accomplishment of the purposes for which the System exists: instruction, workforce and economic development, and public service. Those members of the academic staff who comprise the faculty of the System are charged to determine the educational policy of the System through deliberative action in their respective units and divisions.

#### **Responsibilities of Academic Staff**

It is a basic principle that every member of the academic staff, of whatever rank, shall be held responsible for competent and effective performance of his/her duties.

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<del>Rank</del>	<del>Time Provisions</del>	<del>Evaluation Provisions</del>	<del>Minimum Educational Provisions for Teaching Courses Designed for Transfer (1)</del>	<del>Minimum Educational Provisions for Transfer (2)</del>	<del>Formatted: Font: 8 pt</del>
<del>To: Professor From: Associate Professor</del>	<del>3 years at the rank of Associate Professor</del>	<del>Satisfactory or Above for the last 3 consecutive years</del>	<del>Masters Degree, or equivalent, relevant to the position or other highly relevant qualifications that meet course transfer requirements. Doctorate or other relevant terminal degree in field preferred.</del>	<del>May follow provisions for demonstrate other highly relevant</del>	<del>Formatted: Font: 8 pt</del> <del>Formatted: Font: 8 pt</del> <del>Formatted: Font: 8 pt</del> <del>Formatted: Font: 8 pt</del>
<del>To: Associate Professor From: Assistant Professor</del>	<del>3 years at the rank of Assistant Professor</del>	<del>Satisfactory or Above for the last 3 consecutive years</del>	<del>Masters Degree, or equivalent, relevant to the discipline, or other highly relevant qualifications that meet course transfer requirements.</del>	<del>May follow provisions for demonstrate other highly relevant</del>	<del>Formatted: Font: 8 pt</del> <del>Formatted: Font: 8 pt</del> <del>Formatted: Font: 8 pt</del>
<del>To: Assistant Professor From: Instructor</del>	<del>3 years at the rank of Instructor</del>	<del>Satisfactory or Above for the last 3 consecutive years</del>	<del>Degree relevant to the course teaching position that meets course transfer requirements. (See SACS-COC Principles).</del>	<del>May follow provisions for demonstrate other highly relevant</del>	<del>Formatted: Font: 8 pt</del>
<del>Instructor</del>	<del>Initial Employment as applicable.</del>	<del>Not Applicable at initial hire.</del>	<del>A. General Education faculty: 18 graduate hours in the teaching discipline, a Master's Degree in the teaching discipline, or a Doctorate in the discipline. B. Faculty teaching courses transferring to a baccalaureate degree: 18 graduate hours in the teaching discipline, or a Doctorate in the discipline. C. Faculty teaching courses not designed for transfer into a baccalaureate degree: Bachelor's degree in the teaching discipline or Associate's degree and demonstrated competencies in the teaching discipline.</del>	<del>A. Faculty teaching Associate degree courses not designed for transfer to the baccalaureate degree: Bachelor's degree in the teaching discipline or demonstrated competencies in the teaching discipline. Principles of Accreditation 3.7.1. (SACS-COC) B. COE accredited institutions: Faculty has at least a high school diploma (or its equivalent) and demonstrated competency in the technical areas of instructions. (COE Objective 8-B-2). C. COE accredited institutions: Faculty teaching General Education courses in an Associate degree program: a Bachelor's degree with 15 semester (or 23 quarter) hours in the teaching discipline. (In</del>	<del>Formatted: Font: 8 pt</del>

			<del>D. Other highly relevant qualifications as approved by SACS-COC Principles of Accreditation 3.7.1. (SACSCOC)</del>	<del>Formatted: Font: 8 pt</del> <del>considered in lieu of formal academic preparation). (COE Objective 8-B-2)</del>
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Associate degree. (In exceptional cases, evidence of outstanding experience and skills in the technical field may be considered in lieu of formal academic preparation). (COE Objective 8-B-2)

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...state regulatory agencies. (COE Objective 8-B-2)

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Note: Faculty teaching remedial/developmental courses and/or teaching non-degree occupational or certificate courses (outside of an Associate Degree) must follow their respective institutional accreditor's guidelines.

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- (1) Degrees for teaching courses designed for transfer (i.e. transferring from one associate degree to another associate degree designed for transfer [ex. A.A., A.S., Associate, etc.] or transferring to the baccalaureate degree level, etc.) must be awarded from regionally-accredited institutions. (See the Council for Higher Education Accreditation [CHEA] directory.)
- (2) Degrees for teaching courses not designed for upward transfer should be from accredited institutions; but, the degrees are not required to be awarded, necessarily, from regionally-accredited institutions.

Colleges offering primarily workforce training may opt to create an additional framework for levels of Instructor (i.e. Advanced Instructor, Senior Instructor, Master Instructor, etc.). This would be an institutional decision. [It should be noted, however, that the eligibility for tenure begins at the Assistant Professorial level. See BoR Policy Section II, 4.1 (4.01.05).] The institutional framework should be included within the Institutional Policy and Procedures for Board approval. The following documents should also be included with the Institutional Policy and Procedures for Rank and Promotion for review and Board approval: institutional organizational chart, faculty portfolio (example), description of the Peer Review Process.

#### **Definition of Terms**

Adjunct Faculty: term refers to faculty members holding contracts (or letters of appointment) to teach less than a normal, full-time course load or to teach less than a full session on a semester-by-semester or summer term basis. Adjunct faculty members' contracts contain no guarantee of continued employment.

Assistant Professor: term refers to faculty members who demonstrate good teaching, good student relations, active and recognizably positive contributions to the college; a faculty member, at the rank of Assistant Professor, has demonstrated a genuine contribution to the college's mission in fulfilling the purposes of a community/technical college. The faculty member, at the rank of Assistant Professor, shall have demonstrated collegiate and definite contribution in assigned areas of activity and in the overall development of instructional programs.

Associate Professor: term refers to faculty members who, in addition to those qualities demonstrated by the Assistant Professor, show continuous improvement and contribute to the college and the students. The faculty member, at the rank of Associate Professor, has demonstrated definite leadership in assigned areas of activity and in the overall development of programs. The faculty member, at the rank of Associate Professor, shall have earned recognition for educational leadership within the college for contributing to the mission and purposes of a community and technical college.

Emeritus Titles: term refers to the honorary title of Emeritus as addressed within LCTCS Academic Policy 1.030

Faculty: term generally refers to members of the instructional staff, of each college, holding the rank of Instructor (or higher) engaged in instruction, library services, artistic, and/or investigative positions. The head of each college, and its academic officer, shall be considered members of the faculty. Faculty may be hired and hold other title designations outside those of ranked positions.

These other designations may include, not be limited to, positions such as Lecturer, Artist-in-Residence, Visiting Instructor, Critic Teacher, etc. These titles, however, fall outside of the promotion-in-rank framework and eligibility criteria for promotion.

Full-Time Faculty: term refers to faculty placed under contract (or under a letter of appointment) with a designation within the four specified ranks described by this framework absent a reference to Temporary or Adjunct status. This designation is also referred to by the term “permanent” full-time faculty. Faculty employed on a temporary basis, on a part-time basis, or who are hired with titles outside of the designated ranks, specified within

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this framework, are not eligible for promotion until such time as their contractual status and their designations are changed to become a part of the specified faculty ranks described within this policy. Full-time faculty may be reflected within nine-month or twelve-month contracts/ letters of appointment. Only full time faculty members are eligible for promotion in rank.

Initial Rank: terms refers to the instructional rank approved for a college’s faculty members at the time immediately following Board approval of the college’s first institutional policy as adopted under this System policy.

Instructor: term refers to a faculty member, who’s primary responsibilities include teaching, advising, and service to the college. These duties include professional development and institutional service (all areas). The faculty member, serving at the rank of Instructor, should have a strong understanding of and a belief in the mission and purposes of a community/technical college.

Portability of Rank: term refers to the residual value of rank at one institution when faculty move to, transfer to, or are hired by another institution. Institutions have the option of awarding rank based on previously earned rank from another college or university. Faculty reassigned to a similar position or an administrative faculty position, within the same college, shall retain their instructional rank. Eligibility for further promotion, within the ranks, would be an institutional matter.

Promotion-in-Rank: term refers to the upward progression of recognized title designations which attempt to convey quality and depth of performance, achievement, and contribution to the college by the faculty members upon which the progressive titles in rank are awarded. Progression-in-rank does not mandate salary increase upon promotion in rank. These are institutional policy matters and are beyond the scope of the framework being established by this policy.

Professor: term refers to faculty members who, in addition to those qualities demonstrated by the Associate Professor, exemplifies an outstanding faculty member who has demonstrated excellence in assigned areas: of instruction, professional development, and in the total learning process for the college. This rank is recognition of quality and depth of performance and achievement rather than length of service. The faculty member, at the rank of Professor, shall have earned recognition for contributions of and a belief in the purposes of a community/technical college as well as for contributions to his/her discipline.

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Relevant Degree (Baccalaureate/ Masters): term refers to a degree from an appropriately accredited institution of higher education relating to the faculty member's field of instruction as reflected by their credit-bearing course subject area(s) of instruction. (i.e. discipline).

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.044**

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**Title: RANK, PROMOTION, DUTIES, AND RESPONSIBILITIES OF  
FACULTY AND STAFF**

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**Authority:** Board Action

**Original Adoption:** 05/09/2007

**Effective Date:** 05/09/2007

12/31/2007

**Last Revision:** 07/11/ 2007

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Levels of academic and technical rank recognize progressive levels of achievement and stature within the postsecondary teaching profession. More than length of service, advanced ranks are recognition of quality, depth of performance, achievement, and contribution to the college by the faculty member. Special care must be taken in assigning faculty ranks to new appointees and in making promotions in rank from year-to-year. Each institution shall, in conformity with policies of the LCTCS Board of Supervisors, establish a policy setting criteria and procedures for faculty rank and promotion who are employed as permanent full-time faculty, to teach credit-bearing courses, by the institution. All institutional procedures for implementation of the policy shall be approved by the LCTCS President and the LCTCS Board of Supervisors prior to implementation. The awarding of rank is normally determined by the Chancellor/Chief Executive Officer. The approval of initial rank rests with the LCTCS System President based upon the recommendation of the Chancellor/Chief Executive Officer.

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**LOUISIANA'S COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.047**

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**Title: PROGRAM HEALTH INDEX**

Authority: Board Action	Original Adoption: 12/09/2015
	Effective Date: 12/09/2015
	Last Revision: Initial

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The Program Health Index assesses program performance ~~in terms of *Our Louisiana 2020: Building the Workforce of Tomorrow* and~~ in terms of alignment with regional and state-wide workforce demands while recognizing the need for programmatically performance and fiscal sustainability. This assessment will support decisions related to program continuation; expansion; resource allocation; and / or program discontinuation. This policy sets forth due process guidelines for conducting the analysis.

**Scope**

This policy applies to all academic, career and technical instructional credit programs (programs, hereafter) at all colleges.

**Objectives**

To assess the relevancy, sustainability, effectiveness, and efficiency of program offerings, the program health index will:

- ~~1. Assess program performance in terms of advancing the goals of *Our Louisiana 2020: Building the Workforce of Tomorrow (Our Louisiana 2020, hereafter)*;~~
1. Assess program alignment with high-demand, high-wage jobs; and
2. Assess programmatically performance; and
- ~~2,3.~~ 3. Assess program fiscal health.

**Procedure**

All programs will be assessed at least once every three years. Institutions will develop a cycle of review in consultation with the System President. The attached templates will be used as the reporting instruments, the format of which can be adjusted by the System President as appropriate. ~~When available, Council on Occupational Education (COE) reports can be used to supplement the reporting templates so long as all aspects of the reporting templates are addressed with available~~

~~information.~~ Upon receipt of a completed report, the System President will assess the program's health. The System President may make recommendations to the college's Chancellor or Director and / or the Board of Supervisors based on analyses conducted under the guidance of this policy.

**Overview of Criteria Used in Analysis**

**Non-transfer Programs / Programs Intended to Prepare Students for a Career:** use the attached non-transfer template to provide the following information (if such information is available and can be gathered in a timely manner):

**Program Overview**

- Program CIP code
- Program title
- Program STAR Rating
- Types of awards offered

**Program's Focus on Students (Our Louisiana 2020: Goals 1, 2, and 4)**

- Number of graduates
- Average graduate salaries
- Number of enrolled students

**Program's Link to the Community (Our Louisiana 2020: Goal 5)**

- Number of partnerships
- Regional demand for graduates

**Program's Foundational Support (Our Louisiana 2020: Goal 6)**

- Assets / foundation support secured for program initiatives

**Program's Fiscal Health**

- Revenue / Cost analysis
- Average annual costs to students

**Chancellor / Director Recommendation on Program's Future**

- Chancellor / Director will make a recommendation in terms of program continuation; expansion; resource allocation; and/or program discontinuation

**Transfer Programs / Programs Intended to Prepare Students for a 4-Year Institution:** use the attached template to provide the following information (if such information is available and can be gathered in a timely manner):

**Program Overview**

- Program CIP code
- Program title

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• Types of awards offered

**Program's Focus on Students (Our Louisiana 2020: Goals 1, 2, and 4)**

• Number of graduates

• Number of students enrolled

• Number of transfers

2

**Program's Link to the Community (Our Louisiana 2020: Goal 5)**

• Number of partnerships

**Program's Foundational Support (Our Louisiana 2020: Goal 6)**

• Assets / foundation support secured for program initiatives

**Program's Fiscal Health**

• Cost / Revenue analysis

• Average annual costs to students

**Chancellor / Director Recommendation on Program's Future**

• Chancellor / Director will make a recommendation in terms of program continuation; expansion; resource allocation; and/or program discontinuation

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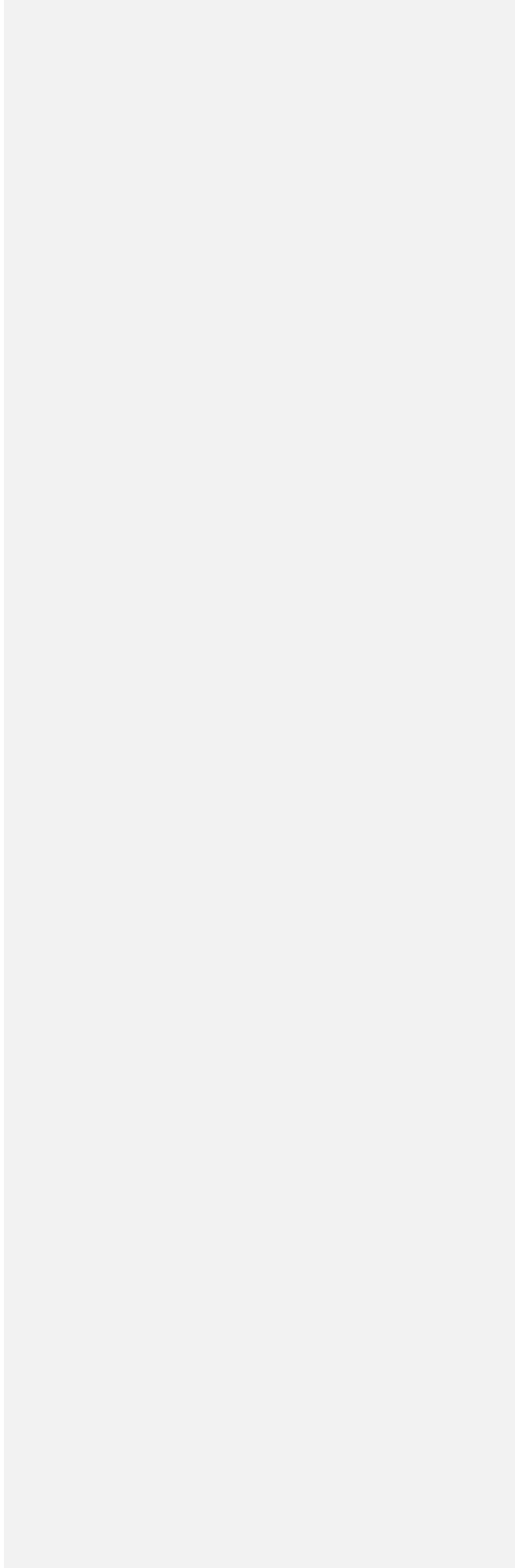
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**LOUISIANA’S COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.047**

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**Title: PROGRAM HEALTH INDEX**

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Authority: Board Action

Original Adoption: 12/09/2015

Effective Date: 12/09/2015

Last Revision: Initial

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The Program Health Index assesses program performance in terms of alignment with regional and state-wide workforce demands while recognizing the need for programmatic performance and fiscal sustainability. This assessment will support decisions related to program continuation; expansion; resource allocation; and / or program discontinuation. This policy sets forth due process guidelines for conducting the analysis.

**Scope**

This policy applies to all academic, career and technical instructional credit programs (programs, hereafter) at all colleges.

**Objectives**

To assess the relevancy, sustainability, effectiveness, and efficiency of program offerings, the program health index will:

1. Assess program alignment with high-demand, high-wage jobs;
2. Assess programmatic performance; and
3. 3. Assess program fiscal health.

**Procedure**

All programs will be assessed at least once every three years. Institutions will develop a cycle of review in consultation with the System President. The attached templates will be used as the reporting instruments, the format of which can be adjusted by the System President as appropriate. Upon receipt of a completed report, the System President will assess the program’s health. The System President may make recommendations to the college’s Chancellor or Director and / or the Board of Supervisors based on analyses conducted under the guidance of this policy.