



**COURSE COMPETENCY
COMPARISON CHART**



<u>Community College Course Name</u> Applied Petrochemical Technology	<u>High School Course Name</u> Principles of Technology
<u>Community College Course Number</u> CTEC 1401-4 credit hours/96 contact hours	<u>PEIMS Number/Academic Record Code</u> 13037100 (1 credit) / 2 CTE hours

HIGH SCHOOL COURSE LEARNER OUTCOMES Princ of Tech.

(a) **General Knowledge.** . General requirements. This course is recommended for students in Grades 10-12. Prerequisites: one unit of high school science and Algebra I. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a Required Secondary Curriculum).

(b) Introduction. .

- (1) **Principles of Technology.** In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices.
- (2) **Nature of science.** Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.
- (3) **Scientific inquiry.** Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.
- (4) **Science and social ethics.** Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods and ethical and social decisions that involve the application of scientific information.
- (5) **Scientific systems.** A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

(c) Knowledge and skills

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

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(A) demonstrate safe practices during laboratory and field investigations; and

Yes
 No

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.

Yes
 No

(2) The student uses a systematic approach to answer scientific laboratory and field investigative questions. The student is expected to:

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(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section;

Yes
 No

(B) know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories;

Yes
 No

(C) know that scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but may be subject to change as new areas of science and new technologies are developed;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(D) distinguish between scientific hypotheses and scientific theories;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(E) design and implement investigative procedures, including making observations, asking well-defined questions, formulating testable hypotheses, identifying variables, selecting appropriate equipment and technology, and evaluating numerical answers for reasonableness;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(F) demonstrate the use of course apparatus, equipment, techniques, and procedures, including multimeters (current, voltage, resistance), triple beam balances, batteries, clamps, dynamics demonstration equipment, collision apparatus, data acquisition probes, discharge tubes with power supply (H, He, Ne, Ar), hand-held visual spectrometers, hot plates, slotted and hooked lab masses, bar magnets, horseshoe magnets, plane mirrors, convex lenses, pendulum support, power supply, ring clamps, ring stands, stopwatches, trajectory apparatus, tuning forks, carbon paper, graph paper, magnetic compasses, polarized film, prisms, protractors, resistors, friction blocks, mini lamps (bulbs) and sockets, electrostatics kits, 90-degree rod clamps, metric rulers, spring scales, knife blade switches, Celsius thermometers, meter sticks, scientific calculators, graphing technology, computers, cathode ray tubes with horseshoe magnets, ballistic carts or equivalent, resonance tubes, spools of nylon thread or string, containers of iron filings, rolls of white craft paper, copper wire, Periodic Table, electromagnetic spectrum charts, slinky springs, wave motion ropes, and laser pointers;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(G) use a wide variety of additional course apparatus, equipment, techniques, materials, and procedures as appropriate such as ripple tank with wave generator, wave motion rope, micrometer, caliper, radiation monitor, computer, ballistic pendulum, electroscope, inclined plane, optics bench, optics kit, pulley with table clamp, resonance tube, ring stand screen, four-inch ring, stroboscope, graduated cylinders, and ticker timer;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(H) make measurements with accuracy and precision and record data using scientific notation and International System (SI) units;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(I) identify and quantify causes and effects of uncertainties in measured data;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(J) organize and evaluate data and make inferences from data, including the use of tables, charts, and graphs;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(K) communicate valid conclusions supported by the data through various methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(L) express and manipulate relationships among physical variables quantitatively, including the use of graphs, charts, and equations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	CTEC 1401
(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

(C) draw inferences based on data related to promotional materials for products and services;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(D) explain the impacts of the scientific contributions of a variety of historical and contemporary scientists on scientific thought and society;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(E) research and describe the connections between physics and future careers; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(F) express and interpret relationships symbolically in accordance with accepted theories to make predictions and solve problems mathematically, including problems requiring proportional reasoning and graphical vector addition.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(4) The student uses the scientific process to investigate physical concepts. The student is expected to	CTEC 1401
(A) understand that scientific hypotheses are tentative and testable statements that must be capable of being supported by observational evidence;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(B) understand that scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(C) design and implement investigative procedures;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(D) demonstrate the appropriate use and care of laboratory equipment;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(E) demonstrate accurate measurement techniques using precision instruments;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(F) record data using scientific notation and International System (SI) of units;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(G) identify and quantify causes and effects of uncertainties in measured data;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(H) organize and evaluate data, including the use of tables, charts, and graphs;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(I) communicate conclusions supported through various methods such as laboratory reports, labeled drawings, graphic organizers, journals, summaries, oral reports, or technology-based reports; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(J) record, express, and manipulate data using graphs, charts, and equations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(5) The student demonstrates appropriate safety techniques in the field and laboratory environments. The student is expected to:	CTEC 1401
(A) master relevant safety procedures;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(B) follow safety guidelines as described in various manuals, instructions, and regulations;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(C) identify and classify hazardous materials and wastes; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(D) make prudent choices in the conservation and use of resources and the disposal of hazardous materials and wastes appropriately.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(6) The student uses critical-thinking, scientific-reasoning, and problem-solving skills. The student is expected to:	CTEC 1401
(A) analyze and evaluate scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(B) communicate and apply scientific information;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(C) explain the societal impacts of scientific contributions; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(D) research and describe the connections between technologies and future career opportunities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(7) The student describes and applies the laws governing motion in a variety of situations. The student is expected to:	CTEC 1401
(A) generate and interpret relevant equations using graphs and charts for one- and two-dimensional motion, including:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

(i) using and describing one-dimensional equations for displacement, distance, speed, velocity, average velocity, acceleration, and average acceleration;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(ii) using and describing two-dimensional equations for projectile and circular motion; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(iii) using and describing vector forces and resolution;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(B) describe and calculate the effects of forces on objects, including law of inertia and impulse and conservation of momentum;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(C) develop and interpret free-body force diagrams; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(D) identify and describe motion relative to different frames of reference.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(8) The student describes the nature of forces in the physical world. The student is expected to:	CTEC 1401
(A) research and describe the historical development of the concepts of gravitational, electromagnetic, weak nuclear, and strong nuclear forces;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(B) describe and calculate the magnitude of gravitational forces between two objects;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(C) describe and calculate the magnitude of electrical forces;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(D) describe the nature and identify everyday examples of magnetic forces and fields;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(E) describe the nature and identify everyday examples of electromagnetic forces and fields;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(F) characterize materials as conductors or insulators based on their electrical properties;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(G) design and construct both series and parallel circuits and calculate current, potential difference, resistance, and power of various circuits;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(H) investigate and describe the relationship between electric and magnetic fields in applications such as generators, motors, and transformers; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(I) describe technological applications of the strong and weak nuclear forces in nature.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(9) The student describes and applies the laws of the conservation of energy and momentum. The student is expected to:	CTEC 1401
(A) describe the transformational process between work, potential energy, and kinetic energy (work-energy theorem);	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(B) use examples to analyze and calculate the relationships among work, kinetic energy, and potential energy;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(C) describe and calculate the mechanical energy of, the power generated within, the impulse applied to, and the momentum of a physical system; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(D) describe and apply the laws of conservation of energy and conservation of momentum.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(10) The student analyzes the concept of thermal energy. The student is expected to:	CTEC 1401
(A) describe how the macroscopic properties of a thermodynamic system such as temperature, specific heat, and pressure are related to the molecular level of matter, including kinetic or potential energy of atoms;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(B) contrast and give examples of different processes of thermal energy transfer, including conduction, convection, and radiation; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(C) analyze and explain technological examples such as solar and wind energy that illustrate the laws of thermodynamics, including the law of conservation of energy and the law of entropy.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

(11) The student analyzes the properties of wave motion and optics. The student is expected to:	CTEC 1401
(A) examine and describe oscillatory motion and wave propagation in various types of media;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(B) investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(C) investigate and calculate the relationship between wavespeed, frequency, and wavelength;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(D) compare and contrast the characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and longitudinal waves, including sound waves;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(E) investigate behaviors of waves, including reflection, refraction, diffraction, interference, resonance, and the Doppler effect;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(F) describe and predict image formation as a consequence of reflection from a plane mirror and refraction through a thin convex lens; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(G) describe the role of wave characteristics and behaviors in medical and industrial technology applications.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(12) The student analyzes the concepts of atomic, nuclear, and quantum phenomena. The student is expected to:	CTEC 1401
(A) describe the photoelectric effect and the dual nature of light;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(B) compare and explain emission spectra produced by various atoms;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(C) describe the significance of mass-energy equivalence and apply it in explanations of phenomena such as nuclear stability, fission, and fusion;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(D) (D) describe the role of mass-energy equivalence for areas such as nuclear stability, fission, and fusion; and	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(E) explore technology applications of atomic, nuclear, and quantum phenomena such as nanotechnology, radiation therapy, diagnostic imaging, and nuclear power.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Source: The provisions of this §130.371 adopted to be effective August 23, 2010, 34 TexReg 5941; amended to be effective December 20, 2010, 35 TexReg 11237.</i>	

OUTCOMES OF CTEC 1401

Suggested Prerequisite: Technical algebra or equivalent

Course Level: Introductory

Course Description: Instruction in the basic principles of physics and their application to process facilities. Topics include physical laws and properties and how these relate to the operation of processes.

End-of-Course Outcomes: Define terms and principles of applied physics; solve problems using basic laws of physics; and use principles of physics to perform calculations on the operation of plant equipment.

Lab Recommended

CIP Code Description: 41.0301 (Chemical Technology/Technician)

Effective Date: September 1, 2011

**Source: Texas Higher Education Coordinating Board. "Lower Division Academic Course Guide Manual." 2013.
<http://www.thecb.state.tx.us/reports/pdf/2969.pdf?CFID=2721548&CFTOKEN=67527501>*

ADDITIONAL COURSE OUTCOMES OF CTEC 1401

***Please attach a current course syllabus.**

BA Woodall Jr

College Faculty Name (Printed)



Faculty Signature

4-19-2016

Date Reviewed

College Faculty Name (Printed)

Faculty Signature

Date Reviewed

**DISTRICT PLAN FOR TEACHING THE TEKS NOT ADDRESSED NOR AN
EXPECTATION/LEARNER OUTCOME OF CTEC 1401**

Student Expectation (SE#)	Activity/Lesson	Responsible Person

District Representative

Signature

Date of Plan

District Representative

Signature

Date of Plan

Course Syllabus

Course Name

Instructor Contact Information

Instructor: Ed Bauman	Office/Additional Phone: 281 425 6543	
Office: TV2-102	Office Hours: 3-7:30PM Tue/Thur	
E-mail: ebauman@lee.edu	(or hours of availability) By Appointment	
Chair: Jim Richardson	Website/Alternative Contact: _____	
Secretary: Phoebe Meguess		
Dean: Layton Childress		

Welcome to

Course Title: CTEC 1401-F01A&B	Term: SPRING	
Course Subject: Applied Petrochemical Tech.	Year: 2016	
Course Section: F01A and B	Class Days: Tue/Thur	
Credit Hours: 4	Class Times: 7:30-10:00PM	
Classroom Location: TV1-207		

Course Overview/ Catalog Description:

Introduction to Physics and Chemistry

Student Learning Outcomes:

The students will be taught the basics of both Physics and Chemistry with a minimum use of technical terminology.

In our efforts to prepare students for a changing world, students may be expected to utilize computer technology while enrolled in classes, certificate, and/or degree programs within Lee College. The specific requirements are listed below:

(Examples only - please delete and list your specific requirements here): Online quizzes, online assignment submissions, Microsoft Word document submissions, discussion boards, etc.

Getting ready

Prerequisites: _____

Required Material: Text Book, Pencil#2, Scantrons for test.

Optional Materials: basic calculator, and notebook

or Reference Texts: _____

Instructor Guidelines and Policies

This section can be customized for individual instructor preferences (e.g. attendance policy, late work acceptance, netiquette, make-up exams, lab schedules/requirements etc.) Faculty: See policy on absences (see policies FC Legal and FC local at <http://pol.tasb.org/Home/Index/579>)

Attendance: _____

Assignments: Both in class and posted to Blackboard
Make-up Exams: By Appointment
Cell phones and Computers: Out of sight

GRADE DETERMINATION-- PLEASE ADJUST ACCORDING TO YOUR NEEDS

Itemized break out of points available. These should be as consistent as possible across all sections of an individual course.

Your grade will be determined by the following	Details	Points (if applicable)	Percent of Final Average
Chapter test			60
Class Participation			10
Lab Grade			30
Total:			100%

LETTER GRADE ASSIGNMENT:

Letter Grade	Final Average in Percent
A	89.5 – 100
B	79.5 – 89.4
C	69.5 – 79.4
D	59.5 – 69.4
F	< 59.5

This space will be filled out once the course overview, catalog description, and student learning outcomes are complete.

Tentative Instructional Outline:

Instructor reserves the right to modify this syllabus as needed during the course.

Week Number	Activities and Assignment	Objectives and Details
1	Chapter 1	Lecture and lab
2	Chapter2	Lecture and lab
3	Chapter 3	Lecture and lab
4	Chapter 4	Lecture and lab
5	Chapter 5	Lecture and lab
6	Chapter 6	Lecture and lab
7	Chapter7	Lecture and lab
8	Chapter 8	Lecture and lab
9	Chapter8	Lecture and lab
10	Chapter9	Lecture and lab
11	Chapter10	Lecture and lab
12	Chapter11	Lecture and lab

Week Number	Activities and Assignment	Objectives and Details
13	Chapter12	Lecture and lab
14	Chapter13	Lecture and lab
15		
16		

Lee College is Committed to Your Success

Your success is our primary concern! Lee College is dedicated to providing quality instruction and services to all of the students enrolled. Students who are having difficulty with classes, with student services, with other students, or are considering withdrawing from the college for other reasons are urged to speak with a counselor or advisor before dropping a class or failing to attend classes on a regular basis. We can provide assistance with academic needs, ADA accommodations, classroom difficulties, financial concerns, and other issues.

The Information Technology Help Desk

The Information Technology Help Desk (IT Help Desk) is your first point of contact when in need of urgent computer assistance. Contact the Help Desk at 281-425-6952 or email helpdesk@lee.edu.

Library

The Lee College Library extends its facilities and resources to students, faculty, staff, and community members. Located on the first floor of the Advanced Technology Center (ATC). Library hours are posted on the front door and on the library's website www.lee.edu/library/ 281.425.6584.

The Writing Center: BH 225

The college provides a writing lab staffed by paraprofessionals and peer tutors for students enrolled in all Lee College courses. Students are encouraged to visit the lab to obtain help with reading and writing assignments. Call 281.425.6534 for hours.

ATC Open Computer Lab: ATC, 208

The college provides computer access and support to all college students, faculty and staff, providing adequate access to up-to-date computing resources and services. The open computer lab offers 25 networked computers (Windows 7) with a variety of campus software, including, Microsoft Office Suite 2010. The open lab also offers printing and quick scanners for student use. Lab assistants are always on duty to help. Call 281.425.6493 for updated lab hours each semester.

Math Lab: BH 113

The college provides a math lab staffed by peer tutors and paraprofessionals for students enrolled in math classes, both developmental and college credit. Students are encouraged to visit the lab to obtain help with their course assignments. Students enrolled in developmental math classes may work independently at the computer work stations by utilizing the computer software and video lessons which accompany their textbook. Call 281.425.6891 for hours.

Counseling Center, Rundell Hall

Lee College employs a staff of professional counselors and advisors whose major tasks include helping students select courses in which they can succeed and that lead to the realization of their educational and career goals. Call 281-425-6384, <http://www.lee.edu/counseling/>

Incomplete Grades

A grade of "I" indicates incomplete work resulting from illness or other unavoidable circumstances. To be eligible to receive an "I" students must have completed at least 75 percent of the work required for the course in question during the original term of enrollment. To receive an "I," a student must enter into a contract with the instructor of the course regarding the work that is to be completed and the grade the student will receive in the event that the work is not completed. The remaining work must be completed within one semester unless extenuating circumstances require a longer period for completion. Instructors have the right to submit any grade at any time to replace an "I" grade, with a grade of "F."

Communication

Lee College email is the official form of communication between the college and its students. For information on how to forward myLC email to a personal email account, see the college website <http://www.lee.edu/it/files/2012/03/forwarding-email.pdf>.

Academic Honesty

Academic honesty is essential to the maintenance of an environment where teaching and learning take place. It is also the foundation upon which students build personal integrity and establish standards of personal behavior. Lee College expects and encourages all students to contribute to such an environment by observing the principles of academic honesty outlined in the College's Academic Honesty Code which is detailed in Chapter Three of the Lee College Catalog under Academic Honesty. It is the student's responsibility to understand and comply with this code. Please refer to the Academic Honesty Code online at <http://www.lee.edu/academic-honesty-code/> for more information.

Copyright and Intellectual Property

Lee College students must adhere to federal copyright law in the use of others' works and should follow "fair use" guidelines. Student works created as part of instruction are protected under these laws. For assistance interpreting college policies CT Legal and CT Local (<http://pol.tasb.org/Policy/Search/579?filter=copyright>), please contact the Lee College library.

Americans with Disabilities Act (ADA)

Lee College is committed to providing all students equal access to learning opportunities as required by the Vocational Rehabilitation Act of 1973, Title V, Section 504 and the Americans with Disabilities Act of 1990 (ADA). Disability Services (DS) is the campus unit that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the professor early in the semester. Students who have, or think they may have, a disability, are invited to contact DS for a confidential discussion at (281)-425-6384 or at klow@lee.edu. DS is located in the Counseling Center in Rundell Hall. Additional information is available at the DS website <http://www.lee.edu/counseling/disabilities>.

Dropping the Class

It is your responsibility to understand the College's procedure for dropping a class. If you stop attending this class and do not follow proper procedures for dropping the class, you will receive a failing grade. To drop a class, you must go to the Registrar's office to complete and turn in a drop slip. Failure to properly withdraw from classes will have a detrimental effect on your grade point average.

Withdrawal Policy

Withdrawal from the course after the official day of record and prior to "W" Day will result in a final grade of "W" on your transcript. No credit will be awarded for a course earning a "W." If you stop attending class, you must withdraw at the registration office prior to "W" day. If you stop attending class and do not officially withdraw by **ENTER W DATE HERE**, you will receive an "F" for the course.

Additional College Policies and Procedures

Students are expected to refer to the current college catalog at <http://www.lee.edu/catalog> for policies and procedures related to admission, registration, enrollment, tuition, fees, financial aid, student life, student rights, and student services.

Six Drop Rule

Students who enrolled in Texas public institutions of higher education as first-time college students during the Fall 2007 term or later are subject to section 51.907 of the Texas Education Code, which states that an institution of higher education may not permit a student to drop (withdraw with a grade of "W") from more than six courses, including courses that a transfer student has previously dropped at other Texas public institutions of higher education that have already been counted against their six drop limit. Each student should fully understand this drop limit before you drop any course. Please see a Counselor or Advisor in our Student Services area for additional information and assistance. **This policy does not affect developmental or ESOL students.**

FERPA

The academic, financial, and non-directory information on your student account is confidential and protected by the Family Educational Rights & Privacy Act (FERPA). Lee College cannot release certain information to another person without your written authorization.

Student Behavior Expectations

Students are expected to conduct themselves appropriately while on College property or in an online environment. Students may receive disciplinary action up to and including suspension, if they violate System or College rules, disrupt classes, or interfere with the opportunity of others to obtain an education. Students who pose a threat to the safety of others will be subject to immediate withdrawal from the classroom, campus environment, and/or online environment, as well as face subsequent criminal charges, as appropriate.

Internet and E-mail

Lee College provides computing and network resources. You are encouraged to use the computers, software packages, and electronic mail (e-mail) for educational activities and to facilitate the efficient exchange of useful information. The equipment, software, and network capacities provided are the property of the College. Use of the equipment and networks is to comport with the policies and procedures, and access may be denied to any student who fails to comply with the stated policies and procedures regarding its use.

Access to the College's e-mail and similar electronic communications systems are a privilege and certain responsibilities accompany that privilege. All users are expected to demonstrate the same level of ethical and professional manner, as is required in face-to-face or written communications. Threatening, anonymous, or forged messages will be treated as a violation of this policy. Please refer to the Acceptable Use Policy online at <http://www.lee.edu/it/acceptable-use-policy/> for additional information.

Evaluation of Instruction

Lee College is committed to student success. As part of its' institutional effectiveness efforts, our instructors are assessed in several ways. For the continuous improvement of our instruction, all students are encouraged to provide input for each course they take each semester using the Course Evaluations Questionnaire, which can be accessed online or face-to-face for each course. This occurs approximately half way through your course and your instructor will provide you more information on this process. The department chairs and deans review these evaluations each semester.

Security

On Campus

Ext. 6475: Regular business hours
Ext. 6888 or 9.281.683.1449: 24 hours
Red phone in hall of each building.
Pick up receiver and wait for a security officer to answer.
Local Emergency: Dial 9.911 (for fire, police, ambulance)

Off Campus

Campus Security: 281.683.1449
Local Emergency: 911