# SLCC
## SOUTH LOUISIANA COMMUNITY COLLEGE

# FACULTY RESOURCE FOLDER 2021-2022

# SLCC

## SOUTH LOUISIANA COMMUNITY COLLEGE

Welcome to South Louisiana Community College (SLCC)!

SLCC's mission is to transform and enrich the lives of individuals and communities. SLCC commits to providing skills and knowledge through a dynamic learning environment where students realize their potential, compete in today's global economy, and strive to solve the complex problems of tomorrow.

We are excited to have you as part of our faculty. Whether this is your first semester teaching with us or your tenth, we are grateful for the expertise you provide to our students.  In an effort to streamline processes, we have developed a resource packet to prepare you for the upcoming semester. Our purpose is to provide you with the essential information and tools needed to promote academic excellence. Please review the resource packet and reach out to your department chair with any questions.

Again, thank you for your contributions to the college and have a great semester.

- The Office of Academic Affairs

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# SLCC
SOUTH LOUISIANA COMMUNITY COLLEGE

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## ❶ Lafayette Campus
## ❹ Evangeline Campus
## ❺ Franklin Campus
## ❻ Gulf Area Campus
## ❼ New Iberia Campus
## ❽ T.H. Harris Campus
## ❾ Young Memorial Campus

## Our **Programs**

- Application Software Development (AAS, TD)
- Automotive Technology (TD)
- Aviation Maintenance Technology (AAS, TD)
- Business (AS)
- Business Administration (AAS)
- Civil, Surveying & Mapping Technology (AAS, TD)
- Commercial/Industrial Electrical Technician (TD)
- Cosmetology (TD)
- Criminal Justice (AS)
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- Digital Media Design (AAS, TD)
- Drafting & Design Technology (AAS, TD)
- General Studies (AGS)
- Heating, A/C & Refrigeration (TD)
- Helicopter Aviation (AAS)

- Industrial/Agriculture Mechanics Technology (TD)
- Industrial Electronics Technology (TD)
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- Louisiana Transfer – Science (AA)
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- Nondestructive Testing (TD)
- Registered Nursing (AS)
- Oil & Gas Production Technology (TD)
- Paramedic (AAS, TD)
- Practical Nursing (TD)
- Welding (TD)
- *(AA) Associate of Arts*
- *(AAS) Associate of Applied Science*
- *(AS) Associate of Science*
- *(TD) Technical Diploma*
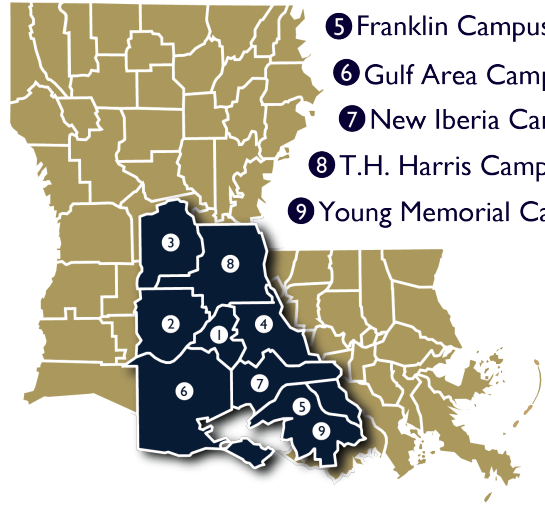
## Our **Campuses**

**1 Lafayette Campus**
337.521.9000
admissions@solacc.edu

**2 Acadian Campus**
337.788.7521
acadian@solacc.edu

**3 C.B. Coreil Campus**
337.363.2197
cbcoreil@solacc.edu

**4 Evangeline Campus**
337.394.6466
Evangeline@solacc.edu

**5 Franklin Campus**
337.413.8746
franklin@solacc.edu

**6 Gulf Area Campus**
337.893.4984
gulfarea@solacc.edu

**7 New Iberia Campus**
337.373.0172
newiberia@solacc.edu

**8 T. H. Harris Campus**
337.943.1518
thharris@solacc.edu

**9 Young Memorial**
985.380.2957
youngmemorial@solacc.edu

## FALL 2021 CALENDAR
### (Subject to Change)

| Calendar Key Information | 15-Week Aug 16-Dec 4 | 1st 8-Week Aug 16-Oct 11 | 2nd 8-Week Oct 12-Dec 10 | 12-Week Sept 14-Dec 10 | 1st 4-Week Aug 16-Sept 13 | 2nd 4-Week Sept 14-Oct 11 | 3rd 4-Week Oct 12-Nov 10 | 4th 4-Week Nov 11-Dec 10 | 17-week Aug 16-Dec 18 |
|---|---|---|---|---|---|---|---|---|---|
| Priority Registration Period for Fall 2021 | Mar 08-21 | Mar 08-21 | Mar 08-21 | Mar 08-21 | Mar 08-21 | Mar 08-21 | Mar 08-21 | Mar 08-21 | Mar 08-21 |
| Open Registration starts for Fall 2021 | Mar 22 | Mar 22 | Mar 22 | Mar 22 | Mar 22 | Mar 22 | Mar 22 | Mar 22 | Mar 22 |
| Deadline To Pay Tuition/Fees And Retain Schedule | Aug 04 | Aug 04 | Aug 04 | Aug 04 | Aug 04 | Aug 04 | Aug 04 | Aug 04 | Aug 04 |
| Classes Begin | Aug 16 | Aug 16 | Oct 12 | Sep 14 | Aug 16 | Sep 14 | Oct 12 | Nov 11 | Aug 16 |
| Add/Drop and Late Registration Period | Aug 16-21 | Aug 16-18 | Oct 12-14 | Sep 14-20 | Aug 16-17 | Sep 14-15 | Oct 12-13 | Nov 11-12 | Aug 16-21 |
| Last Day to Petition to Audit | Aug 21 | Aug 18 | Oct 14 | Sep 20 | Aug 17 | Sep 15 | Oct 13 | Nov 12 | Aug 21 |
| 50% Refund Period | Aug 23-27 | Aug 19-23 | Oct 15-19 | Sep 21-23 | Aug 18 | Sep 16 | Oct 14 | Nov 13 | Aug 23-27 |
| 25% Refund Period | Aug 28-31 | | | Sep 24-25 | | | | | Aug 28-31 |
| Graduation Applications Due for Fall | Sep 05 | Sep 05 | Sep 05 | Sep 05 | | Sep 05 | Sep 05 | Sep 05 | Sep 05 |
| Labor Day--College Closed | Sep 06 | Sep 06 | | | Sep 06 | | | | Sep 06 |
| Last Day for Student-initiated Withdrawal | Oct 19 | Sep 18 | Nov 17 | Nov 05 | Sep 02 | Sep 30 | Oct 30 | Dec 01 | Oct 28 |
| Priority Registration Period for Spring 2022 | Oct 04-17 | Oct 04-17 | Oct 04-17 | Oct 04-17 | Oct 04-17 | Oct 04-17 | Oct 04-17 | Oct 04-17 | Oct 04-17 |
| Open Registration starts for Spring 2022 | Oct 18 | Oct 18 | Oct 18 | Oct 18 | Oct 18 | Oct 18 | Oct 18 | Oct 18 | Oct 18 |
| Fall Break--No Classes | Oct 25-26 | | Oct 25-26 | Oct 25-26 | | | Oct 25-26 | | Oct 25-26 |
| Thanksgiving Holiday--College Closed | Nov 25-26 | | Nov 25-26 | Nov 25-26 | | | | Nov 25-26 | Nov 25-26 |
| Last Day of Classes | Dec 04 | Oct 11 | Dec 10 | Dec 10 | Sep 13 | Oct 11 | Nov 10 | Dec 10 | Dec 18 |
| Final Examinations | Dec 06-11 | Oct 11 | Dec 10 | Dec 06-11 | Sep 13 | Oct 11 | Nov 10 | Dec 10 | Dec 18 |
| Last Day for Faculty to Submit Final Grades to Registrar's Office (9am deadline) | Dec 14 | Oct 12 | Dec 14 | Dec 14 | Sep 14 | Oct 12 | Nov 11 | Dec 14 | Dec 21 |
| Fall Commencement Exercise | Thursday, December 16, 2021 | | | | | | | | |

## SPRING 2022 CALENDAR
### (Subject to Change)

| Calendar Key Information | 15-Week Jan 10-Apr 30 | 1st 8-Week Jan 10-Mar 09 | 2nd 8-Week Mar 10-May 06 | 12-Week Feb 08-May 06 | 1st 4-Week Jan 10-Feb 07 | 2nd 4-Week Feb 08-Mar 09 | 3rd 4-Week Mar 10-Apr 06 | 4th 4-Week Apr 07-May 06 | 17-week Jan 10-May 13 |
|---|---|---|---|---|---|---|---|---|---|
| Priority Registration Period for Spring 2022 | Oct 03-16 | Oct 03-16 | Oct 03-16 | Oct 03-16 | Oct 03-16 | Oct 03-16 | Oct 03-16 | Oct 03-16 | Oct 03-16 |
| Open Registration starts for Spring 2022 | Oct 17 | Oct 17 | Oct 17 | Oct 17 | Oct 17 | Oct 17 | Oct 17 | Oct 17 | Oct 17 |
| Deadline To Pay Tuition/Fees And Retain Schedule | Jan 03 | Jan 03 | Jan 03 | Jan 03 | Jan 03 | Jan 03 | Jan 03 | Jan 03 | Jan 03 |
| Classes Begin | Jan 10 | Jan 10 | Mar 10 | Feb 08 | Jan 10 | Feb 08 | Mar 10 | Apr 07 | Jan 10 |
| Add/Drop and Late Registration Period | Jan 10-15 | Jan 10-12 | Mar 10-12 | Feb 08-14 | Jan 10-11 | Feb 08-09 | Mar 10-11 | Apr 07-08 | Jan 10-15 |
| Last Day to Petition to Audit | Jan 15 | Jan 12 | Mar 12 | Feb 14 | Jan 11 | Feb 09 | Mar 11 | Apr 08 | Jan 15 |
| Martin Luther King Jr. Day - College Open / No Classes | Jan 17 | Jan 17 | | | Jan 17 | | | | Jan 17 |
| 50% Refund Period | Jan 18-22 | Jan 13-18 | Mar 14-17 | Feb 15-17 | Jan 12 | Feb 10 | Mar 12 | Apr 09 | Jan 18-22 |
| 25% Refund Period | Jan 24-26 | | | Feb 18-19 | | | | | Jan 24-26 |
| Graduation Applications Due for Spring | Feb 05 | Feb 05 | Feb 05 | Feb 05 | | Feb 05 | Feb 05 | Feb 05 | Feb 05 |
| Mardi Gras - College Open / No Classes | Feb 28 | Feb 28 | | Feb 28 | | Feb 28 | | | Feb 28 |
| Mardi Gras - College Closed | Mar 01 | Mar 01 | | Mar 01 | | Mar 01 | | | Mar 01 |
| Last Day for Student-initiated Withdrawal | Mar 12 | Feb 12 | Apr 14 | Mar 31 | Jan 27 | Feb 24 | Mar 30 | Apr 24 | Mar 24 |
| Priority Registration Period for Summer & Fall 2022 | Mar 07-20 | Mar 07-20 | Mar 07-20 | Mar 07-20 | Mar 07-20 | Mar 07-20 | Mar 07-20 | Mar 07-20 | Mar 07-20 |
| Open Registration starts for Summer & Fall 2022 | Mar 21 | Mar 21 | Mar 21 | Mar 21 | Mar 21 | Mar 21 | Mar 21 | Mar 21 | Mar 21 |
| Spring Break - No Classes | Apr 13-14 | | Apr 13-14 | Apr 13-14 | | | | Apr 13-14 | Apr 13-14 |
| Good Friday - College Closed | Apr 15 | | Apr 15 | Apr 15 | | | | Apr 15 | Apr 15 |
| Last Day of Classes | Apr 30 | Mar 09 | May 06 | May 06 | Feb 07 | Mar 09 | Apr 06 | May 06 | May 13 |
| Final Examinations | May 02-06 | Mar 09 | May 06 | May 06 | Feb 07 | Mar 09 | Apr 06 | May 06 | May 13 |
| Last Day for Faculty to Submit Final Grades to Registrar's Office (9am deadline) | May 10 | Mar 10 | May 10 | May 10 | Feb 08 | Mar 10 | Apr 07 | May 10 | May 18 |
| Fall Commencement Exercise | Thursday, May 12, 2022 | | | | | | | | |

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**Summer 2022 CALENDAR**
**(Subject to Change)**

| Calendar Key Information | 3-Week<br>May 16 - June 03 | 12-Week<br>May 16 - Aug 09 | 10-Week<br>May 23 - Aug 02 | 1st 5-Week<br>May 23 - June 27 | 2nd 5-Week<br>June 28 - Aug 02 | 8-Week<br>June 06 - Aug 01 | 1st 4-Week<br>June 06 - July 01 | 2nd 4-Week<br>July 05 - Aug 01 |
|---|---|---|---|---|---|---|---|---|
| Priority Registration Period for Summer & Fall 2022 | Mar 07-20 | Mar 07-20 | Mar 07-20 | Mar 07-20 | Mar 07-20 | Mar 07-20 | Mar 07-20 | Mar 07-20 |
| Open Registration starts for Summer & Fall 2022 | Mar 21 | Mar 21 | Mar 21 | Mar 21 | Mar 21 | Mar 21 | Mar 21 | Mar 21 |
| Deadline To Pay Tuition/Fees And Retain Schedule | May 09 | May 09 | May 09 | May 09 | May 09 | May 09 | May 09 | May 09 |
| **Classes Begin** | **May 16** | **May 16** | **May 23** | **May 23** | **Jun 28** | **Jun 06** | **Jun 06** | **Jul 05** |
| Add/Drop and Late Registration Period | May 16-17 | May 16-21 | May 23-28 | May 23-25 | Jun 28-30 | Jun 06-08 | Jun 06-07 | Jul 05-06 |
| Last Day to Petition to Audit | May 17 | May 21 | May 28 | May 25 | Jun 30 | Jun 08 | Jun 07 | Jul 06 |
| 50% Refund Period | May 18 | May 23-25 | May 31-Jun 02 | May 26-27 | Jul 01-02 | Jun 09-13 | Jun 08 | Jul 07 |
| 25% Refund Period | | May 26-27 | | | | | | |
| Memorial Day Holiday - College Open / No Classes | May 30 | May 30 | May 30 | May 30 | | | | |
| Graduation Applications Due for Spring | Jun 05 | Jun 05 | Jun 05 | Jun 05 | Jun 05 | Jun 05 | Jun 05 | Jun 05 |
| Independence Day Holiday - College Closed | | Jul 04 | Jul 04 | | Jul 04 | Jul 04 | | Jul 04 |
| Last Day for Student-initiated Withdrawal | May 27 | Jul 06 | Jul 06 | Jun 15 | Jul 20 | Jul 08 | Jun 24 | Jul 23 |
| Priority Registration Period for Spring 2023 | Oct 03-16 | Oct 03-16 | Oct 03-16 | Oct 03-16 | Oct 03-16 | Oct 03-16 | Oct 03-16 | Oct 03-16 |
| Open Registration starts for Spring 2023 | Oct 17 | Oct 17 | Oct 17 | Oct 17 | Oct 17 | Oct 17 | Oct 17 | Oct 17 |
| **Last Day of Classes** | **Jun 03** | **Aug 09** | **Aug 02** | **Jun 27** | **Aug 02** | **Aug 01** | **Jul 01** | **Aug 01** |
| Final Examinations | Jun 03 | Aug 09 | Aug 02 | Jun 27 | Aug 02 | Aug 01 | Jul 01 | Aug 01 |
| Last Day for Faculty to Submit Final Grades to Registrar's Office (9am deadline) | Jun 06 | Aug 11 | Aug 04 | Jun 28 | Aug 04 | Aug 04 | Jul 05 | Aug 04 |
| *Fall Commencement Exercise* | *Thursday, December 15, 2022* | | | | | | | |

# Student Affairs Resources

## Important Numbers

| Campus or Office | Phone Number | E-mail Address |
|---|---|---|
| Acadian Campus (Crowley) | 337.788.7521 | acadian@solacc.edu |
| C.B. Coreil Campus (Ville Platte) | 337.363.2197 | cbcoreil@solacc.edu |
| Evangeline Campus (St. Martinville) | 337.394.2750 | evangeline@solacc.edu |
| Franklin Campus | 337.413.8146 | franklin@solacc.edu |
| Gulf Campus (Abbeville) | 337.893.4984 | gulfarea@solacc.edu |
| Lafayette Campus | 337.521.9000 | admissions@solacc.edu |
| New Iberia Campus International School of Aviation Excellence | 337.373.0185 337.373.0106 | newiberia@solacc.edu aviation.info@solacc.edu |
| T.H. Harris Campus (Opelousas) | 337.943.1518 | thharris@solacc.edu |
| Young Memorial Campus (Morgan City) | 985.380.2957 | youngmemorial@solacc.edu |
| Admissions | 337.521.9622 | admissions@solacc.edu |
| Advising (Student Success) | 337.521.6983 | studentsucces@solacc.edu |
| Bookstore (Lafayette) | 337.521.8930 | slcc-lafayette@bkstr.com |
| Career & Transfer Services | 337.521.6984 | careertransfer@solacc.edu |
| Center for Minority Excellence | 337.521.6608 | cme@solacc.edu |
| Counseling Services | 337.521.6670 | cads@solacc.edu |
| Disability Services | 337.521.6915 | cads@solacc.edu |
| Financial Aid | 337.521.9621 | financial_aid@solacc.edu |
| IT Support | 337.521.8940 | itsupport@solacc.edu |
| LA Vet Corps Navigator | 337.521.6696 | slcclavet@solacc.edu |
| Library (Lafayette) | 337.521.8927 | library@solacc.edu |

| | | |
|---|---|---|
| Registrar's Office | 337.521.8925 | registrar@solacc.edu |
| Safety & Security | 337.521.8914 | safetyandsecurity@solacc.edu |
| Student Accounts | 337.521.8904 | studentaccounts@solacc.edu |
| Student Engagement | 337.521.6611 | brittany.renard@solacc.edu |
| Student Government Association | 337.521.9077 | sgasecretary@solacc.edu |
| Testing Services | 337.521.8923 | testing@solacc.edu |
| Title IX | 337.521.6985 | titleix@solacc.edu |

# SLCC
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## Student Affairs Resources

## Who Should I Contact?

### Admissions
- Turn in test scores, transcripts and immunization records
- Update contact information, process change to name, date of birth, or social security number
- •Change of major on application before scheduling classes

### Financial Aid
- Questions about completing a FAFSA
- Questions about TOPS, grants, and loans
- Turn in documents required for verification
- Complete an SAP appeal
- Apply for federal work study

### Student Accounts
- Questions about student account
- Questions about Bank Mobile issues
- Financial holds

### Registrar
- Information on transfer credit evaluation
- Questions about prerequisite errors
- Registration questions
- Applying for graduation

### Safety & Security
- Student ID and Parking Permit
- Report an incident
- Medical emergency – Call 911 first.
- Report threatening or harassing behavior
- Questions about parking related issues

### Student Success Center
- Change of major approval signature
- Help understanding degree plan
- Resolve scheduling issues

### Counseling and Disability Services
- Accommodations
- Counseling
- Educational Workshops
- Community Resources

### Office of Student Engagement
- Find out about upcoming events and travel opportunities
- Questions about Title IX and the Student Code of Conduct

### Career & Testing Center
- Career coaching
- Resume & interview assistance
- Job placement
- Transfer advice

### Academic Success Center
- Peer and online tutoring
- Support resources

### Center for Minority Excellence
- Intrusive Academic Advising and Assistance
- Career Planning and Assistance
- Mentoring Support
- Tutorial Assistance and Support

# SLCC Standards of Practice

The goal of South Louisiana Community College is to be excellent. Excellence occurs when we are passionate and deliberate about developing quality programs; recruiting and retaining high performing leaders, faculty and staff; and graduating students who will successfully take their next step into the workforce or continuing their education. As employees of SLCC, we commit to being excellent as we…

- Take pride in the jobs that we do rather than do the minimum amount of work to get by.
- Think about ways the college can improve and make contributions for the best interest of the college.
- Think about the way we can improve that helps the college improve.

We also commit to being excellent by living our values through our Standards of Practice.

| Values: Standards of Practice | Definitions | Performance Indications |
|---|---|---|
| Accountability | Occurs when we create a work environment that supports employees reaching their highest potential and sets the stage for building a culture of excellence and continuous improvement. | • Commit to doing what is promised<br>• Own mistakes without shifting blame to others.<br>• Pay attention to details and all aspects of a task that must be done.<br>• Take responsibility for doing a good job by being accurate and thorough with any job at hand. |
| Collaboration | Occurs when we champion and partner with our students, colleagues and communities that include communicating and partnering with programs, departments, business and industry, educational institutions, and communities. | • Seek input from others and value others' opinions and ideas.<br>• Work together and not against each other.<br>• Proactively work together within units and across units to achieve common goals.<br>• Be open to feedback and input from others.<br>• Consider and value different perspectives.<br>• Display a positive and empathetic attitude toward others.<br>• Work together in a supportive manner by being dependable, trustworthy, & flexible. |
| Innovation | Occurs when we aim to be relevant and build creative and efficient solutions in the core institutional areas (instructional, student affairs/enrollment services, adult education, operations/finance), knowing that "place" and "community" are important to students and residents and are what drive us. | • Value the culture in the region to inspire creativity.<br>• Collectively engage people with diverse ideas to think about how to do things in new and improved ways.<br>• Approach change as an opportunity and with appreciation.<br>• Identify opportunities in our region and provide solutions.<br>• Deploy leading edge technology, employee development programs and process improvement tools. |

| | | |
|---|---|---|
| **Integrity** | Occurs when we commit to being honest by saying what we mean, matching our behaviors to our words and taking responsibility for our actions. | • Work each day by applying high standards.<br>• Do the right things, even when no one is looking.<br>• Be open about why decisions are made and why actions are taken.<br>• Communicate in a way that does not mislead people.<br>• Engage with others by being courteous and conscientious, and with a professional appearance. |
| **Respect** | Occurs when we nurture a safe workplace environment of mutual respect and shared decision-making with opportunities for all employees to be engaged. | • Be sincere.<br>• Maintain confidentiality and respect privacy at all times.<br>• Actively listen without interrupting and without judgment.<br>• Ask questions to seek a clear understanding of a particular situation.<br>• Use the most appropriate form of communication for the situation.<br>• Engage in hones two-way communication. |
| **Service** | Occurs when those we serve achieve their goals by taking the "next step" of their future; Doing so means we focus on what is best for those we serve, including a focus on processes, decisions, operational structures, quality instruction, and student success. | • Use a pleasant tone and approach with others (students, peers, community, etc.)<br>• Focus decisions and work on satisfying the "customer."<br>• Be student-centered by remembering that everything we do focuses on creating a valuable student experience.<br>• Put people first-treat everyone with care and respect.<br>• Build trusting relationships with students, our communities and each other.<br>• Work with students to help them succeed to gain employment and/or continue with their education. |
| **Trust** | Occurs when our employees, students and communities work toward common goals, show respect toward each other, and fulfill our commitments; it is a choice we make toward someone when we are inspired that they have earned our confidence. | • Be honest, even when it is difficult to do.<br>• Communicate the right message in the right way at the right time for the right reasons.<br>• Keep people in the information loop-changes, good things, improvements.<br>• Be clear about intentions by being open and honest and staying true to commitments.<br>• Invest in employees to grow and achieve and apply fair practices when they do not.<br>• Explain why things are being done. |

# TEACHING

| | |
|---|---|
| **POSITION:** | Full Time Instructor/ Assistant Master/Associate Master/Master Instructor/ Assistant/Associate Professor/ Professor |
| **UNIT:** | Academic Affairs |
| **POSITION CLASSIFIED:** | Unclassified |
| **LOCATION:** | All Campuses and Sites of SLCC |
| **ADMIN. SUPERVISOR:** | Divisional Dean of either |

-Business, Information Technology, and Workforce
-Liberal Arts and Humanities or
-Science, Technology, Engineering, Mathematics, Transportation & Energy or
- Nursing & Allied Health

**MINIMUM QUALIFICATIONS:**

The minimum qualification for teaching in an Academic area is *a Master's degree in the discipline or a Master's degree with 18 graduate hours in the discipline being taught or an equivalent to this requirement determined by the College*.

Technical faculty teaching in nontransferable programs are minimally required to have *an Associate's Degree, or an equivalent to this requirement determined by the College and demonstrated competencies in the teaching discipline*. Technical faculty not having these minimum requirements are able to teach in their technical area following SLCC's policy by establishing a professional development plan and demonstrating steady progress toward attaining an Associate's Degree. Those not establishing a development plan and/or not progressing toward attaining an Associate's Degree will not be considered for continued employment. Steady Progress is defined as successful completion of at least one college course per semester, including the summer, or nine credits per academic year with completion in three years.

It is additionally desirable, that both Academic and Technical Faculty provide evidence of a sensitivity to and understanding of the diverse academic, socio-economic, and cultural backgrounds of community college students.

**DUTIES:**

**Teaching and Direct Instructional Activities** (70% of Activity, 28 hrs. wk.)

- o **Preparation of Course Materials**
  - Provides academic instruction
  - Makes use of appropriate textbook/instructional materials. Following departmental/divisional structure.
  - Responsible for developing a course syllabus aligned to the master syllabus for the course and in accordance with all required policies, procedures and assessments.
  - Responsible for publishing the course syllabus by the end of the first week of classes on LMS.
  - Responsible for developing a course schedule/outline that covers the required content of the course and makes use of required instructional time.
  - Faculty member develops materials utilizing current pedagogical practices and current materials to support the learning of the course content.
  - *Holds office hours in accordance with policy IS-109.

- o **Course Presentation**
  - Creates a learning environment in which all students are treated equitably and with respect.

- Responsible for accurately maintaining the required class management system in a timely fashion (approximately every two weeks) (ex. Canvas).
- Responsible for providing the necessary resources for students to perform on assignments.
- Responsible for starting and ending class on time and making use of appropriate class time.
- Satisfactory score on Classroom Observation items 1, 2, 3,4, 5,7, and 9.

    o **Student Performance Evaluation**
- Satisfactory ratings for Student Rating for Instruction.
- Provides fair and timely grading of student coursework.
- Faculty member administers required assessments (SRI, Program, SLO, Pretest/Posttest, QEP) in all courses.
- Faculty member returns/acknowledges course emails from students within 48-72 hours.
- Faculty member provides alternative assignment(s) when course time is missed or lost.
- Faculty member displays a professional demeanor and uses a professional tone and language when speaking with students whether in person or electronically.
- Faculty member encourages student participation through a variety of instructional methods.
- Faculty member provides adequate and constructive feedback on assessments.
- Faculty member computes grades accurately and fairly following syllabus assessment plan. In the rare instances where an adjustment is needed, the faculty member notifies students of changes with ample notice and reasoning.
- Faculty member properly utilizes and applies assessment methods in accordance with master syllabus, department/program outcomes, and course syllabus.
- Satisfactory score on Classroom Observation items 6, 8, and 10.

*Note: Office Hours are included and evaluated under the Teaching and Direct Instruction, though they are listed on the LCTCS form in the area of Service to the College.*

**Leadership to Students, Department, Division or College** (25% of Activity, 10 hrs. wk.)

    o **Institutional Service**
- Faculty member maintains required number of office hours per week and meets with students in a timely fashion.
- Faculty member, within reason, provides accommodations to meet with students outside of office hours, if needed.
- Faculty member serves and participates on college assigned committees and discipline search committees as needed.
- Faculty member follows policies and procedures of the college/unit/division/department and if applicable accreditation body including but not limited to: submission of time card, performance reporting, show/no show, academic integrity, registration, graduation, and attendance.
- Faculty member follows the college dress code.
- Faculty member attends required trainings, college-wide events, graduation, unit, division and department meetings, when applicable.
- Faculty member provides notice, in a timely manner, to appropriate college member when committees, courses, trainings, meeting will be missed.
- Faculty member attends at least one faculty senate meeting.
- Faculty member attends and participates in advisory/program/accreditation meetings, if applicable
- Faculty member works collaboratively with others.

- Community Service
  - Represent the college in manner, appearance, and behavior that promotes a positive image in college-related outreach activities
  - Represents the college in 2 or more outreach activities or offers long term uncompensated academic expertise in local, state, national community not part of their program coordinator or lead faculty role or associated with a grant received. Or Service on a Local, State or National Board in their discipline.

- Student Services
  - Faculty member assists students with advising via in-person or online appointments and is easily accessible for the student.
  - Faculty member maintains required number of advising chat hours per week, if applicable.
  - Faculty member posts advising messages within 48 hours of receipt of message.
  - Faculty member attends required advising trainings.
  - Faculty member responds to advising requests within 72 hours of contact by student.
  - Faculty member participates in a student focused activity or workshop once a year.

**Research and Professional Development Activities** (5% of Activity, 2 hrs. wk.)

- Developing/Maintaining Professional Relationships
  - Faculty member attends one hour or more seminar, webinar, lecture series, workshop beyond mandatory college seminars/workshops/trainings.
  - Faculty member belongs to one professional organization.
  - Faculty member makes and records monthly industry visits, if applicable.
  - Faculty member attends and participates semi-annual program advisory meetings, if applicable.
- Continuing Education
  - Pursue or acquire advanced degrees, certifications, etc.
  - Maintain continuing education associated with licensing and/or regulatory grant proposals
  - Participate in a Leadership Academy

- Publishing/Writing Activities
  - Review of Textbook or Article, Creative work or performance, submission of a grant, judge/jury local or regional competition related to teaching discipline.
  - Exhibition or Performance of a body of work, featured or keynote speaker, implementing and maintaining a grant, judge/jury state or national competition related to teaching discipline.

- Research Activities
  Faculty may:
  - Complete Research and compose successful grant proposal as primary investigator,
  - Research for a state or national committee or group that shows clear teaching or program benefit
  - Ongoing research agenda for publication showing significant data gathering or analysis as well as progress each year
- Other Duties as Assigned

- (Please review the evaluation/planning form for responsibilities and expectations in line with each of the criteria.)

- Observed and Evaluated by respective Chair, Program Administrator, Dean, Associate, Assistant Dean.

- o Please note this description does contain required responsibilities as well as optional activities that may enhance your portfolio.  Your duties are subject to change depending on college, student, or department needs.

- o **Note:** Program Coordinators, Department Chairs (Extra Services), E-Learning Leads, and other faculty receiving reassigned time or stipends for additional duties will have a different percentage distribution for job duties and an updated job description.  Faculty will receive a copy upon appointment to a position.

# Adjunct Faculty Job Description

| | |
|---|---|
| **POSITION:** | Adjunct Instructor |
| **UNIT:** | Academic Affairs |
| **POSITION CLASSIFIED:** | Unclassified |
| **LOCATION:** | All Campuses and Sites of SLCC |
| **ADMIN. SUPERVISOR:** | Divisional Dean of either Business, Information Technology, and Technical Studies, Liberal Arts and Humanities, Science, Technology, Engineering, Mathematics, Transportation & Energy, or Nursing & Allied Health |
| **MANAGER:** | Department Chair of Discipline |

**MINIMUM QUALIFICATIONS:**

The minimum qualification for teaching in an academic area is _a Master's degree in the discipline or a Master's degree with 18 graduate hours in the discipline being taught or an equivalent to this requirement determined by the College_.

Technical faculty teaching in nontransferable programs are minimally required to have _an Associate's Degree or an equivalent to this requirement determined by the College and demonstrated competencies in the teaching discipline_. Technical faculty not having these minimum requirements may be alternatively credentialed for a restricted period of time.

It is additionally desirable, that both Academic and Technical Faculty provide evidence of a sensitivity to and understanding of the diverse academic, socio-economic, and cultural backgrounds of community college students.

**DUTIES:**

1. **Teaching and Direct Instructional Activities**

   o **Preparation of Course Materials**
   - Provides academic instruction.
   - Makes use of appropriate textbook/instructional materials. Following departmental/divisional structure.
   - Develops a course syllabus aligned to the master syllabus for the course and in accordance with all required policies, procedures and assessments.
   - Publishes the course syllabus by the end of the first week of classes on LMS.
   - Develops a course schedule/outline that covers the required content of the course and makes use of required instructional time.
   - Develops materials utilizing current pedagogical practices and current materials to support the learning of the course content.
   - Maintains required number of office hours per week (typically one hour per week per course taught) and meets with students in a timely fashion.
   - Within reason, provides accommodations to meet with students outside of office hours, if needed.

   o **Course Presentation**
   - Creates a learning environment in which all students are treated equitably and with respect.
   - Utilizes and maintains the required class management system (ex. Canvas) in an accurate, timely fashion (approximately every two weeks).
   - Provides the necessary resources for students to perform on assignments.
   - The instructor, due to scheduled or emergency absences, miss no more than 10% of the course meetings.
   - Starts and ends class on time and makes use of appropriate class time.
   - Maintains satisfactory scores on Classroom Observation items 1, 2, 3,4, 5,7, and 9.

   o **Student Performance Evaluation**
   - Maintains satisfactory ratings for Student Rating for Instruction.
   - Provides fair and timely grading of student coursework.
   - Administers required assessments (SRI, Program, SLO, Pretest/Posttest, QEP) in all courses.

- Returns/acknowledges course emails from students within 48-72 hours.

- o **Student Performance Evaluation Continued**
    - Provides alternative assignment(s) when course time is missed or lost.
    - Displays a professional demeanor and uses a professional tone and language when speaking with students whether in person or electronically.
    - Encourages student participation through a variety of instructional methods.
    - Provides adequate and constructive feedback on assessments.
    - Computes grades accurately and fairly following syllabus assessment plan. In the rare instances where an adjustment is needed, the faculty member notifies students of changes with ample notice and reasoning.
    - Properly utilizes and applies assessment methods in accordance with master syllabus, department/program outcomes, and course syllabus.
    - Maintains a satisfactory score on Classroom Observation items 6, 8, and 10.

2. **Leadership to Students, Department, Division or College**

    - o **Institutional Service**
        - May elect, but is not required, to serve and participate on college committees.
        - Follows policies and procedures and adheres to deadlines of the college/unit/division/department and, if applicable, accreditation body including but not limited to submission of timecard, performance reporting, student participation reporting, academic integrity, and attendance.
        - Follows the college dress code.
        - Attends required trainings, college-wide events, unit, division and department meetings, when applicable.
        - Provides notice, in a timely manner, to appropriate college member when mandatory committees, courses, trainings, meetings will be missed.
        - May attend, but is not required, advisory/program/accreditation meetings, if applicable
        - Works collaboratively with others.

    - o **Student Services**
        - May participate, but is not required, in a student focused activity or workshop.

3. **Research and Professional Development Activities**

    - o **Developing/Maintaining Professional Relationships**
        - Attends one hour or more of a seminar, webinar, lecture series, workshop beyond mandatory college seminars/workshops/trainings.

4. **Other Duties as Assigned**

**Additional Information**

- o Observed and evaluated by respective Chair, Program Administrator, Dean, Associate Dean, Assistant Dean.
- o Please note that your duties are subject to change depending on college, student, or department needs.
- o Faculty members missing more than 10% of the course meetings, whether scheduled or unscheduled, shall be subject to a prorated contract.

**Course Syllabus – Algebraic Foundations, MATH 0083**
*South Louisiana Community College*

**Instructor:**                                                  **Semester:** Fall '19

## Course Information

**Meeting Time and Location:**
**Required Material:** <u>Intermediate Algebra</u> access code **(w/ e-book access)**, Hawkes Learning Systems
**Tutoring/Assistance:** Student Success Center, Ardoin (Lafayette Campus)
**Laboratory/Course Fee:** None
**Safety Issues and Rules:** None

**Course Description**:

> Math 0083 is a course that covers operations with real numbers, linear equations and inequalities in one variable, linear equations in two variables, operations with polynomials, factoring of polynomials, rational expressions, solving quadratic equations by factoring and using the quadratic formula, roots and simple radicals. <u>A scientific calculator is required; however, use of a graphing calculator is not permitted</u>. This course is a skills improvement course that cannot be used for certificate or degree programs. A grade of "C" or better is required for enrollment in MATH 1105.

**Pre- and/or Co-requisites**: ACT MATH score of 17 or below, or COMPASS Algebra score of 30 or below, or ACCUPLACER Elementary Algebra score of 64 or below.

## Instructor Information

**Office Location:**
**Office Hours:**
**Email:**
**Phone:**

## Student Learning Outcomes

Upon successful completion of this course, each student should be able to:

1. Solve linear equations and simple linear inequalities in one variable and quadratic equations by factoring and using the quadratic formula.
2. Graph the equation of a line using various methods.
3. Write equations of lines given various criteria.
4. Perform arithmetic operations on, evaluate and completely factor polynomials.
5. Simplify rational expressions completely.

## Course Content and Unit or Topic Outcomes

See semester schedule at end of syllabus

## Teaching/Learning Method
This is a lecture-based class. A few minutes at the beginning of class will be set aside to answer questions regarding the previous lesson(s), and a few minutes at the end of each lesson will be set aside to work on practice problems. On scheduled test days, the entire period will be devoted to review and testing.

## Evaluation Method
Student learning in this course will be monitored and measured using the following:

1. Misc. Assignments (quizzes, practice exams, etc.)    5 %
2. Homework (HLS CERTIFY)                               20 %
3. Tests (5 tests, 100 pts each)                        55 %
4. Comprehensive Final Exam                             20 %
                                                       100 %

The grading scale is as follows:
      A = 90 – 100,   B = 80 – 89,    C = 70 – 79,    D = 60 – 69,    F = 59 and below

## Minimum Standard of Performance
South Louisiana Community College has a minimum standard of performance that must be observed as students work toward a degree. Students must earn a C or better in all coursework applying to their SLCC degree. Note: Some SLCC degrees may have more stringent requirements (example Nursing & Allied Health), please be sure to check your specific degree plan for their minimum standard of performance.

## Classroom Policies
1. **General Policies:**
   a. No food or drink is allowed in class at any time.
   b. Cell phones must be turned "OFF" during class.
   c. Students are expected to show respect for the instructor and their fellow classmates.
   d. Students are expected to come to class on time with all materials necessary for that day.
   e. Students are expected to take notes in class daily. (This is for your own benefit!)
   f. Students are expected to stay on task and refrain from disrupting other students.

2. **Acceptable Computer Use Policies:**
   a. Students are expected to help the school keep the computers in tip-top working order.
   b. For this reason, students are NOT allowed to download unauthorized software, change desktop settings, or visit websites that are not directly related to the class. These practices cause performance problems for the computers and open the school's network to serious and costly security risks.
   c. Unauthorized use of the school's computing resources will not be tolerated.

3. **Communication Policies:**
   a. SLCC internet services (SLCC email system and Canvas) are established as the official medium for communication among students, faculty, and staff.
   b. Students are expected to regularly log onto SLCC internet services for critical announcements and updates.

4. **Contingency Plan for Instructor Absence:**
   While it is always the intention to communicate cancellations or changes to course meeting times prior to the class in question, there are emergency circumstances that can arise that prohibit timely warning of a class cancellation. In contingency of such occurrences (where an instructor is absent without prior notification), the policy of this class shall be:
   a. Before assuming the instructor is absent, students should wait patiently for 10 minutes to ensure instructor is indeed absent not just running late.
   b. Once it is established that the instructor is absent, students may leave, but should refer to their SLCC e-mail and/or Canvas for instructions from the instructor.

5. **Homework Policies:**
   a. The homework for this course will be done online in the Hawkes Learning System in the form of the CERTIFY mode of the computer software.
   b. Homework must be submitted online by the due date & time for full credit to be given.
      i. Deadline time is 11:59 pm CST on the due date. Any certification submitted after this time on any given day, is marked and counted as the next day.
      ii. A score of 80% must be earned on each lesson CERTIFY before credit is earned for homework.
      iii. How many points are earned for each CERTIFY depends on when a lesson is submitted. Homework points for each lesson will be earned as follows:
         1. 10 points if certified/submitted by the deadline;
         2. 5 points if submitted late;
         3. 0 points if never submitted.
      iv. All homework lesson CERTIFY scores will be averaged and one Homework grade will be given.
   c. NO ASSISTANCE of any kind (notes or another person) is allowed when working in the CERTIFY mode. Assistance may be obtained while working in the PRACTICE mode.
   d. Technical difficulties with the software program, the internet, your computer server, your computer or your printer are NOT ACCEPTABLE EXCUSES for any late assignments. Therefore, you should attempt to complete homework assignments well in advance of due date, and any technical problems should be addressed immediately.

6. **Test Policies**:
   a. There will be five (5) tests during the semester taken in class.
   b. To receive full credit for each question, all steps to complete each problem must be clearly shown on the paper that is to be handed in.
   c. The only material available to a student during a test is a pencil, an eraser, blank paper, a straightedge, and a non-graphing calculator. The use of any other devices or equipment will result in a grade of "0".
   d. **There are no make-up tests. The lowest test grade will be dropped.**

7. **Final Exam Policies:**
   a. There will be a comprehensive final exam at the end of the semester taken in class.
   b. To receive full credit for each question, all steps to complete each problem must be clearly shown on the paper that is to be handed in.
   c. The only material available to a student during the final is a pencil, an eraser, blank paper, a straightedge, and a non-graphing calculator. The use of any other devices or equipment will result in a grade of "0".
   d. All students must take the final exam; there are no exemptions.
   e. **There is no make-up final exam.**

8. **Student Concern Policies:**
   If there is a concern about the class or the instructor, the following should occur:
   a. The student should **first make an appointment to speak with the instructor**.
   b. If the student has continued questions or concerns, the student should **meet with the department chair** (Rebecca Eckhoff, rebecca.eckhoff@solacc.edu, ph: 337-521-8952).
   c. If the student is still in need of assistance, after speaking with the instructor and department chair, the student may **contact the Dean of STEM** (Darcee Bex, darcee.bex@solacc.edu, ph: 337-521-8941).

## College Policies

1. **Attendance:**

   The College recognizes the correlation between attendance and both student retention and achievement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement in the course. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend regularly and punctually all classes in which they are enrolled. Failure to do so may result in missed content and course work, possibly jeopardizing a student's scholastic standing.

   **Attendance Records and Individual Class Policy:** Instructors are required to monitor student attendance and report students who are not attending class during designated reporting periods. Instructors are also required, in the majority of courses within the College, to state in writing and explain to their students their expectations in regard to both class performance and makeup work due to all absences prior to the close of the first week of classes during a regular semester and the third day of classes during a summer session. Recording and/or monitoring of absences is not to be used directly for grade assessment in the class (in either direct penalty of points, percentages or part of participation), but is to be used to track students' presence in the classroom for ability to provide accurate information on institutional participation and financial aid status reports.

   Instructors engaged in educating students in specialist programs involving specialist experiences (i.e. Health and Clinical experiences, Internships or Practicums) will be required to set attendance requirements that conform to the relevant programmatic accreditation and/or state & federal requirements.

   **Justification for Absences:** Absences are considered unexcused unless the absences are due to jury duty, court appointments, military leave, religious observances, sanctioned school activities, or medical reasons. Students should provide documented evidence, whenever possible, prior to the event or incident leading to the absence. Absences for sanctioned school activities will be excused when the student presents a confirmation signed by an appropriate College official.

   Requests for excused absences must be submitted to each instructor within three days after the student returns to classes for classes meeting on a three (3) day-a-week or two (2) day-a-week schedule. For classes meeting on a one (1) day-a-week schedule, documentation must be submitted at the next class meeting following the absence. However, if the student has prior knowledge that s/he will miss certain classes, justification should be submitted to these Instructors in advance of the absences.

   **Effects of Absences:** Whenever an absence is excused by the instructor, the student can be permitted to make up the work without penalty according to the makeup policies provided by the instructor in the course syllabus.

   A student may not be penalized directly for unexcused absences. However, the content and work missed during unexcused absences may affect a student's course performance and lower their course grade. While the direct absence cannot be taken into account in class grades, assignments and in-class graded tests, quizzes and exercises that are missed due to the absence are included in appropriate grade assessments of the student.

   A student who encounters course consequences due to excused absences may seek a conference with the instructor, if not resolved then to the Department Chair, and if necessary, to the appropriate Division Dean. Should these actions not be satisfactory to the student, the student should complete the course and upon receiving the final grade follow the Academic Grade Review and Appeal procedure detailed elsewhere in this catalog. The final decision of this process will be considered binding.

2. **Academic Dishonesty:**

   An essential rule in every class of the College is that all work for which a student will receive a grade or credit be entirely their own or be properly documented to indicate sources. When a student does not follow this rule, this is dishonest and undermines the goals of the College. Cheating in any form, therefore, cannot be tolerated, and the responsibility rests with the student to know the acceptable methods and techniques for proper documentation of sources and to avoid cheating and/or plagiarism in all work submitted for credit, whether prepared in or out of class. Definitions of cheating and plagiarism:

   **Cheating:** Cheating in the context of academic matters is the term broadly used to describe all acts of dishonesty committed in the taking of tests or examinations and the preparation of assignments. Cheating includes, but is not limited to, such practices as:

   - gaining help from another person
   - using unauthorized notes or other resources when taking a graded assessment
   - distributing/previewing copies of the test/quiz
   - having someone else pose as you to complete work
   - relying on a calculator/smartphone if such aid has been forbidden
   - preparing an assignment in consultation with another person when the instructor expects the work to be done independently
   - turning in an assignment already written/submitted for another course without instructor permission

In other words, cheating occurs when a student makes use of any unauthorized aids or materials or falsely represents themselves or their work, in all class formats – whether face-to-face, video-conference, online or hybrid. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating.

**Plagiarism:** Plagiarism is a specific type of cheating. Plagiarism occurs when a student passes off as their work the ideas, concepts, words or products of another person. This includes, but is not limited to, such practices as:

- presenting as a new and original idea or product anything which in fact is derived from an existing work
- making use of any work or production already created by someone else without giving credit to the source
- purchasing or obtaining an essay or any written material from any source that is presented as one's own work
- making use of or copying work completed by another student currently or previously taking the class
- turning in work directly copied from a website
- copying or paraphrasing ideas from a work of literary criticism or study aid when outside sources are not permitted
- appropriating the writing style of an author

In short, plagiarism is the use of unacknowledged materials in the preparation of assignments. Thus, the student must take care to avoid plagiarism in research or term papers, art projects, science reports, laboratory experiments, and the like.

**Penalties:** SLCC considers both cheating and plagiarism serious offenses. Initial penalties are at the discretion of the Faculty member and are stated below for this course. Course instructors may also refer the student for more severe sanction as an Academic Conduct violation, which could result in a range of actions including (but not exclusive to): probationary status due to offense, dismissal from the student's current program of study, to potential suspension or expulsion from South Louisiana Community College. Students sanctioned for an academic integrity violation with an F in the course before the add/drop or withdrawal period will not be permitted to drop or withdraw from the course; the grade of F will stand. Students who receive Academic Sanctions for violating Academic Integrity may appeal the sanction using the Challenge to Academic Integrity Sanction procedures as set forth in the Student Handbook and College Catalog. Challenges to Academic Integrity sanctions must be submitted within 10 business days following the notification of the initial sanction from instructor. ***For this course, the policy on Academic Integrity violations (cheating and plagiarism) is as follows: a grade of "zero" will be given for the assignment in question. When a grade of "zero" is given because of an Academic Integrity violation, that grade may neither be dropped nor replaced with the grade from a different assignment. This can result in a reduction of the grade in the course, or even an "F" in the course.***

3. **Disability Services:**
   Students with disabilities who may require assistance or accommodations or with questions related to any accommodation for testing, note takers, readers, etc. should contact the Office of Disability Services as soon as possible. Students may contact Kimberly Lachney in the Ardoin building, cades@solacc.edu, or at 337-521-6915

4. **Emergency Evacuation Procedures:**
   A map is posted in the front of the building and in each classroom marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

5. **Grade Appeal:**
   This course follows the current College policy as described in the College catalog.

6. **Code of Conduct:**
   Students shall conduct themselves in compliance with South Louisiana Community College's educational mission. It is your responsibility as a student at SLCC to read and be familiar with the SLCC Code of Student Conduct found online at (http://catalog.solacc.edu/content.php?catoid=3&navoid=141). It is your responsibility as a student to know and understand the academic standards of our community. Students who are suspected of violating the SLCC Code of Conduct will be contacted by the Office of Student Engagement. In addition, if you witness a violation of the code of conduct on an SLCC campus or at an SLCC sponsored event, please report the violation here: https://www.solacc.edu/students/student-life/student-conduct-reporting-form.

7. **Commitment to Community (Title IX)**
   South Louisiana Community College is committed to providing a learning, working, and living environment that promotes integrity, civility, and mutual respect free from discrimination on the basis of sex. This commitment includes but is not limited to sexual discrimination against pregnant and parenting students, sexual harassment, dating violence, domestic violence, sexual assault, stalking, and retaliation. This policy applies to all persons without regard to sexual orientation, gender identity, or gender expression. If you or someone you know has experienced or experiences any of these incidents, please file a report here: https://www.solacc.edu/students/title-ix-know-your-rights/reporting. In addition, as a faculty member, I am required by SLCC to report incidents of sexual misconduct and thus cannot guarantee confidentiality.

8. **Quality Enhancement Plan:**
   "It ends with a career: Employable skills you need to know" is a five-year plan for assessing employability skills of our students in targeted classes and cohorts. The three skills we are focusing on are communication skills, critical thinking skills and personal qualities. The assessments are linked to specific outcomes and allow us to track students' learning of these skills. For more information, please email QEP@solacc.edu or visit our Facebook page https://www.facebook.com/qepslcc/.

## Semester Schedule

The following is a *tentative schedule* that is subject to change…

| Day | **Lessons and Learning Outcome**<br>*As a result of learning today, you should be able to…* | **Assignments\*** |
|---|---|---|
| Week #1 | Introduction – Syllabus Review, Canvas, SLCC email, and HLS | Purchase HLS Access Code!<br>Syllabus Quiz |
| Week #2 | Review of Fractions (Sect. A.1)<br>*… add, subtract, multiply, and divide fractions.*<br>Operations w/ Real Numbers (Sect. 1.3)<br>*… add, subtract, multiply, and divide real number.* | HLS A.1, 1.3a-e |
| Week #3 | Linear Equations (Sect. 1.4)<br>*… solve linear equations in one variable.* | HLS 1.4a-b |
| Week #4 | Linear Inequalities (Sect. 1.7)<br>*… solve linear inequalities in one variable.* | HLS 1.7a |
| | **Test #1 (Chap. A.1 & 1)** | |
| Week #5 | Cartesian Coordinate System and Linear Equations (Sect. 2.1)<br>*… graph linear equations in two variables using any two points.* | HLS 2.1a-b |
| Week #6 | Slope-Intercept Form of a Linear Equation (Sect. 2.2)<br>*… write the equation of a line in slope-intercept form and graph.* | HLS 2.2 |
| Week #7 | Point-Slope Form of a Linear Equation (Sect. 2.3)<br>*… write the equation of a line in point-slope form and graph.* | HLS 2.3a-b |
| | **Test #2 (Chap. 2)** | |
| Week #8 | Polynomials (Sect. 4.2)<br>*… identify, classify, add, and subtract polynomials.*<br>Exponents (Sect. 4.1a)<br>*…evaluate exponential expressions using the product, quotient, etc. rules.* | HLS 4.2a-b, 4.1a |
| Week #9 | Polynomials (Sect. 4.3)<br>*… multiply polynomials.*<br>Scientific Notation (Sect. 4.1c)<br>*… convert numbers to and from scientific notation.* | HLS 4.3a-b, 4.1c |
| | **Test #3 (Chap. 4.1-4.3)** | |
| Week #10 | Greatest Common Factor (Sect. 4.5)<br>*… factor out the GCF in a polynomial.*<br>Factoring Trinomials (Sect. 4.6)<br>*… factor trinomials.* | HLS 4.5a, 4.6a-b |
| Week #11 | Special Factoring Techniques (Sect. 4.7)<br>*… factor the difference of two squares.*<br>Additional Factoring Practice (Sect. A.6)<br>*… factor various polynomials.* | HLS 4.7a, A.6 |
| | **Test #4 (Chap. 4.5-4.7 & A.6)** | |
| Week #12 | Polynomial Equations (Sect. 4.8)<br>*… solve polynomial equations by factoring.* | HLS 4.8 |
| Week #13 | Roots and Radicals (Sect. 6.1 cont.)<br>*… simplify square roots.*<br>Rational Expressions (Sect. 5.1)<br>*… simplify and reduce rational expressions.* | HLS 6.1a-b, 5.1a-b |
| Week #14 | The Quadratic Formula (Sect. 7.2)<br>*… solve quadratic equations using the Quadratic Formula.* | HLS 7.2 |
| | **Test #5 (Chap. 4.8, 5, 6, & 7)** | |
| Week #15 | TBD | |
| | **FINAL EXAM** | |

**\* MWF classes:** All HLS CERTIFY are due three (3) calendar days after they are assigned.
**\* TR classes:** All HLS CERTIFY assigned on a Tuesday are due the following Saturday. Those assigned on a Thursday are due the following Tuesday.

# SLCC
## SOUTH LOUISIANA COMMUNITY COLLEGE

### Course Syllabus Checklist

Instructor Name: _____

| Components of Syllabus | List Course Numbers Below (Checked by faculty member) | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| Course Prefix, Number, and Title | | | | | | | |
| Instructor Name and Contact information | | | | | | | |
| Office hours (minimum of ½ increments) | | | | | | | |
| Course Meeting Details (Day(s), Time, Location) | | | | | | | |
| Special Facility or Equipment Needs (if applicable) | | | | | | | |
| Lab/Course Fee (if applicable) | | | | | | | |
| Course Description | | | | | | | |
| Pre & Co-requisites | | | | | | | |
| Student Learning Outcomes | | | | | | | |
| Course Content/Outline (Daily/Weekly or by Section) | | | | | | | |
| Texts and Materials | | | | | | | |
| Assessment (Grading Scale of College, Course, and assignment points/percentages) | | | | | | | |
| Teaching and Learning Methods (How will you be teaching and assessing the students?) | | | | | | | |
| Classroom Policies As needed | | | | | | | |
| College Policies Academic integrity Attendance Disability Services Grade Appeal Student Concern Language Standard of Performance Contingency Plans (Class, Covid, Remote, Technology) Code of Conduct Quality Enhancement Plan Commitment to Community (Title IX) Make-up Flexibility Remote Instruction Testing Positive/Quarantine | | | | | | | |

**Instructor Signature:** _____**Date:** _____

*Your signature confirms that all of your syllabi have been reviewed and contain all required elements and all of your policies align with the requirement of the colleges.*

*Please submit your syllabi to your online department page and turn in the signed and completed form to your department head by the required date.*

# LOUISIANA COMMUNITY TECHNICAL COLLEGE SYSTEM
## CLASSROOM OBSERVATION OF FACULTY FORM

Faculty Member _____                          COURSE _____

Observer _____         Title _____

Semester/Quarter _    Year _              Date of Visit _____ Length of Visit _____
.
*Rate the faculty member's performance using the rating scale indicated below for each item.*

| 5= Outstanding | 4 = Exceeds Expectations | 3 = Meets Expectations | 2 = Needs improvement | 1 = Unsatisfactory | NO or N/A = Not Observed Or Not Applicable |
|---|---|---|---|---|---|

[]    1. Objectives of the lesson are clear, as outlined in the syllabus.

[]    2. Resources (i.e., space, materials, and equipment) are managed to achieve objectives.

[]    3. Class presentation is appropriately sequenced, well-organized and professionally done, utilizing time effectively.

[]    4. Mastery of the content for this lesson is demonstrated.

[]    5. Important ideas are clearly explained. Used questions to monitor understanding.

[]    6. Relevant student participation/involvement is encouraged.

[]    7.  Critical thinking and analysis are urged.

[]    8.  Learning is facilitated using instructional activities and use of instructional aids appropriate for the course, meeting time, and class objectives.

[]    9. Verbal and non-verbal communication are utilized in a way that aids student understanding.

[]    10. Positive interaction with students is displayed.

**Faculty response required to any item rated below 3: None below 3.**


_____          _____
Observer Signature            Date            Faculty Signature            Date

# SRI QUESTIONS

1. The instructor makes the subject matter in this course understandable.

2. The instructor presents the course subject matter in a clear and understandable order
3. The instructor uses a variety of methods to help me understand the course subject matter
4. The instructional materials used in this course (textbook, handouts, software, etc.) helped me to learn the subject matter

5. The instructor allows individuals to ask questions during class
6. The instructor was accessible for individual help outside of scheduled class time
7. The instructor encourages higher-level thinking through reasoning, problem solving and individual initiative
8. The instructor's lectures, assignments, materials, etc. match the course title, description and stated outcomes.
9. The assignments in this course helped me to learn the subject matter
10. The instructor effectively uses the scheduled class time

11. The instructor made the grading policy clear and is consistent in applying it
12. The instructor provides feedback when appropriate

# Entering Final Grades in LoLA

**Step 1:** Login to LoLA using your username and password. Click Sign-In
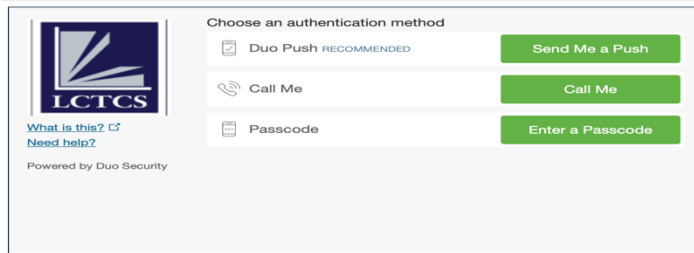


**Step 2: Select Faculty and Advisors**



**Step 3: Click on Grade Entry.**
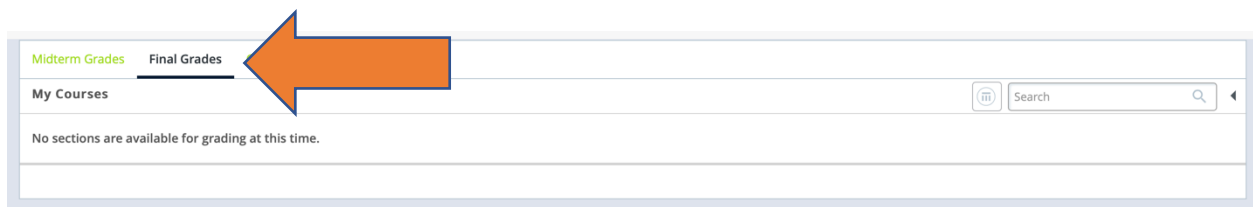
Step 4: Complete Two-Factor Identification
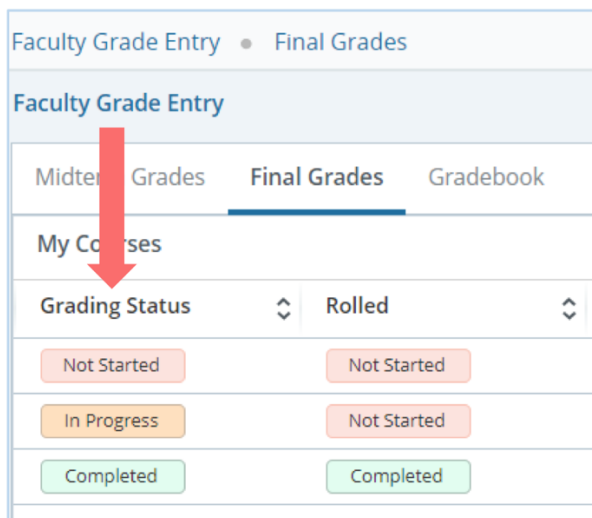


Step 5: Select Final Grade Worksheet



Step 6: Search for a course or term in the Search bar, or click through the pages to find your course.

Step 7: Click the red **Not Started** or orange **In Progress** button in the Grading Status column for the course you wish to enter grades. Once the Grading Status for a course changes to green (Completed), your course is entirely graded. However, you can still make changes to grades until the registrar's due date.  (Check your email for the due date).

Step 8: Once you click the Grading Status button for the course you are going to grade, scroll down to the Enter Grades section to see the grading roster for this course.  Choose the correct grade from the **Final Grade** drop-down. Repeat this step for each student for whom you wish to enter a grade



Step 9: Click **Save**.

Remember, you can change a grade even after it is saved. However, once the portal is closed, you must complete the Grade Change form to change a student's grade.

**NOTES:**
- If you attempt to enter grades prior to the Grade Window opening, you will get the error message:  "The Final Grade Worksheet is unavailable."
- Only the appropriate grades for the course will appear in the drop-down menu.
- You can come back and change grades anytime that the grading window is open.
- Independent Study contracts must be submitted to the Dean as well as noted on the grade sheet.

# CANVAS

# Uploading Your Syllabus to Canvas

**Step 1:** **Login to Canvas** using your username and password. Click Log-In.
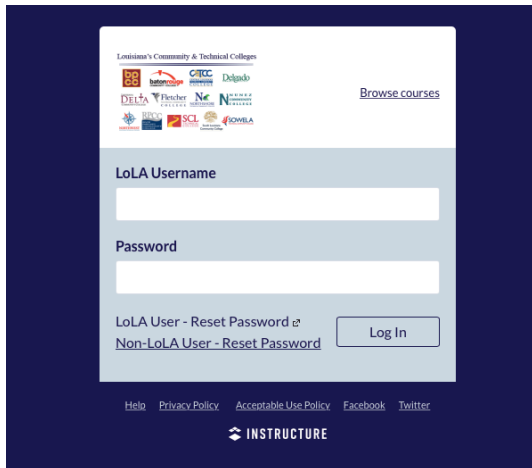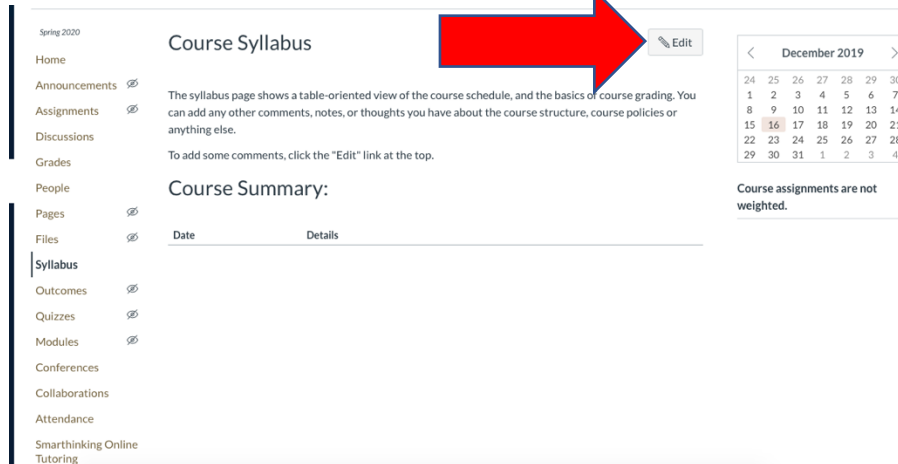


**Step 2:** **Select the course** you would like to add a syllabus. *If you don't see the course on the dashboard. Select courses. Then all courses. The course will be listed there. Star the course to make it appear on your dashboard in the future.*
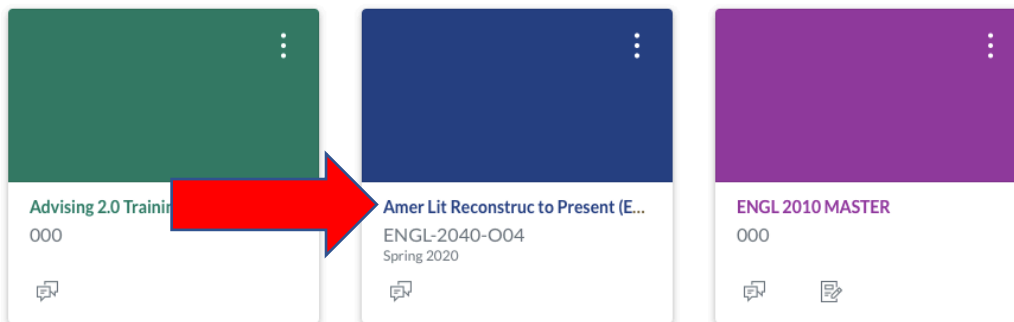


**Step 3:** Select **Syllabus** from the navigation bar.
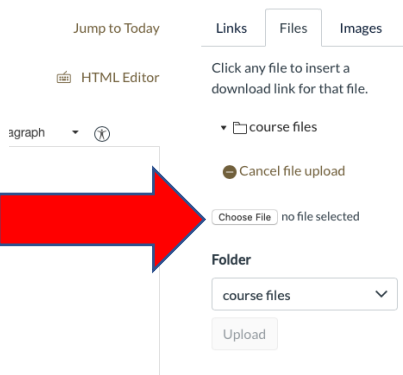
Step 4: Select **Edit.**

Step 5: Select **Files** from the tab at the far right. Then **Upload** a new file.

Step 6: Select **Choose File**.

Step 6:  Select **the file from your computer** and click on **Choose**.
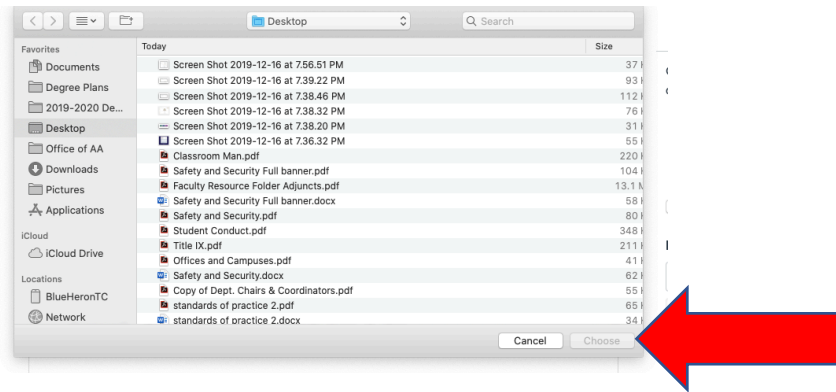


Step 7:  Click on **Upload**.
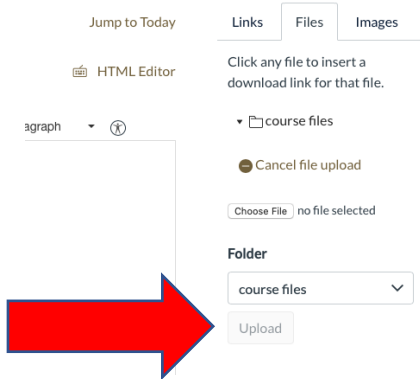


Step 8:  Your file will appear as a link in the box.  Click **update syllabus**.
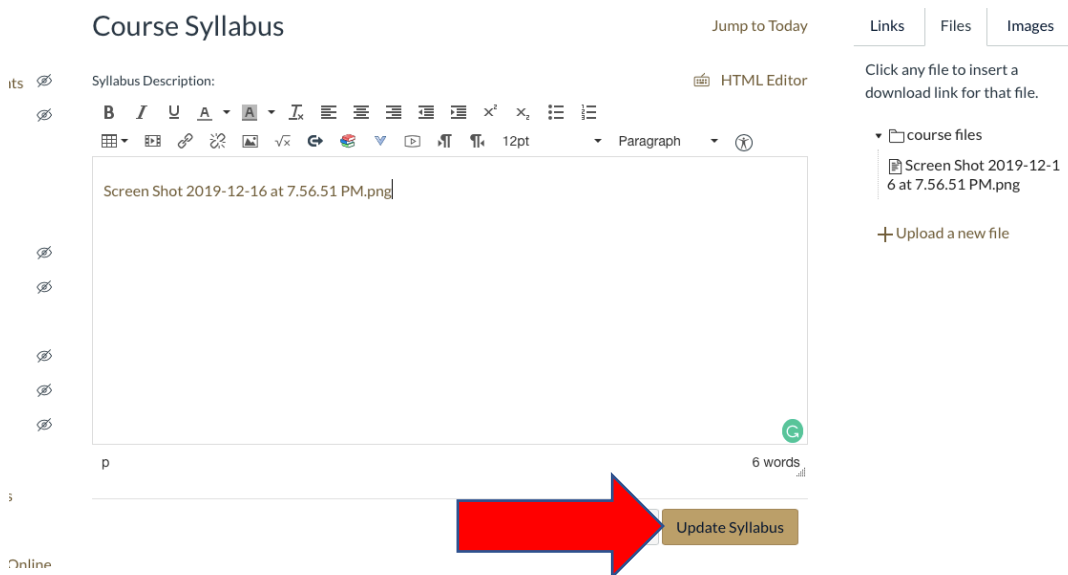


Step 9:  Your syllabus will appear in the course.  Students can now access it.
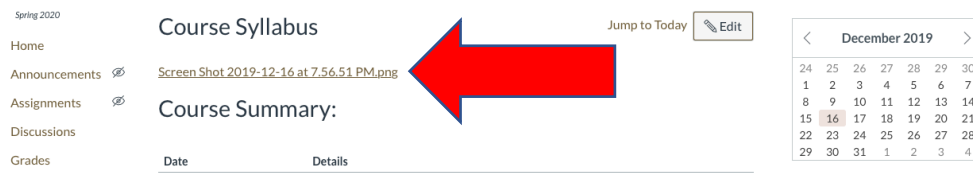
# Adding Your Contact Information and Office Hours to Canvas

Step 1: **Login to Canvas** using your username and password. Click Log-In.
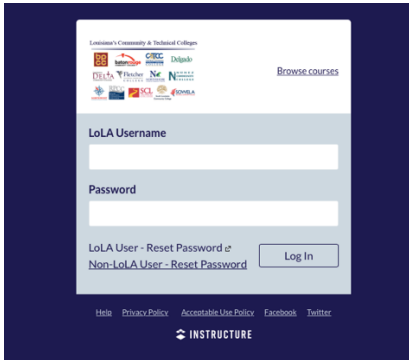


Step 2: **Select the course** you would like to update. *If you don't see the course on the dashboard. Select courses. Then all courses. The course will be listed there. Star the course to make it appear on your dashboard in the future.*



Step 3: Select **Pages** from the navigation bar.
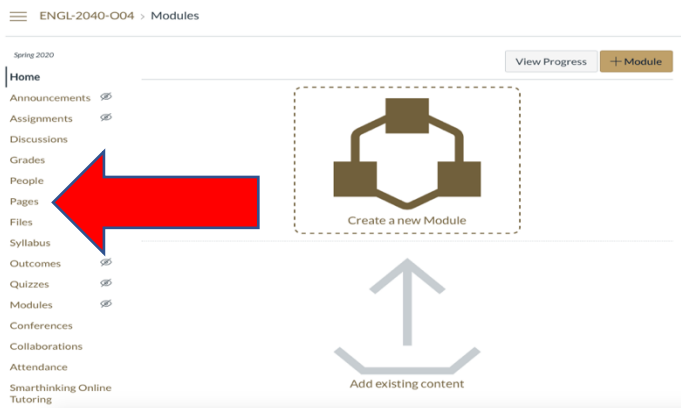


Step 4: Select. **+Page** from the right side of the page.
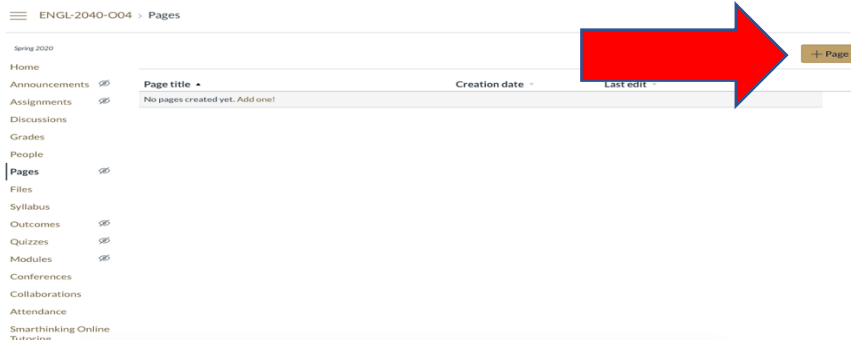
Step 5: Type your information into the textbox. Don't forget to title the page. Then click **Save**.

Contact Information and Office Hours

HTML Editor

B  I  U  A  ▾  A  ▾  Iₓ  ≡  ≡  ≡  ≡  ≡  x¹  x₁  ≔  ≔
⊞▾  ⊡  ⌀  ✂  🖼  √x  ⊕  ⊜  ▾  ▷  ¶  ¶◂  12pt  ▾  Paragraph  ▾  ⓣ

Joe Smith

Office Location: 151 Devalcourt

Office Hours: 9:00 a.m. - 10:00 a.m. Tuesday

Email Address: jsmith@solacc.edu_

p                                                                                                18 words

Options    Can edit this page role selection
           Only teachers                ⇕
           ☐ Add to student to-do

☐ Notify users that this content has changed                                    Save

Step 6: Select **Pages** again from the navigation bar.

≡  ENGL-2040-O04 › Modules

*Spring 2020*                                                    View Progress   ＋ Module

**Home**
Announcements  ⊘
Assignments    ⊘
Discussions
Grades
People
Pages
Files
Syllabus
Outcomes       ⊘
Quizzes        ⊘
Modules        ⊘
Conferences
Collaborations
Attendance
Smarthinking Online
Tutoring
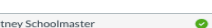
Create a new Module

Add existing content

Step 7: All of the pages you have created will appear. Select the **three dots** on the right side of the page. Then select **Use as Front Page**.

| ⊘ | Page title ▲ | | Creation date ▾ | Last edit ▾ | | |
| --- | --- | --- | --- | --- | --- | --- |
| ⊘ | Contact Information and Office Hours | | Dec 17, 2019 | Dec 17, 2019 by Courtney Schoolmaster | ✔ | ⋮ |

✎ Edit
🗑 Delete
Use as Front Page
⊞ Duplicate
👁 Share to Commons

⊘

Step 8:  Select **home** from the navigation bar.  Then select **Choose Home Page**.



Step 9:  Select **Pages Front Page**. Then click **Save**.
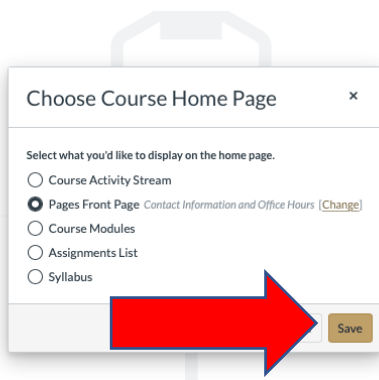


Your contact information will now appear as the home page of the course.  Feel free to add a picture or other interesting items.
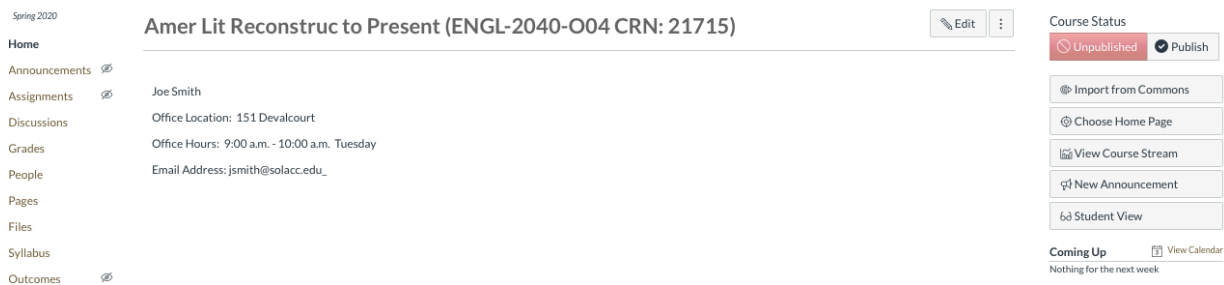


**Option 2** – Step One:  You can also house your contact information under the syllabus link.  Click **Syllabus** from the navigation pane.

Step Two: Select Edit.

## Course Syllabus

 Edit

The syllabus page shows a table-oriented view of the course schedule, and the basics of course grading. You can add any other comments, notes, or thoughts you have about the course structure, course policies or anything else.
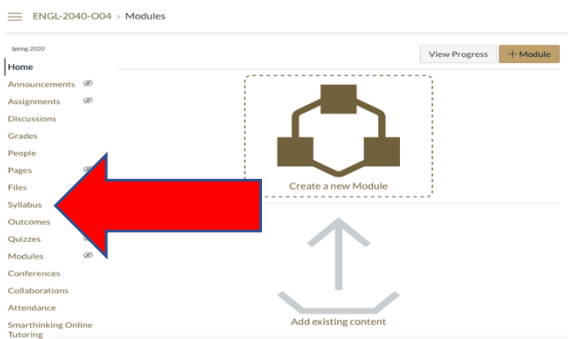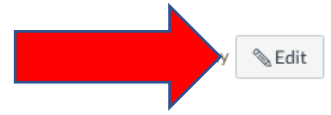
To add some comments, click the "Edit" link at the top.

## Course Summary:

Date                                    Details

Step Three:  Type your information into the textbox.  Then click **Update Syllabus.**

| Spring 2020 | Course Syllabus | Jump to Today |
|---|---|---|

Home

Announcements 🚫          Syllabus Description:                                    🖥 HTML Editor

Assignments 🚫           B  *I*  U  A ▾  A ▾  I_x  ≡ ≡ ≡ ≡ ≡ ≡  x²  x₂  ≔ ≔

Discussions              ⊞▾  🖼  🔗  ✂  🖼  √x  ⟳  🌐  ▾  ▶  ¶T  ¶◄  12pt      ▾  Paragraph      ▾  ⓧ

Grades

                         Joe Smith

People

                         Office: 151 Devalcourt

Pages

                         Office Hour: 9:00 a.m. - 10:00 a.m. Tuesday

Files

                         Email: joesmith@solacc.edu

Syllabus

Outcomes 🚫

Quizzes 🚫

Modules 🚫

Conferences              p                                                      16 words

Collaborations

Attendance                                                       Update Syllabus

Smarthinking Online

Your contact information will now appear on the Course Syllabus page of the course.  Feel free to add a picture or other interesting items.

## Course Syllabus
Jump to Today     Edit

Joe Smith

Office Location:  151 Devalcourt

Office Hours:  9:00 a.m. - 10:00 a.m.  Tuesday

Email Address: jsmith@solacc.edu_

## Course Summary:

Date                                    Details

# Adding Assignments and Grades to Canvas

**Step 1:** **Login to Canvas** using your username and password. Click Log-In.
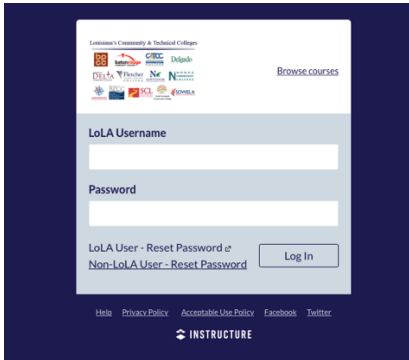


**Step 2:** **Select the course** you would like to update. *If you don't see the course on the dashboard. Select courses. Then all courses. The course will be listed there. Star the course to make it appear on your dashboard in the future.*
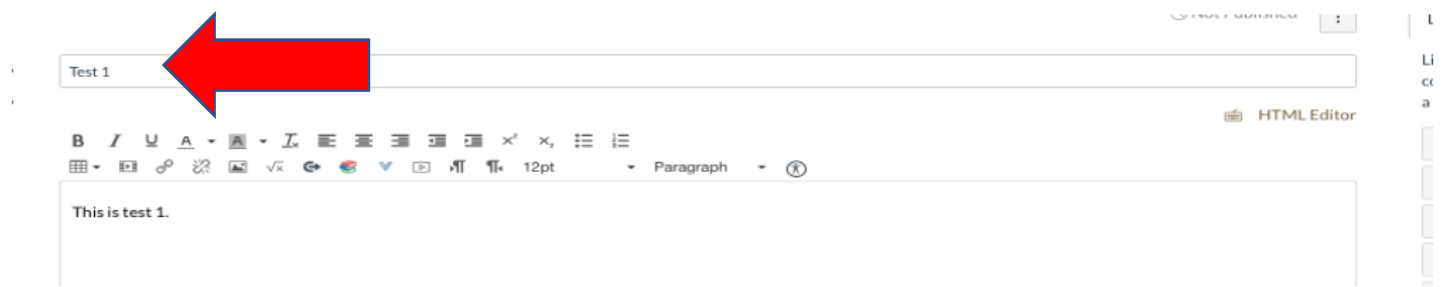


**Step 3:** Select **Assignments** from the navigation bar.
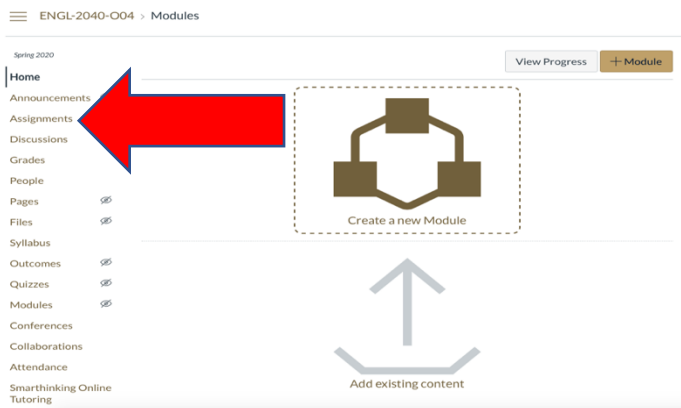


**Step 4:** Select. **+Assignment** from the right side of the page.
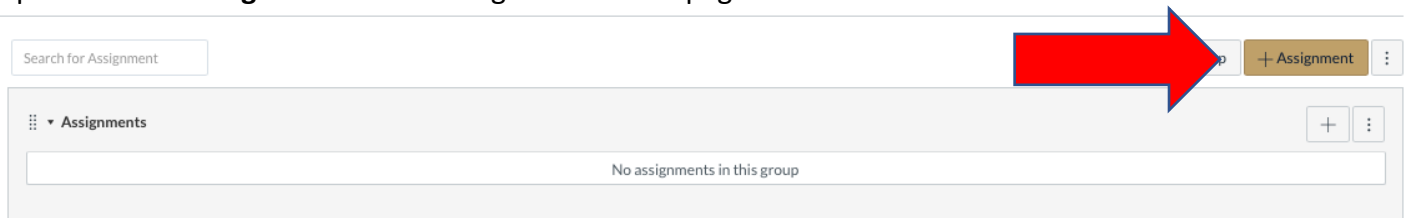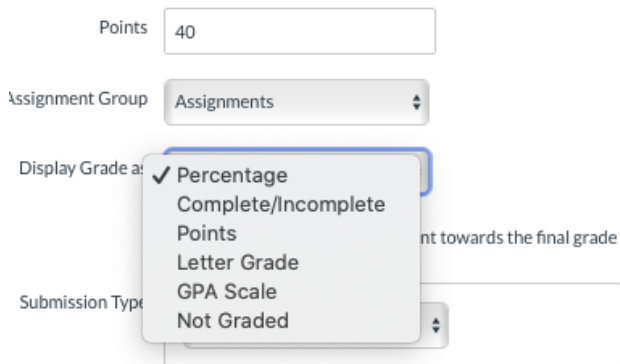
Step 5:  Enter the assignment title and a brief description of the assignment.
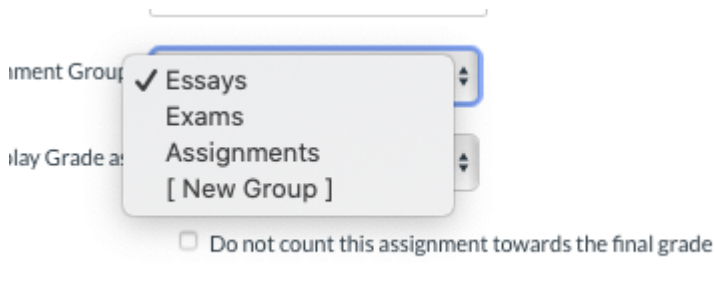
Test 1

HTML Editor

B  I  U  A  ▾  ⊞  ▾  T͟  ≡  ≡  ≡  ≡  ≡  x²  x₂  ≔  ≔
⊞ ▾  ⬚  𝒫  ⬚  ⬚  √x̄  G  ⬚  ▾  ▷  ¶T  T¶  12pt     ▾   Paragraph   ▾   ⓧ

This is test 1.

Step 6:  Enter **the point value** of the assignment.  Then select how you want the grade to display in the grade book.
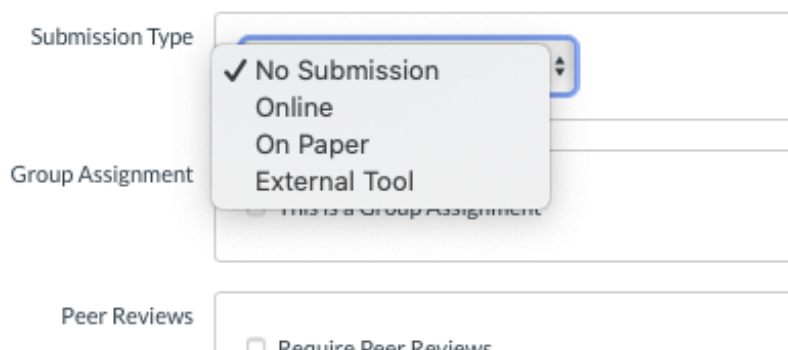
Points     40

Assignment Group     Assignments     ↕

Display Grade a: ✓ Percentage
                   Complete/Incomplete
                   Points                        nt towards the final grade
                   Letter Grade
                   GPA Scale
Submission Typ     Not Graded     ↕

Step 7:  Select an **Assignment Group**.  *Assignment Groups allows you to organize the assignments in your course.  You can group all of your assignments under the default (assignment group) or you can create assignment groups based on the work you assign.  See the resource packet for a handout on using assignment groups and weighting assignments.*
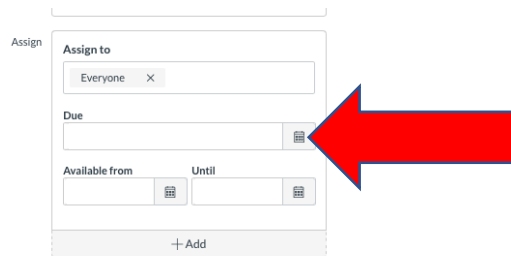
ıment Grou  ✓ Essays                        ↕
             Exams
ılay Grade a:   Assignments                  ↕
             [ New Group ]

          ☐ Do not count this assignment towards the final grade

Step 8:  Select a **Submission Type**.  *If you select online submission a second box will appear asking which online submission option students should use. (Options include text box, file upload, media, or website url.)*

Submission Type
             ✓ No Submission     ↕
               Online
               On Paper
Group Assignment     External Tool
             This is a Group Assignment

Peer Reviews
             ☐ Require Peer Reviews

Step 9:  Enter a **Due Date**.  *If you collected the assignment in-class use the date it was due in class and not the date you enter it in canvas.*
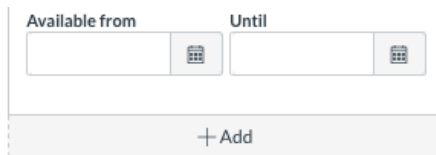
Step 10:  Select **Save & Publish**.
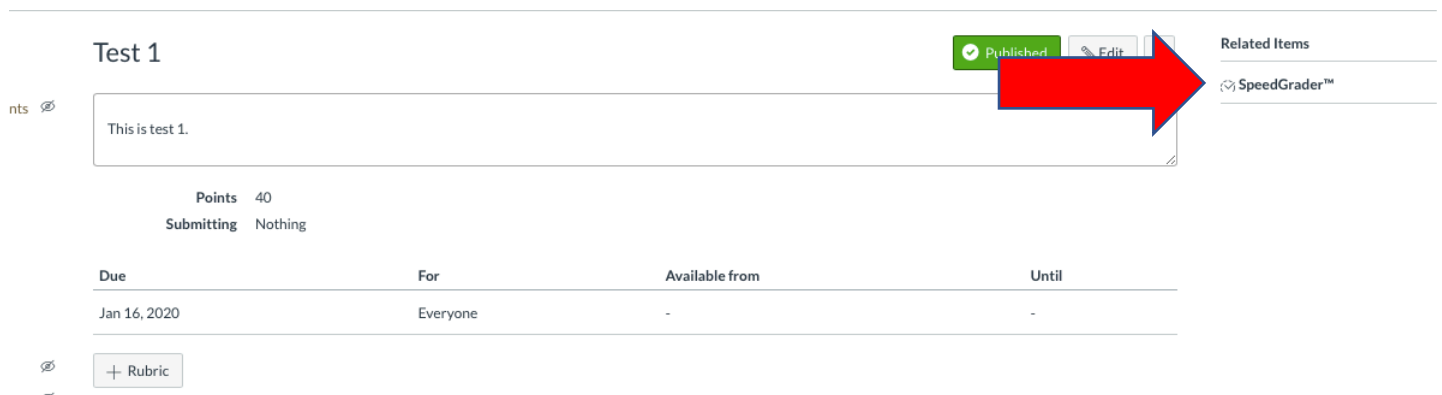
Step 11:  Once published you can use speed grader or the grades link to enter student grades.  If you use speed grader, **select the speed grader** link on the right side of the page.

Test 1

This is test 1.
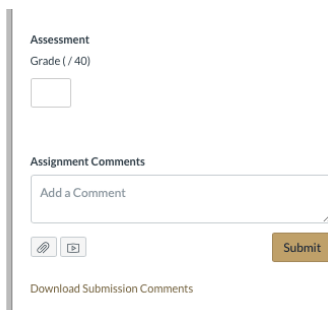
Points    40
Submitting    Nothing

| Due | For | Available from | Until |
| --- | --- | --- | --- |
| Jan 16, 2020 | Everyone | - | - |

+ Rubric

Step 12:  Speed Grader will open to the first student and allow you to **enter a grade and comments**.  You can also upload files or media. **Select submit** when finished and then use the arrows at the top of the page to move to the next student.

Assessment
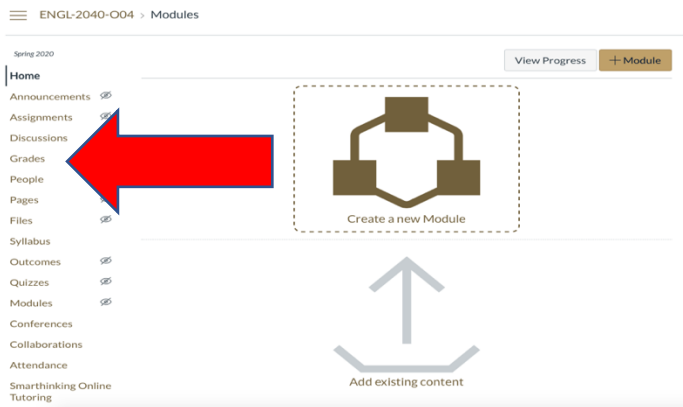Grade ( / 40)

Assignment Comments

Add a Comment

Submit

Download Submission Comments

Step 13:  You can also use the grade link to enter a grade.  **Select Grades** from the navigation bar.

ENGL-2040-O04 > Modules

Spring 2020

Home
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Attendance
Smarthinking Online Tutoring

View Progress    + Module

Create a new Module

Add existing content

Step 14:  A list of all students in the class will appear.  **Enter the student's grade** in the box next to their name.  Then **hit enter** on your keyboard.

| Test 1 Out of 40 | Essays | Exams | Assignments | Total |
|---|---|---|---|---|
| 100% | 100% | - | - | 100% |
| 85% | 85% | - | - | 85% |
| 75% | 75% | - | - | 75% |
|  |  |  | - | - |

Step 15:  If you would like to add a comment, **select the text bubble** in the corner of the grade box.  A box will appear, and you can add comments.  **Click post comments** to save.
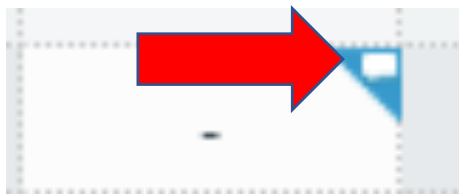
Test 1

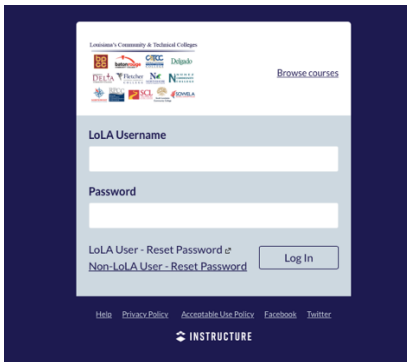Grade: _____ %        Update Grade

More details in the SpeedGrader

No submission

Add a comment

Post Comment

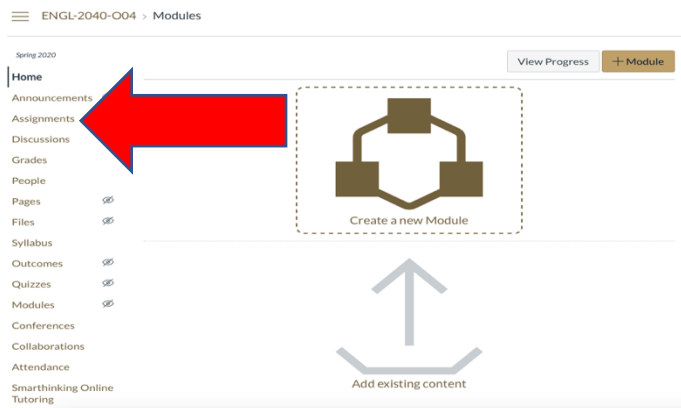# Weighting Assignments

Step 1:  **Login to Canvas** using your username and password.  Click Log-In.



Step 2:  **Select the course** you would like to update.  *If you don't see the course on the dashboard.  Select courses.  Then all courses.  The course will be listed there.  Star the course to make it appear on your dashboard in the future.*
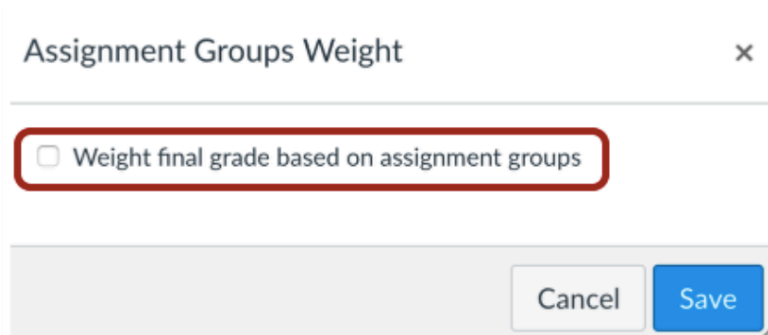


Step 3:  Select **Assignments** from the navigation bar.



Step 4:  Select. **Options icon** from the right side of the page.
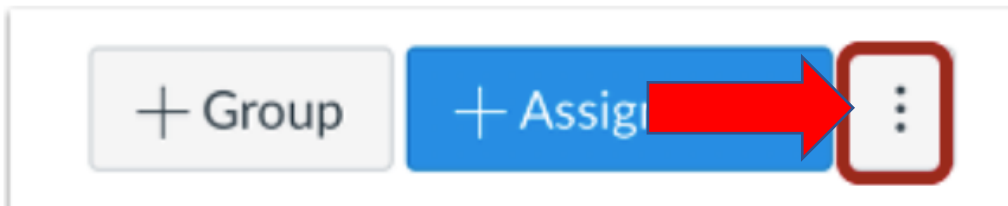
Step 5: Click the **Weight final grade based on assignment groups** checkbox. *A drop-down menu will appear. (see below)*
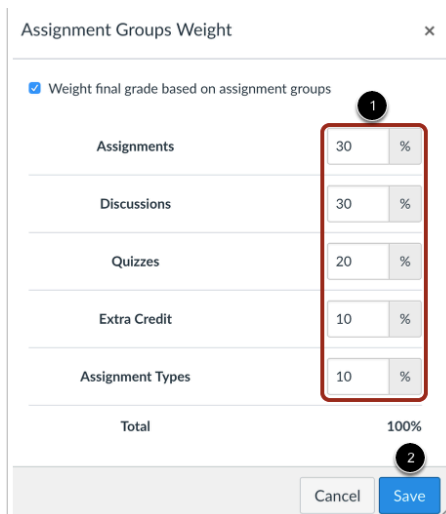
Assignment Groups Weight                    ✕

☐  Weight final grade based on assignment groups

Cancel   Save

Step 6: **Enter the percentage weights** for each of the different Assignment Groups you created. *The percentage weights you specify here will determine how Canvas calculates the final grade for your course. These percentages can be changed at any time and students will be notified when any changes are made. The weights will show up in the Gradebook for both students and instructors.* **Click Save**.
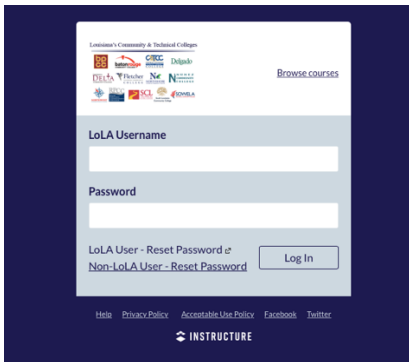
Assignment Groups Weight                    ✕

☑ Weight final grade based on assignment groups

| | | 1 |
| --- | --- | --- |
| Assignments | 30 | % |
| Discussions | 30 | % |
| Quizzes | 20 | % |
| Extra Credit | 10 | % |
| Assignment Types | 10 | % |
| Total | 100% | |

2
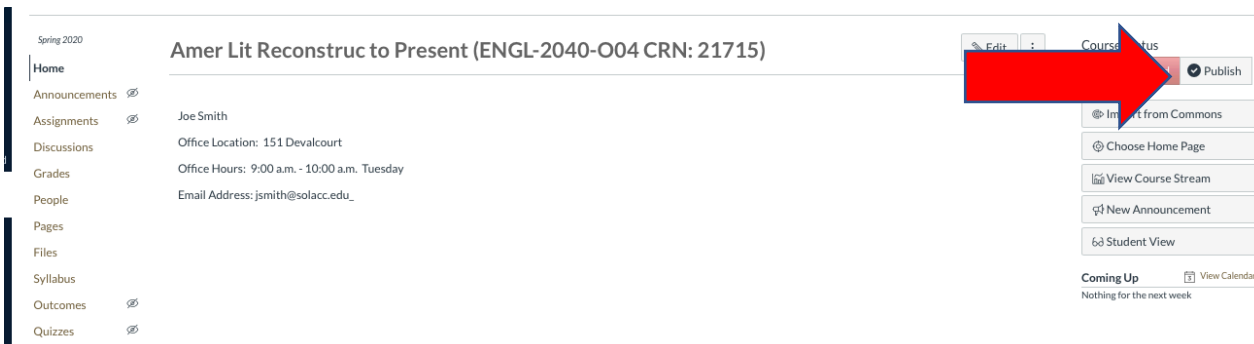Cancel   Save

# Publishing your Course

Step 1:  **Login to Canvas** using your username and password.  Click Log-In.
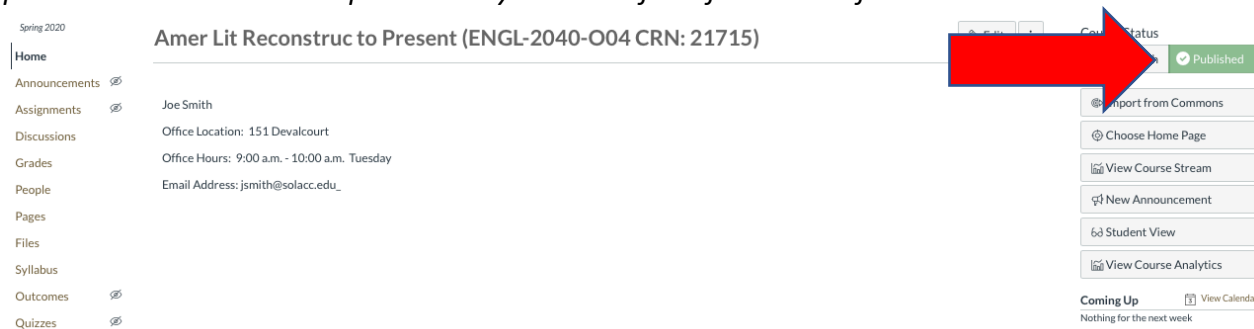


Step 2:  **Select the course** you would like to publish.  *If you don't see the course on the dashboard.  Select courses.  Then all courses.  The course will be listed there.  Star the course to make it appear on your dashboard in the future.*



Step 3:  Select **Publish** on the far-right side of the page. Note: *This only publishes the course shell.  All pages and assignments you want the students to see will need to be published separately.*
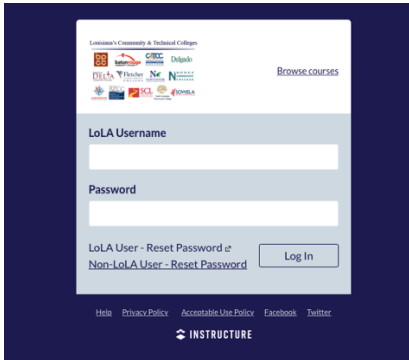


The word published will turn green once the course is published.  *Remember to publish your course as soon as possible.  Courses must be published by the end of the first week of classes at the latest.*

# Adding the Academic Integrity Module to your Canvas Course(s)

**Step 1:** **Login to Canvas** using your username and password. Click Log-In.



**Step 2:** **Select the course** you would like to add the module. *If you don't see the course on the dashboard. Select courses. Then all courses. The course will be listed there. Star the course to make it appear on your dashboard in the future.*



**Step 3:** Select **Import from Commons** from the far right of the page.
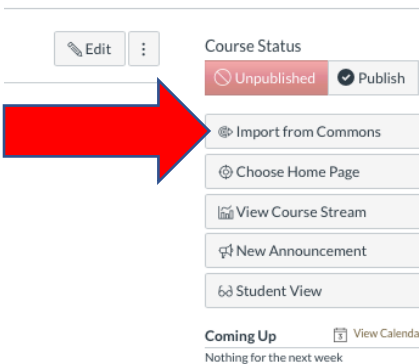


**Step 4:** Type Academic Integrity South Louisiana in the search box. The course options will show up below as you type.
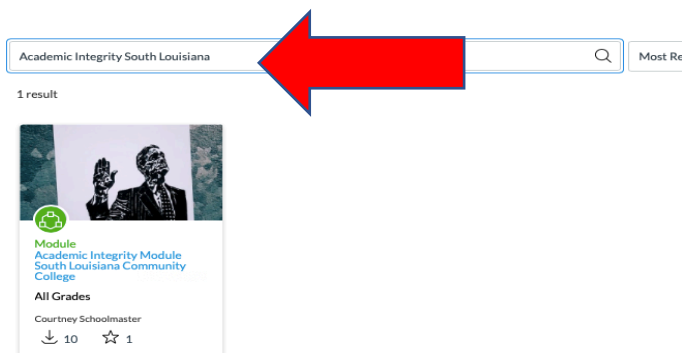
Step 5:  **Confirm** you have the correct course and **Select** the highlighted link in the module box.
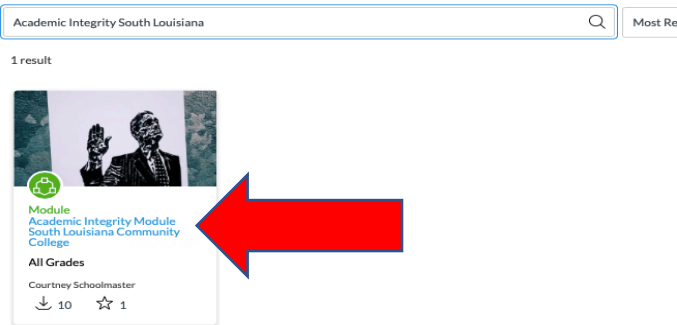


Step 6:  Select **Import/Download** from the far right of the page.
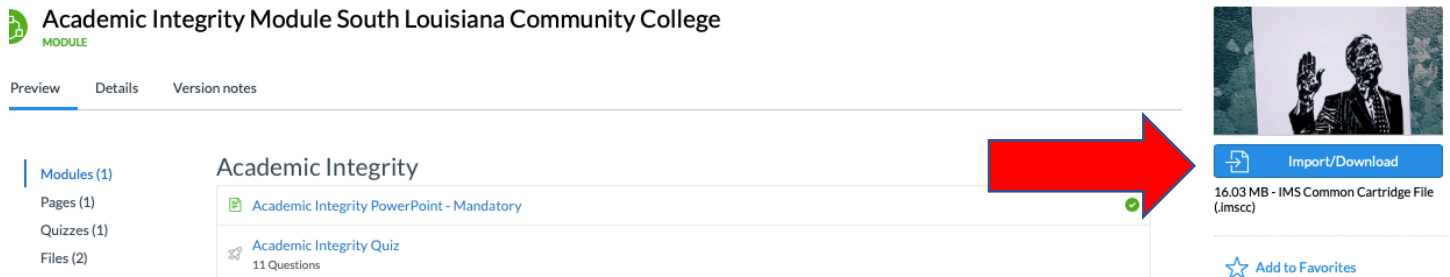


Step 7:  A pop up menu with appear with a list of available courses. **Select the section(s)** you wish to import the Integrity module into.  Then select **Import into Course**. *Proceed with caution when selecting the correct course.  The all selection will add the module into every course (current or previous).*
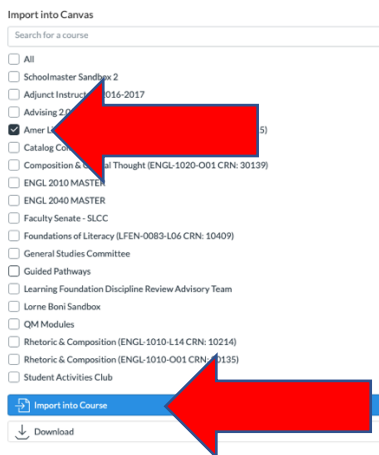


Step 9:  Return to your course using the dashboard or courses button on the navigation bar.
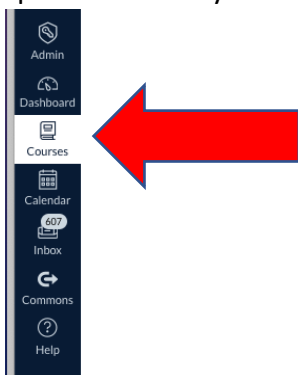
Step 10:  Once in the course, select **modules** from the navigation bar.

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Modules
Conferences
Collaborations
Attendance
Smarthinking Online Tutoring
SLCC Library
Student Rating of In-struction
TestOut
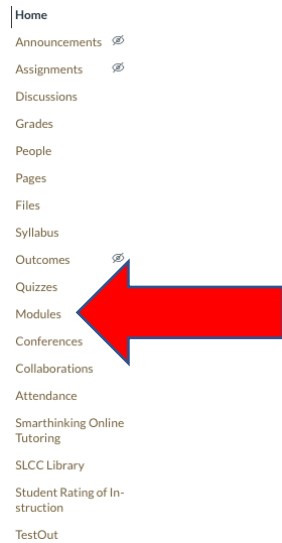
Confirm the module has imported correctly.  Reminder: the quiz is currently set to ungraded. If you would like to make this a graded activity you will need to edit the quiz details.

View Progress    + Module

▾ Academic Integrity

Academic Integrity PowerPoint - Mandatory

Academic Integrity Quiz
10 pts
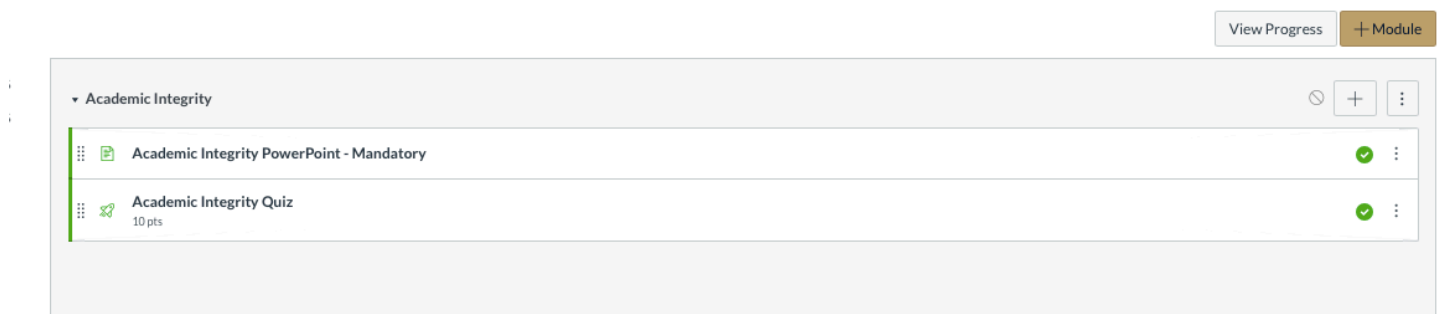
# Canvas Instructor Guide

https://community.canvaslms.com/docs/DOC-10460#jive_content_id

# STARFISH

# SLCC

SOUTH LOUISIANA COMMUNITY COLLEGE

## Starfish

## Setting Up Your Profile

Step 1:  Login to Starfish at https://www.solacc.edu/students/starfish-for-students
        You will use your LoLA username and password.

Step 2: Select the hamburger menu from the left corner.
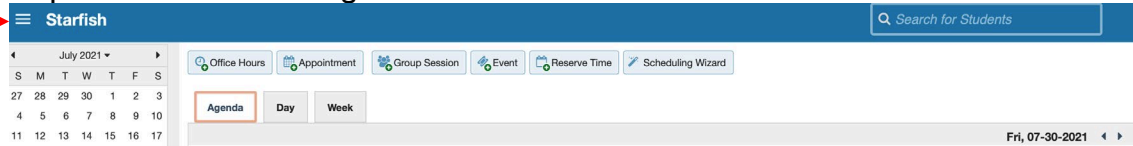


This will open the following widow.
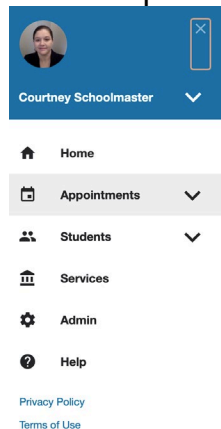


Step 3: Select Your Name.  Then Select Edit Profile
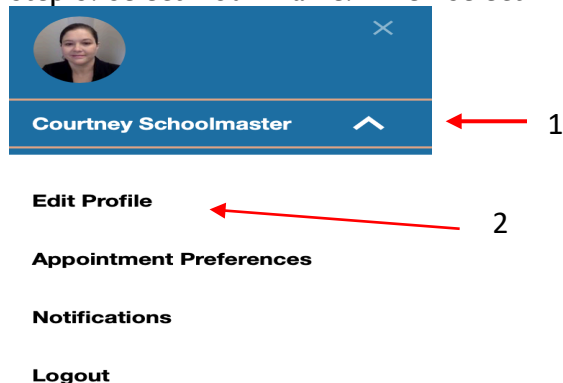


Step 4: Edit the following information.
        1.) Upload a photo
        2.) Include Contact information
        3.) Provide a Bio
        4.) DO NOT PUT A TITLE in the TITLE BOX – They automatically populate.

# SLCC

SOUTH LOUISIANA COMMUNITY COLLEGE

## Starfish

## Completing a Progress Survey

Step 1:  Login to Starfish at https://www.solacc.edu/students/starfish-for-students
You will use your LoLA username and password.

Step 2: From your Starfish homepage, click the Outstanding Progress Surveys link for the appropriate course.
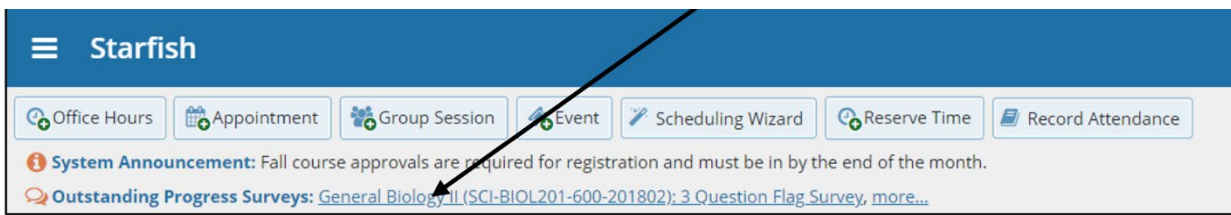


Step 3: For each student on the class roster, check the appropriate box.

Step 4: Click the comments icon (   ) to add notes, if needed.

Step 5: Once you have completed the survey, click Submit

**Notes:**

The survey automatically saves.  So, you can continue to update and edit as needed if you do not hit submit.  Once you hit Submit, you can't alter the survey information.

Saved drafts do not get submitted when the survey closes, instructors must click submit before the survey closes.

/ ## Starfish

## Setting Up Office Hours

**Step One: Watch the Setting Up Office Hours Video:**

https://web.microsoftstream.com/video/3bb3fc7e-86d2-4c1d-bce3-02507b0f4376

**Step Two: Watch the Syncing Your Outlook Calendar:**

https://web.microsoftstream.com/video/d3d4a80a-bf4b-4c62-a43d-18117e10f2c6

## Additional Starfish Videos

**Completing a Progress Survey:**

https://web.microsoftstream.com/video/2d7689dd-890c-41cb-89db-23758bb9918c

**Setting Up Your Profile:**

https://web.microsoftstream.com/video/c6a70cb0-6fee-4eb5-a8a3-d19f0a4fe858

**Editing Office Hours**

https://web.microsoftstream.com/video/baf8d85e-2636-4824-9321-34ac4bf4162a

# POLICIES

# &

# PROCEDURES

# Academic Integrity

**ACADEMIC INTEGRITY**

An essential rule in every class of the College, credit and non-credit instruction, is that all work for which students will receive a grade or credit be entirely their own or be appropriately documented to indicate sources. When a student does not follow this rule, this is dishonest and undermines the goals of the College. Therefore, cheating in any form cannot be tolerated. The responsibility rests with the student to know the acceptable methods and techniques for proper documentation of sources and avoid cheating and plagiarism in all work submitted for credit, whether prepared in or out of class. Definitions of cheating and plagiarism:

**CHEATING**

Cheating in the context of academic matters is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and preparing assignments. Cheating includes, but is not limited to, such practices as:

- unauthorized gaining of help from another person
- using unauthorized notes or other resources when taking a graded assessment
- distributing/previewing copies of the test/quiz
- having someone else pose as you to complete work
- relying on unauthorized devices or tools if such aid has been forbidden
- preparing an assignment in consultation with another person when the instructor expects the work to be done independently
- turning in an assignment already written/submitted for another course without instructor permission

In other words, cheating occurs when a student uses any unauthorized aids or materials or falsely represents themselves or their work in all class formats (ex. face-to-face, videoconference, online, HySync or hybrid). Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating.

**Plagiarism**

Plagiarism is a specific type of cheating.

Plagiarism occurs when a student passes off as their work the ideas, concepts, words, or products of another person. Plagiarism includes, but is not limited to, such practices as:

- presenting as a new and original idea or product anything which in fact is derived from an existing work
- making use of any work or production already created by someone else without giving credit to the source
- purchasing or obtaining an essay or any written material from any source that is presented as one's own work
- making use of or copying work completed by another student currently or previously taking the class
- turning in work directly copied from a website
- copying or paraphrasing ideas from a work of literary criticism or study aid when outside sources are not permitted
- appropriating the writing style of an author
- students reusing assignments from a previously taken course in the same course being repeated (e.g. resubmitting an essay assignment with exact language from a previously taken and failed/withdrawn ENGL course for the same assignment in the retake course)

**Penalties**

SLCC considers both cheating and plagiarism serious offenses. Penalties are at the discretion of the faculty member and are stated in the course syllabus. Penalties may include a grade of "zero" for the assignment in question, a reduction of the course grade, or an "F" in the course. Additionally, all violations will be reported via the Academic Integrity Sanction Form by the faculty to the Office of Academic Affairs.

Students with multiple violations, whether in the same course or across courses, or students who have committed a more serious academic integrity offense will be reported to the Dean of their major and the SLCC Code of Conduct Office. Additional sanctions may be applied at the college level which could result in a range of actions including (but not exclusive to): probationary status due to the offense, dismissal from the student's current program of study to potential suspension or expulsion from South Louisiana Community College. Furthermore, when a program is governed by outside boards, accreditation agencies, and partnerships, additional sanctions may be applied by those entities.

Students sanctioned for an academic integrity violation with an F in the course will retain that F regardless of add/drop, withdrawal, or suspension.

**See the SLCC catalog for the Academic Integrity Appeal Process**

# SLCC
## SOUTH LOUISIANA COMMUNITY COLLEGE

**Reporting Academic Integrity (AI) Violations(s) Process Flow**

## INSTUCTOR

> Identifies Academic Integrity(AI) Violation (Cheating or Plagiarism) by a Student

> Uses SLCC (AI) template letter to inform student of the violation and sanction

> Completes sanction form

> Submits copy of sanction letter and all supporting documents with the sanction form.
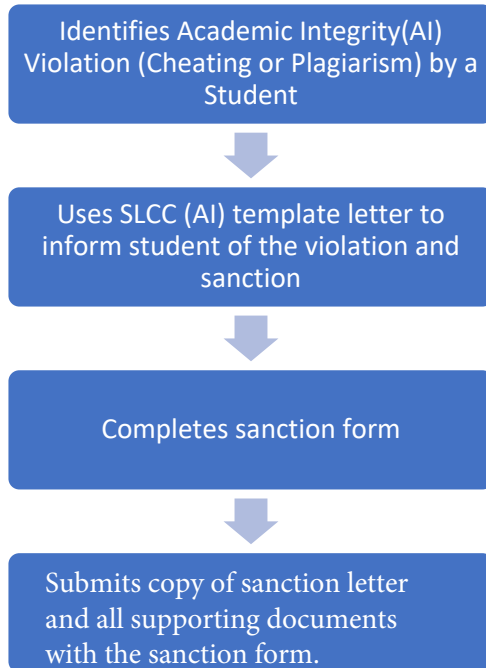
**Note:** If the student requests an informal appeal (a meeting or other communication with the instructor), you should wait to file the sanction form. If after speaking with the student, you wish to:

- **continue the sanction process,** proceed with submitting the sanction form.
- **stop the sanction process**, rescind the violation from the student

Reporting an Academic Integrity Violation - Use the link below:

https://cm.maxient.com/reportingform.php?LouisianaCTCS&layout_id=15

# SLCC

SOUTH LOUISIANA COMMUNITY COLLEGE

(Date)

Dear (Student Name),

Upon review of *(insert name of assignment or test here),* you have been found in violation of the SLCC academic integrity policy.

As a result of this first violation, you have been levied the following sanction:


A second sanction in this class will result in (insert syllabi language for second offense). *Delete if no second chance is given.*

This academic integrity violation has been placed on file with the Office of Academic Affairs.  The Department Chair of *(Insert Department Here)* and Dean of *(Insert Dean Here)* (insert Distance Ed, if needed) have been cc'd on the violation as well.

All course violations are subject to additional college review and may result in additional sanctions beyond this one which could result in a range of actions including (but not exclusive to): probationary status due to the offense, dismissal from the student's current program of study, to potential suspension or expulsion from South Louisiana Community College.

If you have any further questions, you can visit me during my office hours or via email at (insert email address).


If you plan to appeal the decision, you must speak with me during my office hours or via email (informal appeal).  If an informal appeal discussion is unable to address your questions or concerns, you may file a formal appeal in writing to the attention of (Insert the name of your department chair) care of (insert the name of your Dean's assistant and their office number -campus, and email address) by 5:00 p.m., within 10 business days of the date of this letter. Your appeals package should include:

- Your Academic Sanction Challenge Form with student identification (including Banner ID) and specific course information (Course name and number, CRN number, Instructor)
- a typewritten formal letter detailing the reasons why you believe the Sanction for Academic Misconduct was unwarranted, with clear supporting rationale tied to and stating the appropriate condition for appeal as listed above
- a copy of the syllabus of the course
- a copy of the disputed assessment materials or relevant assessment documentation. optionally, any other materials as relevant, to the issue

Please see a copy of the policy provided here for your reference http://catalog.solacc.edu/content.php?catoid=4&navoid=213#academic-integrity



Regards,

*Faculty Member Name*

---

*Heads that Know. Hands that Know How.* ®

# SLCC
SOUTH LOUISIANA COMMUNITY COLLEGE

(Date.)

Dear (Student Name),

Upon review of *(insert name of assignment or test here),* you have been found in violation of the SLCC academic integrity policy.  This is your second violation in this course.

As a result of this second violation, you have been levied the following sanction:

This academic integrity violation has been placed on file with the Office of Academic Affairs.  The Department Chair of *(Insert Department Here)* and Dean of *(Insert Dean Here)* (insert Distance Ed, if needed) have been cc'd on the violation as well.

All course violations are subject to additional college review and may result in additional sanctions beyond this one which could result in a range of actions including (but not exclusive to): probationary status due to the offense, dismissal from the student's current program of study, to potential suspension or expulsion from South Louisiana Community College.

If you plan to appeal the decision, you must speak with me during my office hours or via email (informal appeal).  If an informal appeal discussion is unable to address your questions or concerns, you may file a formal appeal in writing to the attention of (Insert the name of your department chair) care of (insert the name of your Dean's assistant and their office number -campus, and email address) by 5:00 p.m., within 10 business days of the date of this letter. Your appeals package should include:

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Please see a copy of the policy provided here for your reference http://catalog.solacc.edu/content.php?catoid=4&navoid=213#academic-integrity

If you have any further questions, you can visit me during my office hours or via email at (insert email address).

Regards,

*Faculty Member Name*

---

*Heads that Know. Hands that Know How.* ®

# CLASS ATTENDANCE POLICY

The College recognizes the correlation between attendance and both student retention and achievement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement in the course. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend regularly and punctually all classes in which they are enrolled. Failure to do so may result in missed content and coursework, possibly jeopardizing a student's scholastic standing.

## ATTENDANCE RECORDS AND INDIVIDUAL CLASS POLICY

**Instructors are required to monitor student attendance and report students who are not attending class during designated reporting periods**. **Instructors are also required, in the majority of courses within the College, to state in writing and explain to their students their expectations in regard to both class performance and makeup work due to all absences prior to the close of the first week of classes during a regular semester and the third day of classes during a summer session.** Recording and/or monitoring of absences is not to be used directly for grade assessment in the class (in either direct penalty of points, percentages or part of participation), but is to be used to track students' presence in the classroom for ability to provide accurate information on institutional participation and financial aid status reports.

Instructors engaged in educating students in specialist programs involving specialist experiences (i.e. Health and Clinical experiences, Internships or Practicums) will be required to set attendance requirements that conform to the relevant programmatic accreditation and/or state & federal requirements.

## JUSTIFICATION FOR ABSENCES

Absences are considered unexcused unless the absences are due to jury duty, court appointments, military leave, religious observances, sanctioned school activities, or medical reasons. Students should provide documented evidence, whenever possible, prior to the event or incident leading to the absence. Absences for sanctioned school activities will be excused when the student presents a confirmation signed by an appropriate College official.

Requests for excused absences must be submitted to each instructor within three days after the student returns to classes for classes meeting on a **three (3)** day-a-week or **two (2)** day-a-week schedule. For classes meeting on a one (1) day-a-week schedule, documentation must be submitted at the next class meeting following the absence. However, if the student has prior knowledge that s/he will miss certain classes, justification should be submitted to these Instructors in advance of the absences.

# EFFECTS OF EXCESSIVE ABSENCES

Whenever an absence is excused by the instructor, the student can be permitted to make up the work without penalty according to the makeup policies provided by the instructor in the course syllabus.

A student may not be penalized directly for unexcused absences. However, the content and work missed during unexcused absences may affect a student's course performance and lower their course grade. While the direct absence cannot be taken into account in class grades, assignments and in-class graded tests, quizzes and exercises that are missed due to the absence are included in appropriate grade assessments of the student.

A student who encounters course consequences due to excused absences may seek a conference with the instructor, if not resolved then to the Department Chair, and if necessary to the appropriate Division Dean. Should these actions not be satisfactory to the student, the student should complete the course and upon receiving the final grade follow the Academic Grade Review and Appeal procedure detailed elsewhere in this catalog. The final decision of this process will be considered binding.

**Additional E-learning Component**
Students are expected to participate in all required instructional activities in their online courses. Student attendance in online courses is defined as **active participation** in the course as described in the course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

- Completion of tests or quizzes
- Discussion forums
- Submission/completion of assignments
- Communication with the instructor
- Or other course participation

Students are required to log in to each online course by the second day during the week in which the course officially begins, or the day enrolled during late registration to complete the initial introductory postings required in the course. The student is solely responsible for checking updates related to the course. Note: nonattendance may affect financial aid. In the case of an anticipated absence, such as military deployment, the student should contact the instructor in advance and make arrangements to complete the required assignments. In case of an emergency (illness/accident or death in family), a student should contact the instructor as soon as possible providing documentation supporting the need for any late submission of a graded event.

Instructors are required to monitor student attendance and report students who are not attending class during designated reporting periods. Instructors are also required, in the majority of courses within the College, to state in writing and explain to their students their expectations in regard to both class performance and makeup work due to all absences prior to the close of the first week of classes during a regular semester and the third day of classes during a summer session. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

## WHAT AN EDUCATIONAL RECORD IS NOT!

"Sole possession" - notes made by one person as an individual observation or recollection, are kept in the possession of the maker.

- Once shared with anyone, they become educational records
- Best advice – If you don't want it to be subject to review, don't write it down.

Law enforcement unit records

Records maintained exclusively for individuals in their capacity as employees

- Records of individuals who are employed as a result of their status as students (e.g. student employees) ARE educational records.

Doctor-patient privilege records

Alumni records

## QUIZ

1. If a student's parent calls asking how a student is doing in a class, can you give out that information?

YES     NO

2. You receive a call from a recruiting firm asking for names and addresses of students with a GPA of 3.0 or better. They say they have good job information for these students. Can you help these students get jobs by giving out this information?

YES     NO

3. A person comes up to the College Dean's Office with a letter containing a signature that gives consent to release the transcript of a student. Do you give the transcript to them?

YES     NO

4. You get a frantic phone call from an individual who says that he is a student's father and must get in touch with her immediately because of a family emergency. Can you tell him when and where her next class is today?

YES     NO

5. Faculty have the right to inspect and review the educational records of any student.

YES     NO

6. Should we provide data to an accounting firm who asks for a list of all of the accounting students who are in the top 10% of the graduating class.

YES     NO

## ANSWERS

1.NO – Even though the person inquiring may be the student's parent, FERPA recognizes students in post-secondary education as adults, regardless of age. Therefore, you cannot give out grades, or any other non-directory information.

We must assume that the student is an adult who is entitled to privacy, even from parents. Parents may assert their rights to the records if the student is dependent according to the tax code, but that is determined by the Office of the Registrar.

2. NO – While we all want to help students to get good jobs, that request should not be handled by an academic department.

Do not give out student information that pertains to GPA, or is based on GPA, to anyone without prior written consent of that student. Information about the recruiting firm could be provided to students in the appropriate major and/or to the Office of Career and Transfer Services, 521- 9087.

3. NO – Transcripts and records information can only be released by the Office of the Registrar.

4. NO - For the safety of the student, you cannot tell another person where a student is at any time. Inform the caller they should contact the Security Office for more information.

5. NO – All faculty and staff must show a "legitimate educational interest/ need to know" within the context of their role to have appropriate access to education records.

6. NO – Remember, grades and GPA can never be directory information. The question of top 10 percent of graduates falls under the release of "GPA information" as it is based on such non-directory information.

### How Instructor or Advisor can view FERPA on LoLA:

- Access LoLA
- Select Faculty/Advisor Link
- Select Student Information Menu
- Select ID Selection
- Enter Student ID or name & Select Submit
- If the name that appears is correct, Select Submit
- Select View Test Scores

https://www.solacc.edu/students/registrar-s-office/ferpa/faculty-staff

# FERPA

## FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT OF 1974

SOMETIMES REFERRED TO AS THE BUCKLEY AMENDMENT

PROTECTS THE PRIVACY & ACCURACY OF STUDENT EDUCATIONAL RECORDS

STUDENTS HAVE THE RIGHT:

- TO INSPECT & REVIEW THEIR EDUCATION RECORDS
- TO SEEK TO AMEND THEIR EDUCATION RECORDS
- TO HAVE SOME CONTROL OVER THE DISCLOSURE OF INFORMATION RESULTING FROM THEIR EDUCATIONAL RECORDS

THE RIGHT TO FILE A COMPLAINT WITH THE FAMILY POLICY COMPLIANCE OFFICE, US DEPARTMENT OF EDUCATION

### PROTECT OUR STUDENTS…PROTECT OURSELVES

To be allowed to access student records, you must understand the material presented in this training Maintaining confidentiality of student records is everyone's responsibility whether you are faculty, staff or student. This training is designed to give you a base level knowledge of the rules governing release of student information.

*Why?*

Because it's the right thing to do!
Because the federal government requires us to do so!

### WHAT SHOULD YOU EXPECT TO GAIN FROM THIS TRAINING SESSION?

- Knowledge of the laws and policies governing the acceptable use and release of student records
- An understanding of your responsibilities in complying with theses laws and policies.
- An understanding how to protect a student's right to privacy.

SOUTH LOUISIANA COMMUNITY COLLEGE

## WHAT ARE THE BASIC RULES?

We have the responsibility to protect the privacy of those records. Student educational records are considered confidential and may **not** be released without the written consent of the student.

## WHAT IF WE VIOLATE FERPA?

- Federal funding for financial aid and educational grants could be lost
- Legal action could be taken against the college
- A student could be put in jeopardy

## WHO IS PROTECTED UNDER FERPA?

Students who are, or were, registered in an institution of higher education… regardless of their age or status with regard to parental dependency. Students who have applied, but are not registered after add/drop as well as deceased students, do not fall under FERPA guidelines.

## WHAT IS AN EDUCATIONAL RECORD?

Just about any information provided by a student to the college for use in the educational process is considered a student educational record:

- Personal information
- Enrollment records
- Grades
- Schedules

## "PERSONALLY IDENTIFIABLE" DEFINED

Personally identifiable means data or information which includes:

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

## FORMATS OF EDUCATIONAL RECORDS

These records include: files, documents, and materials in whatever medium (handwriting, print, tapes, disks, film, microfilm, microfiche) which contain information directly related to students and from which students can be personally (individually) identified.

The storage media in which you find this information does not matter. Student educational record may be:

- A document in the registrar's office
- A computer printout in your office
- A class list on your desktop
- A computer display screen
- Notes you have taken during an advising session

## PUBLIC/DIRECTORY INFORMATION

Some information is considered public (sometimes called "Directory Information"). This information can be released without the student's permission. The student may, however, opt to consider this information confidential as well.

## WHAT IS DIRECTORY INFORMATION?

Information contained in an educational record that generally would not be considered harmful or an invasion of privacy if disclosed.

Items that may be included in publications or disclosed upon request without consent.

## DIRECTORY INFORMATION

SLCC has designated Directory Information to be:

- Name
- Address
- Students College E-mail address
- Telephone Numbers
- Academic awards and honors received
- Dates of attendance
- Enrollment Status
- Major or department
- Classification
- Degree(s) earned
- Participation in officially recognized activities

## WHAT CANNOT BE DIRECTORY INFORMATION?

Directory information is determined by each institution, but may never include:

- Race or country of citizenship
- Religion
- Gender
- Social Security Number
- Grades or GPA

## EVERYONE MUST FOLLOW FERPA

As a faculty or staff member you have a responsibility to protect educational records in your possession.

You have access to information only for legitimate use in completion of your responsibilities as a college employee. Need to know is the basic principle.

*If you are ever in doubt, do not release any information until you contact the Office of the Registrar at (337) 521-8925.*

## SPECIAL INFORMATION FOR FACULTY

▶To avoid violations of FERPA rules:

- Do NOT, at any time, use the entire social security number, or LOLA number, of a student in a public posting of grades (This includes email announcements to the entire class.)
- Never link the name of a student with that student's social security number or LOLA number in any public manner. (This includes class lists or email lists .)
- Never leave graded tests in a stack for students to pick up by sorting through the papers of all students.
- Never circulate a printed or electronic class list with student name and social security number, LOLA number, or grades as an attendance roster.
- Never discuss the progress of any student with anyone other than the student (including parents and spouses) without the consent of the student.
- Never provide anyone with lists of students enrolled in your classes for any commercial purpose.
- Never provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.

# ASSESSMENT

# SLCC

**SOUTH LOUISIANA COMMUNITY COLLEGE**

## GLO/PLO ASSESSMENT

**Step 1** – Each year, the discipline/program (department chair and program coordinator) determines the courses to be measured for the year:

Courses in discipline/program which are to be measured that year are influenced by success rates of the previous year, the curriculum map, and sample size.

**Step 2** – Instructors select sections and assignments in line with the rotation schedule and yearly plan. Course, CRN, Assignment, Instructor, and part of term are reported to the Department Chair/Program Coordinator, who places it in the master database for the program/discipline.

**Note:** All full-time faculty must have at minimum one class to assess each semester. Adjunct faculty, including Dual Enrollment Adjuncts, assess only courses only if they are teaching a course up for review.

**Step 3 -** Rosters are created in Starfish for the chosen course.

**Note:** due to restrictions on the software, dual enrollment faculty receive excel spreadsheet rosters.

**Step 4** – Each instructor applies the appropriate rubric to the selected assignment to measure and evaluate the outcome.  Contact your chair for a copy of the rubric.

**Step 5** – Each instructor records results in Starfish or on their excel spreadsheet.

**Step 6** – Each instructor submits three random examples of work assessed to the Office of Academic Affairs via google forms.  A link is sent from Starfish.

**Step 7** – Assessment results are tabulated and provided to the program coordinator/department chair.
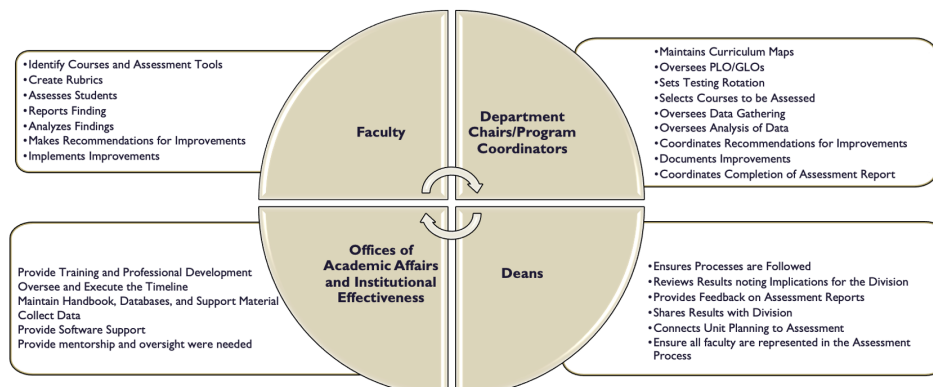
**Step 8 –** Assessment results are reviewed by faculty (full-time, adjunct, and dual).  Program Coordinator/Chairs complete Assessment Reports based on faculty findings and feedback.  Action plans for continuous improvement are developed.

**Step 9** Testing in follow-up semesters will determine the effectiveness of improvement actions and will be reported again.

# OUTCOME ASSESSMENT
## ROLES & RESPONSIBILITIES

**Faculty**
- Identify Courses and Assessment Tools
- Create Rubrics
- Assesses Students
- Reports Finding
- Analyzes Findings
- Makes Recommendations for Improvements
- Implements Improvements

**Department Chairs/Program Coordinators**
- Maintains Curriculum Maps
- Oversees PLO/GLOs
- Sets Testing Rotation
- Selects Courses to be Assessed
- Oversees Data Gathering
- Oversees Analysis of Data
- Coordinates Recommendations for Improvements
- Documents Improvements
- Coordinates Completion of Assessment Report

**Offices of Academic Affairs and Institutional Effectiveness**
- Provide Training and Professional Development
- Oversee and Execute the Timeline
- Maintain Handbook, Databases, and Support Material
- Collect Data
- Provide Software Support
- Provide mentorship and oversight were needed

**Deans**
- Ensures Processes are Followed
- Reviews Results noting Implications for the Division
- Provides Feedback on Assessment Reports
- Shares Results with Division
- Connects Unit Planning to Assessment
- Ensure all faculty are represented in the Assessment Process

## COMMON TERMS

✓ SLO Assessment: Refers to the course-level learning outcome assessment – what a student should know, think, or do after taking the course;

✓ PLO Assessment: Refers to the Program-level learning outcome assessment – what a student should know, think, or do after completing the program;

✓ GLO Assessment: Refers to the General Education–level learning outcomes assessment – what a student should know, think, or do after completing the general education portion of their program.

**Criteria/Standards**
Performance descriptors indicate how well students will meet expectations of what they should be able to think, know or do. They are descriptive benchmarks against which performance is judged. These criteria or standards may be described in varying gradients of success as in rubrics or assessments. Often, they are stated in terms of percentages, percentiles, or other quantitative measures (Nichols, 2000).

**Roster**
Listing of students enrolled in the class being assessed.  Results of the assessment are reported on the roster.

**Rubric**
A kind of holistic or primary trait scoring in which detailed criteria are delineated and used to discriminate among levels of achievement in assignments, performances, or products.

**Starfish**
Software used to distribute rosters electronically to faculty.

**Target Course**
A course selected for testing of a GLO or PLO.

# CLASSROOM MANAGEMENT

# FACULTY FOCUS

## Special Report

# 10 Effective Classroom Management Techniques Every Faculty Member Should Know

Brought to you by

### THE Teaching PROFESSOR

# 10 Effective Classroom Management Techniques Every Faculty Member Should Know

Effective classroom management is much more than just administering corrective measures when a student misbehaves; it's about developing proactive ways to prevent problems from occurring in the first place while creating a positive learning environment.

Establishing that climate for learning is one of the most challenging aspects of teaching, and one of the most difficult skills to master. For those new to the profession, failure to set the right tone will greatly hinder your effectiveness as a teacher. Indeed, even experienced faculty may sometimes feel frustrated by classroom management issues. Strategies that worked for years suddenly become ineffective in the face of some of the challenges today's students bring with them to the classroom.

Brought to you by *The Teaching Professor*, this special report features 10 proven classroom management techniques from those on the front lines who've met the challenges head-on and developed creative responses that work with today's students. This report will teach you practical ways to create favorable conditions for learning, including how to:
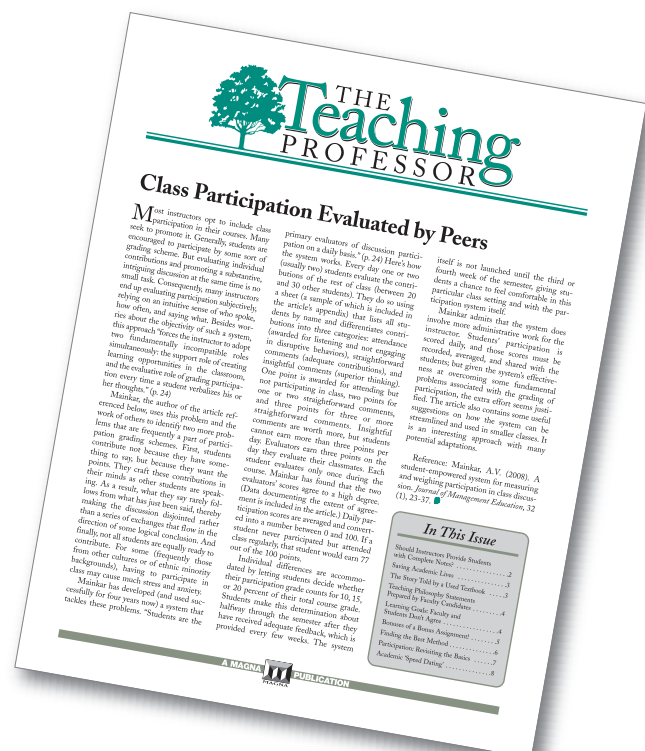- Get the semester off on the right foot
- Prevent cheating
- Incorporate classroom management principles into the syllabus
- Handle students who participate too much
- Establish relationships with students
- Use a contract to help get students to accept responsibility
- Employ humor to create conditions conducive to learning

The goal of *10 Effective Classroom Management Techniques Every Faculty Member Should Know* is to provide actionable strategies and no-nonsense solutions for creating a positive learning environment – whether you're a seasoned educator or someone who's just starting out.

Maryellen Weimer
Editor
*The Teaching Professor*

# Table of Contents

# How to Get Wet without Plunging In: Creative Ways to Start Class

*By Patty Kohler-Evans*

Starting a lecture can be challenging: getting everyone seated, attentive, and ready to move forward with the content can take several minutes. I have found that sometimes it feels abrupt and disjointed, especially when it has been a week since the last class meeting, so I've been working on strategies that help me get a class going without wasting time and that get all the students engaged and ready to learn. I now begin each lesson with a creative review of the last week's materials. The reviews involve a variety of techniques for getting students to reflect on previous content and ready to move on to new information. They also help with building relationships, a critical component of teacher-student interactions. Here are some of the strategies that I think work best to accomplish these goals.

## Who's Your Partner?

Using sticky-back name tags, I put three or four names that go together on the tags. Some examples are John, Paul, Ringo, and George, or Bill, Chelsea, and Hillary. I then randomly put the name tags on the backs of students. The students are allowed to find their partners by asking only yes and no questions. When they find the rest of their group, I have them work on a short review assignment. This can be a list of questions from the previous week's content or a reflection or anything that requires that they work together. The process of finding the rest of the group takes only a few minutes and gets students active and focused.

## Piece the Puzzle

For this activity I break the content from the last lecture into four or five sections. Then I take key points from each section and make them into jigsaw puzzles, one puzzle for each

> I now begin each lesson with a creative review of the last week's materials. The reviews involve a variety of techniques for getting students to reflect on previous content and ready to move on to new information.

section, with five or six pieces per puzzle. I jumble the pieces and give a set of puzzles to each group of students. I generally make each set of puzzles on a different color of paper and put the jumbled pieces in a Ziploc bag. Each group completes all the puzzles. This requires them to categorize previously learned information. I like to engage in competition for prizes from the local dollar store. The first table to complete all the puzzles correctly wins the prize. Another variation is to give each student a piece of a puzzle and have the student locate the other four or five students who have pieces to the same puzzle—I don't make the puzzles different colors in this case.

## Roundtable Review

With this activity, I have students get out a sheet of paper and write a list of numbers from one to ten. Then I instruct them to put one important idea from the previous lecture on the first line. The paper is passed to the person on the left. Each time the paper is passed, the person receiving the paper writes a different idea. After a few minutes I call time, and the papers go back to the original owner. This represents a collection of ideas for future review and study.

I have found that the preparation for these activities takes very little time and that the results are very worthwhile. My students anticipate the activities, and I look forward to having the students in a place where they are ready to learn. 🍂

# Making a Syllabus More Than a Contract

*By Roxanne Cullen*

For years I've introduced my course syllabus by saying, "This is your contract for the course." And all too often the document read more like a contract than a true representation of my conceptualization of the course. So I revised my introductory composition course syllabus in an attempt to create a more learner-centered academic experience. Although these elements have been at the core of my teaching, my syllabus did not necessarily make them explicit or clearly articulate their function to the students. Based on advice I found in several resources regarding the syllabus, I came to see that a teacher needs to consider the ways a syllabus can be useful to students. My goal was to make my syllabus more than the standard contract between my students and me. I wanted it to become a tool for learning.

I began by analyzing my syllabus using a rubric that I developed with a colleague based upon principles of learner-centered pedagogy. The original design of the rubric was as a tool for administrators to determine the degree of learner-centeredness in a department or unit based upon a review of course syllabi. The rubric has three main categories, each with several subcategories. The main category, **Community**, includes subcategories that relate to the accessibility of the teacher, the presence of learning rationale, and evidence of collaboration. In the category **Power and Control**, the subcategories focus on teacher and student roles; use of

outside resources, and the general focus of the syllabus: Does it focus on policies and procedures or is it weighted toward student learning outcomes? Is there opportunity for negotiation of policies, procedures, assignment choice, etc.? In the category **Evaluation and Assessment**, the subcategories examine the use of grades, the feedback mechanisms employed, types of evaluation, learning outcomes, and opportunities for revising or redoing assignments.

A review of my syllabus inspired me to revise. I made several changes to emphasize the concept of community. Although I have always provided rationales for assignments when I talked about them in class, I added a rationale statement for assignments in the syllabus. I also provided rationales for all policies and procedures so that they would look less like arbitrary laws set down by the teacher and more as though they served enhanced learning. I also incorporated more teamwork and collaborative projects, again with a rationale tied to learning outcomes. Finally, I made an effort throughout to disclose information about myself, mostly in regard to my experience as a composition teacher and a writer.

The most significant change I made was in the area of power and control. Instead of establishing an attendance policy, class participation rules, or penalties for late work, I indicated that all of these would be negotiated by the class. Because the course is populated by first-semester students,

I was reluctant to share much more power than that.

My former one-page syllabus was now 10 pages and included a short philosophical statement on learning to write along with writing- and learning-related justifications for every policy and procedure. In an effort to make the syllabus a working part of the course in which students discovered for themselves what they needed to know about the course, I had them write their first essay on the syllabus. I asked them to consider things like their expectations of the class, what they thought my expectations were, what they thought they knew about me, and what their roles and responsibilities included.

I was actually eager to read the essays. In some respects, I felt that my work was being evaluated by them, which provided an interesting twist on power and control. Their essays became another feedback mechanism for me. Equally if not more interesting was the conversation among the students as they prepared to write. I use WebCT, so I suggested to students that they use the discussion board tool as a prewriting strategy. The discussion was lively and, I believe, productive. Even students who had been reluctant to participate in class discussions about the syllabus weighed in online with great authority regarding their interpretation of it.

My syllabus is still a work in progress. Most important, at this point, is the tone my new syllabus has set for the semester. Making the first essay a response to the syllabus has focused more thought and time on it than in any of my previous classes. It has served as a catalyst for discussion, for setting goals, and for discussing writing. It has focused our attention on learning and made every aspect of the course intentional. This syllabus is much more than the standard contract between my students and me.

# Conditions Associated with Classroom Conflict

*By Maryellen Weimer*

Students can and do regularly disrupt the classroom. Sometimes they are openly hostile, challenging the teacher's authority and objecting to course requirements and classroom policies. More often, the conflict grows out of their inattentiveness and passivity. They arrive late, leave early, talk during class, and don't even bother to hide their boredom.

Faculty researchers (reference below) wondered whether characteristics of courses and instructors might be associated with conflict. They also wondered whether instructors' preparation and caring attitude toward students related to the presence or absence of students' disruptive behaviors. And they were curious as to how instructors went about resolving conflict and whether they perceived the techniques they used as being successful.

To find answers to these questions and to document whether the differences between hostile and inattentive conflict were real, they surveyed a national sample of psychology professors. Faculty who completed a 71-item questionnaire were asked to answer while thinking about a single course they had taught recently in which they experienced a high level of student conflict.

Analysis of the survey results documented a number of important findings. First, the hypothesis about there being two different kinds of conflict was confirmed. Second, "we found that the amount of conflict that faculty reported was actually unrelated to many characteristics of courses or instructors." (p. 183)

In other words, things like the instructor's gender, race, age, years of teaching experience, full-time versus part-time status, and class size did not relate to the amount of reported conflict. These findings are at odds

> Hostile conflict—as in challenging, open resistance—was found to be related to "whether faculty expressed care toward students, communicated respect, behaved sensitively, and remained warm and engaged."

with some previous research that has documented that students tend to challenge the authority of female professors and faculty of color more often than they challenge white male faculty. Other research results do not find correlations between instructor characteristics and such things as student ratings of instructor effectiveness.

However, these researchers did find some interesting correlations between instructional methods and conflict. For example, "the use of lecture correlated directly with inattentive classroom conflict. On the other hand, using discussion or active learning related inversely with inattentive classroom conflict." (p. 182)

Hostile conflict—as in challenging, open resistance—was found to be related to "whether faculty expressed care toward students, communicated respect, behaved sensitively, and remained warm and engaged." (p. 184) Faculty who did not approach students in these ways reported higher levels of conflict. And these faculty behaviors were also found to be most effective at reducing conflict. The researchers describe these methods as "working alliances" and report results that suggest faculty build them when they attend "to the emotional bonds that exist in the classroom," when they promote "a common sense of purpose when teaching," and when students are treated respectfully despite agreements. (p. 185) Even though more than 61 percent of this sample reported that they ignored conflict and the behaviors associated with it, this strategy was related to poorer outcomes.

In sum, based on these findings, faculty are well advised, yet again, to take seriously their relationships with students. In this case it seems that an ounce of prevention may well be worth the pound of cure.

Reference: Meyers, S.A., Bender, J., Hill, E.K., and Thomas, S.Y. (2006). How do faculty experience and respond to classroom conflict? *International Journal of Teaching and Learning in Higher Education*, 18 (3), 180–187. 🍃

# Getting to Know You: The Importance of Establishing Relationships

*By Patty Kohler-Evans*

About two or three semesters ago, I conducted an informal experiment with two of my classes. With one, on the first night of class, I asked students their names and major courses of study. I introduced myself in much the same way, with a brief statement about my chosen field. With the other class, I spent time during the first and second class sessions on activities designed to acquaint students with each other and establish how we would conduct the class. I used what I learned about students that first night throughout the rest of the course. When I compared feedback from the two classes, I was amazed at the differences between the two. For example, one student from the second class noted that these activities made the class more "user friendly." He left class looking forward to the rest of the semester.

I'd like to share some of the activities I used to get students connected with each other and with me.

## What's in a name?

When students introduce themselves, I ask them to tell us their name and also to share what that name means, if they know that; to talk about the individual for whom they were named; and to indicate whether or not they like their name. I have also asked whether they live their name. For instance, my name, "Patricia," means loyal. I tell students that fits because I am generally a faithful friend. In some cases students don't know what their name means. I have found that they are very willing to do some research to find out what it means and to then share that information with the rest of the class.

## T-shirt collage

Sometimes I have students introduce themselves to each other by creating a T-shirt that represents who they are. I supply each student with a pre-drawn T-shirt pattern on a sheet of paper. I ask students to use magazine pictures, markers, crayons, etc., to design the shirt.

Usually, I bring all the materials to class. Students tend to talk to each other about themselves as they are designing their T-shirts. I do a shirt too. I believe this shows students that I value this activity. Students seem to really enjoy doing this activity, and they usually work very hard to include multiple aspects of themselves in the collage. Students listen attentively when it's time to share the T-shirt collages, and even at the end of the semester they still remember information about their classmates.

## Identification of personal interests

In many of my classes, I ask students to share information about their personal interests and learning preferences. I use a questionnaire to obtain this information, and I tell students to only share what they are comfortable having me know. A commercially available product that generates this information is the Learning Express-ways™ folder.

## Asking for written feedback

I frequently ask for written comments at the end of lectures. Students may comment about the class, express a concern, or share other information. I respond to all comments in writing and return them at the next class. Sometimes I ask students to rate their understanding on a 1-to-10 scale, and sometimes I ask for a brief reflection.

Since I have started to invest more time in getting to know my students, I have noticed that my relationships with them have improved in numerous ways. When students come to me after the course has ended, I still remember their names and something about them. I have also noticed that I have more students asking questions about their chosen fields. They regularly tell me that they value the activities as well. I believe that the time invested in relationship building increases students' motivation and commitment to the course. Recently, I overheard one student commenting to another about a group assignment that I had made. She was admonishing her fellow classmate to seek out other students who were different as a way to enrich the experience. Whether these examples are a direct result of the relationship building I can't say for sure, but I am convinced that it does make a better climate for learning in my classes. 🍃

# Those Students Who Participate Too Much

*By Maryellen Weimer*

What would we do without those few students who are always ready to speak—who make a stab at an answer when no one else will, who ask for clarification when they are confused, who even respond to things other students say in class? Most of those students we would like to clone. But then there are those who communicate to excess. They would answer every question if we let them. They would happily dominate every classroom discussion if allowed. We call these students the over-participators; in the research literature they are known as compulsive communicators, and researchers estimate that a bit more then 5 percent of students fall into this category.

The rest of the class loves and hates these classmates. They are loved because they take the pressure off everyone else. They are hated because they speak so much. Their endless contributions soon bore others. And they are hated because they make those who struggle to contribute feel woefully incompetent.

Their behavior also presents all sorts of problems for the teacher, who would love to call on somebody else, but often that familiar hand is the only one in the air. Generally over-participators are bright students. They care about the content and have the level of motivation a teacher would like to see in all students. But their determination to keep themselves always at the center of discussion tests in most of us the patience and commitment to participate.

Generally teachers do not rebuke the over-participator in public. Researchers in the study mentioned below asked students what they expected teachers to do about fellow classmates who over-participated. They found that students expect teachers to manage compulsive communicators through management strategies that are not rude or demeaning. Students "do not want to witness a fellow student subjected to negative sanctions when it comes to this particular transgression." (p. 28)

When teachers do not address the problem, according to this research, students rate them lower on measures of credibility and affect or liking. In fact, doing nothing about compulsive communicators results in even more negative student perceptions than does addressing the problem punitively.

What's the best advice, based on this research? Address the problem using positive and constructive communication strategies. It helps to have a discussion early in the course about the characteristics of effective discussion and teacher-student exchanges. If students are asked to describe those conversations that hold their attention and help them learn, they are usually quick to name the over-participation problem and state preferences for dialogue in which many people participate. Teachers should design participation activities that require the contributions of many: small groups presenting brief reports, sharing examples, or offering summaries.

It may be useful to talk privately with the student who is participating too much. It may help to make clear how and why too much communication from one student inhibits the learning of others. Perhaps the student could be encouraged to move his or her participation to the next level by not just answering questions, but asking them; by not just making comments, but specifically responding to things other students say in class.

Participation norms are established early in the course. If a teacher holds fast to hearing from lots of students right from the start, that norm will be established and can be maintained throughout the course.

Reference: McPherson, M. B., and Liang, Y. (2007). Students' reactions to teachers' management of compulsive communicators. *Communication Education*, 56 (1), 18-33. ●

# 10 Things to Make the First Day (and the Rest) of the Semester Successful

*By Mary C. Clement*

I like to arrive in the classroom well before the students. It gives me time to get things organized. I create an entrance table (I use chairs or desks if there's no table) that holds handouts for students to pick up. From day one the students learn the routine: they arrive, pick up handouts on the entrance table, and read the screen for instructions. They know what to do, and it saves time. Here's how I recommend introducing the routine on day one.

1. Post your name and the name and section of the class on the screen, so that when students walk in they know that they are in the right place.

2. Write "welcome" on the screen and have directions that tell students what they need to do immediately. Example: "As you enter, please tell me your name. Then pick up a syllabus, a card, and a folder from the entrance table. Fold the card so that it will stand on your desk, and write your first name on it in BIG letters. Add your last name and major in smaller print. Write your name on the tab of the folder, (last name first, then first name). Read the syllabus until class starts." [Note: By asking students to tell you their name as they enter, you can hear how the name is pronounced, and avoid the embarrassment of pronouncing it for the first time yourself.]

3. When it's time for class to start—start class! Late arrivals can catch up by reading the screen.

4. For classes of 25 or less, I have students do brief, 10-second introductions. I tell them there will be a verbal quiz after all the introductions and that they can win stars if they know who is who. (Have fun with this, but remember that these are adults and college is not like junior high.)

5. For larger classes, I have students introduce themselves to three or four people around them, and then we might do "stand-ups"— stand up if you are a Spanish major, stand up if you are an education major, and so on. I explain that students need to know each other for our small group work, and in case they have a question.

6. I collect the file folders and put them alphabetically by student name into a big plastic carrying case. When students need to turn in assignments, they find the box on the entrance table and they put their papers in their respective folders. When papers are graded, they can pull their graded tests or assignments from their folders. The beauty of this system is that time is never wasted by passing out papers. For small classes, I put handouts in the folders of absent students.

7. After the introductions and the explanation of the folder and box system, I turn to the "Today we will" list that I've written on the board, posted on a large paper flip-chart, or projected on the screen. I like to actually write this list on the board, so I can return to it even while projecting my notes. A "today we will" list outlines my plan for the day. For example, for the first day, my "today we will list" says:

- See screen for instruction for card and folder.
- Introductions
- Turn in folders
- Go over syllabus completely
- Mini-lecture on _____
- Interest inventory
- Do you know what to read/do before the next class?

Note: The "today we will" list lets me walk around the room, teach from the projection system, and then look at the list for what I should do next. I tend not to forget things if I have the list. As the semester progresses, the "today we will" list might contain warm-up questions that then appear as test questions. The list helps students who arrive late or leave early see what they have missed.

8. The mini-lesson/mini-lecture— whether it's a short overview of the first reading assignment, some sample problems, or 10 interesting questions students will be able to answer at the end of the course, I strongly recommend doing some course content on the first day. For classes that last longer than 50 minutes, I include a short student activity. I also think it's important to begin with course material on day one so that students begin to see who you are and how you teach. Since I teach courses in teacher education, I often talk about my teaching career. I

include a few stories about how times have changed and about how some things in teaching never change.

9. Interest inventories are great for the first day of class. An interest inventory is just a short list of questions about students' backgrounds and interests. It may assess their prior learning as well. In addition to name and major, students can write about a hobby, interest, or goal. Do not be too personal. You can have them answer several questions about content—maybe solve a problem, write a short paragraph or answer specific questions. Finally open-ended questions are useful:

- What are your goals after graduation?
- What has a teacher done in the past that helped you to learn _____ ?
- Is there anything else that you want me to know about you and your course of study?

You can always add one fun question:

- If your song played when you entered the room, what would that song be?

10. Every good class has an introduction, a body, and a conclusion. I usually teach the mini-lesson, and then save the last six to eight minutes of class for the interest inventory and individual questions. This way, students don't have to wait on others to finish. I instruct students to turn in their interest inventory as they exit. As they are writing, I alphabetize their folders and put them in the box on the table. Another good closure is to ask if they know what to read/do before the next class, and if they know three people to ask about the assignment if they have a question. 🍃

# Use 'Stuff Happens' Cards to Handle Student Excuses

*By Maryellen Weimer*

Students and excuses seem to go hand in hand. Sometimes the excuses result from real events and personal problems that legitimately prevent a student from being in class, completing an assignment on time, or doing what some other policy or procedure may stipulate. Not having the wisdom of Solomon, most faculty struggle to fairly adjudicate between the real and unreal reasons offered for noncompliance.

Professor Daniela A. Feenstra, who teaches a variety of business classes at Central Pennsylvania College, has developed an interesting way through this dilemma. On the first day of class she gives each student a "Stuff Happens" card. It's about the size of a business card and also includes the semester date and a place for the student's name. In the syllabus (and in class) she explains that this is a student's "one time only" forgiveness card. If a student is late for class or might need a one-day extension on a paper, the student may trade the "Stuff Happens" card for this exception. Students don't have to get her approval or permission to use the card. Use of it is entirely at their discretion. However, each student gets only one card, which is not transferable and won't be replaced if lost.

If no "stuff happens" during a given a semester and a student follows all classroom policies and procedures, the "Stuff Happens" card may be traded in the last week of class for 20 bonus points.

Sometimes more than one "stuff happens" event may occur during the semester. When it does and the student presents the excuse or excuses, the teacher once again faces the problems described at the beginning of the article. However, Professor Feenstra notes that the "Stuff Happens" card takes care of most emergency situations. It covers the conscientious student who may occasionally have a problem. Other students are probably going to need more instructor feedback anyway. 🍃

# Humor: Getting a Handle on What's Appropriate

*By Mary C. Clement*

The contribution that humor makes to learning is well established in research. It is not that humor causes learning; rather, it helps to create conditions conducive to learning. It helps learners relax, alleviates stress, and often makes it easier for students and teachers to connect personally. The presence of humor in a classroom can be very beneficial.

But there are a couple of problems. First, faculty often don't think of themselves as funny—some are, but most academics would not make a living as stand-up comedians. In fact, any number of faculty cannot successfully tell a joke, even after carefully rehearsing the lines and easing their tension with liquid libations. So, how might a serious academic find his or her way to humor that works in the classroom?

And then there's the problem of propriety. Not all humor is appropriate, especially given the commitment of higher education to cultural respect, diversity, and equality. If you can't make jokes about ethnicity, politics, religion, or sex, is there anything left for one-liners?

Fortunately some recent research offers help on both fronts. For faculty who don't think they can be funny in the classroom, there is a wide range of different kinds of humor. Options abound. Early research (referenced below) identified seven different kinds of humor: funny stories, funny comments, jokes, professional humor, puns, cartoons, and riddles. And each of these kinds of humor can be employed with great creativity, such as using weird names in math word problems; referring to aspects of content with humorous names, such as calling bacteria "baby beasties"; using different voices; wearing funny clothing; or telling stories about family or college days. The best news is that all of these kinds of humor have the same positive impact on learning environments.

The purpose of the study referenced below was to identify what students consider appropriate and inappropriate humor. Researchers did that by asking 284 undergraduates to list several examples of "appropriate and suitable" humor and then asking them to do the same for humor that was "offensive and/or not fitting for the class." The students had no trouble identifying examples in both categories.

This student sample generated 712 examples of appropriate teacher humor, which researchers placed in four different categories. The first, which contained almost half the listed examples, researchers called "related humor." This humor linked with course materials; examples included a physics instructor who regularly played with a Slinky to demonstrate certain physics principles or another who used course material in jokes: "What do you call someone who likes to go out a lot?" Answer: "Fungi."

The second category was unrelated humor. These first two categories contained more than 90 percent of the examples students provided, although researchers note that there was overlap between the two categories.

Examples in this second category include some teasing of student groups or individual students, or some stereotypical student behavior such as procrastinating.

The remainder of the appropriate examples were self-disparaging humor in which the instructor made jokes or told stories that poked fun at or belittled him or herself. Then there was a very small category of unintentional or unplanned humor when something funny happened spontaneously in class.

Equally valuable in this research is the analysis of inappropriate humor, for which students offered 513 examples, which researchers again placed in four categories: disparaging humor targeting students, disparaging humor targeting others, offensive humor, and self-disparaging humor.

More than 40 percent of the examples fell into the first category where instructors disparaged students individually or collectively. Students were disparaged for their lack of intelligence, gender, or appearance, as well as for their opinions.

When the disparaging humor targeted others, it used stereotypes and such specific group characteristics as gender, race/ethnicity, or university affiliation. Some inappropriate humor examples were listed as offensive because they contained sexual material or vulgar verbal or nonverbal expressions, or they were too personal.

In conclusion, researchers encourage faculty to explore humor related to the course content. Students always considered it appropriate. Moreover, many reported that it helped them relate and recall important course information.

Reference: Wanzer, M. B., Frymier, A. B., Wojtaszczyk, A. M., and Smith, T. 2006. Appropriate and inappropriate uses of humor by teachers. *Communication Education* 55 (2): 178–96.

# A Behavior Contract That Made a Difference

*By Lori Norin and Tom Walton*

It seemed that almost every day we would come back to our offices after our speech classes with a frown on our faces and the need to tell a story about the latest shenanigans that happened in class. A student "accidentally" showed an inappropriate image on a PowerPoint slide during his speech. A student walked in 20 minutes late during a classmate's speech—with a pizza in one hand, a Mountain Dew in the other, and a cell phone on one ear. A student refused to give her speech as scheduled and dared us to do something about it.

Finally, one day we decided we had had enough. We created a list of behavioral expectations, which we asked students to sign, and thus was born the Speech Department Behavior Contract. Since then it has grown into a well-defined instrument that has had as much impact on student retention, success, and well-being as any other strategy we have added to the curriculum.

Initially the document contained 10 items—rudimentary things like students taking responsibility for reading the syllabus, signing the attendance sheet, taking the pretests and pre-assessments, meeting deadlines, etc., and understanding the consequences of making excuses for missing speeches. Even in its early format, the contract positively impacted retention and behavior in the classroom as observed by us and noted by our dean. Students told us that they appreciated the precise listing of their responsibilities because it made the rules and consequences clear.

At the end of each semester, we revise the document based on the events of the previous semester. For example, we added a statement concerning the campus electronic policy based on a serious plagiarism case that occurred in one of our sections. Once it became prevalent and blatant, we added a statement about text messaging in class. Some of our other colleagues are using contracts similar to ours, and they report the same positive effect. We hope that by sharing our contract, you will consider how it might help in creating an ideal learning environment in your classroom.

## Classroom Ethics Contract

1. I received, read, and understand the department general syllabus for this course, including the attendance policy.
2. I understand failure to sign an attendance sheet at the appropriate time and date results in me being marked absent.
3. I verify that my professor has requested that I meet with him/her first should I have any concerns about the conduct of the course. If that meeting does not resolve the concerns, then my professor will recommend I meet with the department's lead faculty member or department chair.
4. I understand that my professor expects respect from everyone in the classroom at all times. This includes rules about sleeping, inappropriate talking, rudeness, doing homework, answering cell phones, and any disruptive behavior as defined by each professor, etc.
5. I understand it is my responsibility to take the online content pre- and post-test(s) by the assigned date(s).
6. I understand it is my responsibility to complete the written pre- and post-assessment(s) by the assigned date (PRCA, Speech Anxiety, Listening).
7. I understand it is my responsibility to complete all assignments on time and that there are penalties for late assignments (if allowed) at each professor's discretion.
8. I agree that if I don't understand an assignment it is my responsibility to ask for clarification.
9. I understand my professor's policy about being tardy and the consequences of not following his/her policy.
10. I understand the ramifications of missing a scheduled speaking day.
11. I understand that should I miss class it is my responsibility to get any handouts, etc.
12. I understand it is my responsibility to check my e-mail daily or weekly depending on my professor's guidelines.
13. I understand it is my responsibility to follow directions and that failure to do so will result in a loss of points.
14. I understand it is my responsibility to read and follow the Electronic Communications Policy. The link is available at the bottom of the UA-Fort Smith homepage http://www.uafortsmith.edu.
15. I understand I should not enter the classroom during a student speech. I should wait to hear applause and then enter.
16. I understand that plagiarism of any kind will not be tolerated and may result in receiving a zero (0) for the assignment, withdrawal

from the course, or suspension from the university.

17. I understand that cell phones must be turned off or turned to vibrate during class and that each professor may, at his/her discretion, enforce a consequence for any cell phone ringing or text messaging during class.

18. I understand that iPods and/or MP3 players must be turned off during class and that each professor may, at his/her discretion, enforce a consequence for any music being played during class.

19. I read, understand, and agree to abide by the student handbook guidelines for classroom ethics.

20. I understand that each professor may add additional rules in writing to this departmental document.

21. I understand that failure to sign this document does not exclude me from its requirements.

Student Signature:
_____

Class Time:
_____

# Preventing Cheating: Do Faculty Beliefs Make a Difference?

*By Maryellen Weimer*

" We believe that student beliefs about their peers … can influence misconduct, while faculty beliefs about student academic misconduct can influence efforts to prevent and challenge the misconduct." (p. 1059) Said another way, the researchers (citation below) are afraid that if students think that a lot of their peers are cheating, it will increase the likelihood that they will cheat. And, if faculty believe that lots of students are cheating, they will do more to prevent it. Conversely, if faculty don't think academic dishonesty is much of a problem in their classes, they will do less to prevent it and make it easier for students to get away with it.

This study did reaffirm that cheating among students (at this institution), as reported by students, is widespread. More than 90 percent of the more than 400 students in this sample admitted that they had cheated at least once. The researchers pointed out that data on cheating that differentiates between if and how often are not generally reported.

"Looking at the data this way leads to a different conclusion from examination of overall misconduct rates." (p. 1078)

The activity students reported doing least often was "improperly" acquiring or distributing exams. The activity they reported doing most often involved working with another student on material that would be submitted for grading when the instructor had not authorized collaboration with others. Results here replicated another finding documented by previous research: males reported more incidents of misconduct than females.

These researchers found that for every one of the 16 behaviors of academic dishonesty, students believed that their peers were engaging in those behaviors more often than their peers reported. The researchers worried that these inaccurate beliefs empower students to cheat more since they believe that "everyone else" is doing it.

Faculty in this study "overestimated the actual frequency of misconduct." (p. 1076) As for the actual hypotheses about faculty beliefs, they were verified. "Our results showed that faculty members who underestimate the frequency of misconduct very rarely take action to challenge students' misconduct." (p. 1076) Their results also verified the reverse. Faculty who overestimated the extent of cheating were more solicitous in their efforts to prevent it.

Researchers advise that both faculty and students should be provided accurate information as to the extent of academic misconduct occurring at an institution. Faculty "need to send [the] message to students through prevention and detection efforts." (p. 1076)

Reference: Hard, S. F., Conway, J. M., and Moran, A C. (2006). Faculty and college student beliefs about the frequency of student academic misconduct. *Journal of Higher Education*, 77 (6), 1058-1080.

# Reach, Motivate, and Inspire Your Students!

# Student Conduct

South Louisiana Community College is a learning community designed to foster collaboration, open communication, mutual respect and inclusiveness among students, faculty and staff as they engage in the education process. As members of this community, all students are entitled to certain rights and privileges, which are protected. In order to protect the rights and privileges of all students, there are guidelines for conduct that are intended to facilitate the desired environment and educational goals of SLCC and its students. It is important that each student become familiar with the rights and responsibilities afforded students enrolled at SLCC.

## Learn more:

https://www.solacc.edu/students/student-life/student-code-of-conduct

## DISCIPLINARY PROCESS

at South Louisiana Community College

### INCIDENT REPORT RECEIVED

Anyone may file a report alleging that a student or student organization violated the Code of Conduct via the student engagement webpage.

### INVESTIGATION

Upon receipt of a report, the Director of Student Engagement may conduct a preliminary investigation to determine if there is a preponderance of evidence to support an alleged violation of the Code and, if so, which violations occurred.

### JUDICIAL CONFERENCE

The informal hearing will be conducted by the Director of Student Engagement and the Director of Security or his or her designee.

### SANCTIONS

Possible sanctions include:

- Warning
- Probation
- Suspension
- Expulsion
- Educational Sanctions
- Restitution

THE APPEAL PROCESS IS OUTLINED IN THE SLCC CATALOG.

## SLCC
SOUTH LOUISIANA COMMUNITY COLLEGE

# SLCC
## SOUTH LOUISIANA COMMUNITY COLLEGE

# Title IX
# at South Louisiana Community College

## WHAT is Title IX?

**Title IX** of the Education Amendments of 1972 prohibits sex discrimination in educational programs and activities:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

## WHY is it so important to report to the Title IX Coordinator?

The College has a duty to promptly respond to all complaints of sexual harassment and sexual violence; whether on or off campus. The purpose is to prevent sex discrimination on campus, promptly address reported incidents, limit its effects on the educational environment, and prevent its recurrence.

## Report.

↓

https://www.solacc.edu/
students/title-ix-know-
your-rights/reporting

## Title IX Coordinator Information

Erica Precht, M.Ed.

Phone: (337) 521-6985

Email: TitleIX@Solacc.edu

# SUPPORT

# SERVICES

# Career, Transfer and Advising Services

**SLCC**
SOUTH LOUISIANA COMMUNITY COLLEGE

**Career Services** provide opportunities for students and alumni to discover their career interests and abilities, develop professional skills, learn resume writing tips and network with future employers.

**Transfer Services** provide opportunities for students and alumni to understand the transfer process, develop an educational plan, and connect to 4-year colleges and universities.

## Career Services

- Career Counseling
- Online Career Counseling
- Career Exploration
- Career Assessment
- Professional Development Workshops

## Resume Assistance

- Resume Writing
- Cover Letter Writing

## Degree Planning

- Information on 4-Year Schools
- Transfer Requirements
- Course Articulation Agreements
- Educational Planning

## Veteran Resources

- Military to Civilian Career Exploration
- Veteran Resume Writing
- Veteran Job Search Assistance

## Transfer Services

- Transfer Advising
- Online Transfer Advising Via Skype
- Educational Exploration
- Transfer Workshops

## Job Placement

- Job Search Assistance
- Job Posting Board
- Online Job Board
- Mock Interviews
- Internship Program

## Events

- Transfer Recruiter Visits
- Transfer Fair
- Employer Campus Visits
- Career Fair
- Career Fest

# Steps to Career & Transfer Success

## Hire SLCC

Hire SLCC is Career, Transfer and Advising Services online platform. Students can use Hire SLCC to search for internship and job opportunities; upload their resume and apply for jobs; access Career Coach; schedule an appointment with the Career, Transfer and Advising Services staff; access career resources; and access the calendar to view upcoming events. Hire SLCC is your one-stop-shop for all things Career related.

To access Hire SLCC visit **solacc.edu/career-success** and click on the Hire SLCC Job Board link on the right.

## Career Coach

Career and Transfer Services provides students with Career Coach to explore in-demand careers in the region and throughout Louisiana; the majors available at SLCC that prepare you for a high-wage, high-demand career; salary statistics and job growth outlook for careers in the region and state-wide data; and in-demand careers based on your personal interests.

To access Career Coach log into Hire SLCC and click the Career Coach link on the right or visit **solacc.edu/career-success** and click on the Career Coach link on the right

## 1 Step

- ☐ Use Career Coach to take a career assessment and explore careers
- ☐ Learn to navigate Hire SLCC, Career and Transfer Services online platform
- ☐ Identify transfer requirements
- ☐ Identify which classes transfer from SLCC and create a transfer plan
- ☐ Attend the Part-Time Job Fair

## 2 Step

- ☐ Learn about internship opportunities
- ☐ Write a resume and cover letter
- ☐ Learn about the interview process and how to dress for success
- ☐ Identify internship opportunities and begin to apply

## 3 Step

- ☐ Start attending Transfer Recruiter Visits and Transfer Fairs
- ☐ Start Attending Career Fairs

## 4 Step

- ☐ Update your resume and cover letter before graduating
- ☐ Begin your job search before you graduate
- ☐ Begin the transfer process before you graduate

# Presentation Request Form

Please return your completed request to Career and Transfer Services. Requests will be acknowledged within one week of the request. All presentations are 30 minutes in length. *Two weeks' advanced notice is recommended.*

**Instructor's Name**: _____

**Email**: _____ **Phone**: _____

**Campus**: _____ **Course Name/Organization**: _____

**Approximate Number of Students**: _____

**PRESENTATION LOCATION**:  Please select the location for this presentation.

☐ Career and Transfer Services Center, Lafayette Campus, Ardoin Building, Room 404

☐ Building Name _____ Room Number _____

**Is The Location Technology-Equipped?** ☐ YES     ☐ NO

**PRESENTATION DATE:**

| DATE | TIME |
|------|------|
|      |      |

**TOPIC REQUESTED:**  Please select one topic.

| | |
|---|---|
| ☐ Career and Transfer Services Overview | ☐ Maximizing your Job Search |
| ☐ Ethics in the Workplace | ☐ The College Transfer Process |
| ☐ Successful Interview – Tips & Strategies | ☐ College to Career:  Mapping A Path to Success |
| ☐ Dress for Success | ☐ Other: _____ |
| ☐ Writing a Winning Resume and Cover Letter | |

**Please submit form to:**
**CAREER AND TRANSFER SERVICES**
**Lafayette Campus**
**Ardoin Building Room 404**
**337-521-6984**
**careertransfer@solacc.edu**

08/01/19

# CENTER FOR
# MINORITY
# EXCELLENCE

## SLCC™
SOUTH LOUISIANA COMMUNITY COLLEGE

## WHAT IS THE CENTER FOR MINORITY EXCELLENCE?

The Center for Minority Excellence aims to increase enrollment, retention, transfer, and college completion rates of African American students at South Louisiana Community College. Located on the Lafayette campus in the Ardoin building, the center provides services to all SLCC campuses throughout the Acadiana region. The program provides participants with support services designed to encourage, promote, and motivate successful completion of their educational and career goals.
The Center for Minority Excellence is funded by the U.S. Department of Education's Predominantly Black Institutions (PBI) Grant.

## SUPPORT SERVICES
- Intrusive academic advising & assistance
- Career planning & assistance
- Mentoring support
- Financial literacy support
- Tutorial assistance & support
- Early warning & referral services
- Workshops, seminars, & presentations

## ELIGIBILITY

To be eligible for the program services, participants must be African American, enrolled in classes at SLCC, and interested in improving their educational outcomes.

## CONTACT

For more information about applying for the program, contact the Center for Minority Excellence:

337.521.6608
CME@solacc.edu
Ardoin Building, Suite 105
1101 Bertrand Dr.
Lafayette, LA 70506

# SLCC
SOUTH LOUISIANA COMMUNITY COLLEGE

# COUNSELING AND DISABILITY SERVICES

## DISABILITY SERVICES

### ELIGIBILITY CRITERIA FOR ACCOMMODATIONS

- Must have a documented disability
- Must self-identify
- Must submit appropriate documentation prior to receiving accommodations

### TYPES OF ACCOMMODATIONS

- Extended Time
- Distraction Reduced Testing
- Sign Language Interpreter
- Permission to record lecture
- Reader/Scribe
- Alternative Format
- Note-takers
- Other

## HOW TO RECEIVE ACCOMMODATIONS

### TO APPLY
- **Contact** the Office at
  - ◊ **Call** (337) 521-6915 or (337) 521-6670
  - ◊ **Email** CADS@solacc.edu
  - ◊ **Visit us at** the Ardoin Building, room 403 (Lafayette campus).
- **Complete** the intake application.
- **Submit** required documentation from a health care provider (physician, psychologist, mental health professional, etc.).

### TO RECEIVE ACCOMMODATIONS
- **Provide** your course schedule to the Counselor
  - ◊ **Students requiring interpreting or captioning services should apply a minimum of 2 weeks prior to the first day of classes.**
  - ◊ All other students may apply during the first week of classes.
- **Receive** accommodation letter(s) from the Counselor.
- **Submit** accommodation letter to each instructor.
- **Request** accommodations each semester.

### COUNSELORS

Mary Toups, MS, LPC, NCC
1101 Bertrand Drive
Ardoin Building, Room 403M
Lafayette, LA 70506

Kimberly Lachney, MA, LPC, NCC
1101 Bertrand Dr.
Ardoin Bldg, Room 403L
Lafayette, LA 70506

South Louisiana Community College
GOVERNOR'S MILITARY FRIENDLY

"Proud to be a Governor's Military Friendly School"

01/18/2019

# SLCC
SOUTH LOUISIANA COMMUNITY COLLEGE

# Counseling and Disability Services

## COUNSELING SERVICES

### ELIGIBILITY

- Currently enrolled student
- Self-referral
- **Faculty referral**

**\* Services are provided free of charge.**

### TYPES OF SERVICES

- Individual Counseling
- Group Counseling
- Psycho educational workshops
- Community Referrals
- Community Resources

\* Services will be provided on your home campus.

## HOW TO RECEIVE SERVICES

### COUNSELING AND DISABILITY SERVICES
- **Contact** the office  for an appointment:
    - ◊ **Call** (337) 521-6670 or (337) 521-6915
    - ◊ **Email** CADS@solacc.edu
    - ◊ **Visit** us in person at  the Ardoin Building, room 403 (Lafayette campus)
      **Walk-in** appointments are provided based on availability
- **Complete** the intake application
- **Keep your appointments**

\* **Parental consent  is required if under the age of 18.**

### COUNSELORS

Mary Toups, MS, LPC, NCC
1101 Bertrand Drive
Ardoin Building, Room 403M
Lafayette, LA  70506
(337) 521-6670

Kimberly Lachney, MA, LPC, NCC
1101 Bertrand Dr.
Ardoin Bldg, Room 403L
Lafayette, LA 70506
(337) 521-6915

South Louisiana Community College
**GOVERNOR'S MILITARY FRIENDLY**

*"Proud to be a Governor's Military Friendly School"*

# SLCC
## SOUTH LOUISIANA COMMUNITY COLLEGE

# Free Peer Tutoring Available for all SLCC Students

The Academic Success Center is designed to provide all SLCC students with ample opportunities to maximize their educational potential through various means of professional & academic development.

## Peer Tutoring Subjects

**English**

| ENGL 0083 | ENGL 1010 |
|-----------|-----------|
| ENGL 0093 | ENGL 1020 |

**Math**

| MATH 0083 | MATH 1105 |
|-----------|-----------|
| MATH 0093 | MATH 1110 |

<u>And Various Other Subjects</u>

To view the latest subject offerings & tutor availability, book an appointment with us.

**FREE PEER TUTORING**

"DEDICATION, KNOWLEDGE, EXPERIENCE"

**Academic Success Center!**
Ardoin Building, Room 105

## To Book an Appointment:

- Visit our website: www.solacc.edu/academicsuccess
- Scan the following QR Code with your Smartphone

Questions? Email us at tutor@solacc.edu

# SLCC
SOUTH LOUISIANA COMMUNITY COLLEGE

<u>Wrap Around Resources</u>

## Student Engagement

The Office of Student Engagement provides a comprehensive delivery of programs and services designed to make valuable contributions to your college experience and to the community. Student Engagement is an important part of the college experience and studies have shown that it leads to a higher rate of success for college students.  SLCC is proud to offer a wide variety of clubs, organizations, and leadership opportunities to supplement their educational experience. *After all, what you learn outside of the classroom can be as important as what you learn in the classroom.*

Participation and leadership in clubs and organizations is a great way to build your resume'.  All students should explore areas of interest and opportunities for engagement in campus life.

More information about Student Life at SLCC can be found at the Student Life website: www.solacc.edu/students/student-life.

- Student Discount Program
- 30+ Student Groups & Organizations
- Student Engagement Assistant Program
- OSE Leadership Certificate Program
- Student Government Association
- Safe Zone Trainings
- L.E.A.D. Institute
- Civic & Service Learning
- SLCC ULead Student Leadership Conference
- Mobile Classroom Experience
- Workforce Experience Programs
- OSE Engagement Scholarship
- Diversity & Inclusion Programming Board
- Phi Theta Kappa/Honors Programming

- Welcome and #GetInvolved Weeks
- Annual Fall and Spring Fests
- Alive @ 5 Concert
- Club Athletics & Recreation
- One-Stop Student Services Centers
- Freshman Experience Programming
- Health & Wellness Programming
- Student Leadership & Development Programming
- LGBTQ+ Programming
- ENGAGE Mentorship Program
- Student Engagement & Leadership Awards
- Student Code of Conduct
- Student Handbook
- Title IX: Know Your Rights
- National Society of Leadership and Success

# SLCC™

SOUTH LOUISIANA COMMUNITY COLLEGE

# FOOD SHELF PROGRAM

Need a snack before class?
Need a bite between studying and testing?
Forgot your breakfast, lunch, or dinner?

———

Stop by a campus food shelf for FREE ready-to-eat
food items!  Locations are listed below:

**Lafayette Campus**
- Ardoin Student Lounge (Ardoin 406)
- Center for Minority Excellence (Ardoin 105)

**Rural Campuses**
- Acadian Campus
- Gulf Area Campus

# TECHNOLOGY

# TECHNOLOGY

## LoLA:

Visit the SLCC website at [www.solacc.edu](www.solacc.edu) and select LoLA midway down the page or visit
https://ethos.lctcs.edu/authenticationendpoint/lctcs/login.jsp



When logging into LoLA for the first time, do the following:

- Click '**I don't know my username'** (the employee will have to verify DOB and SSN and then they will be assigned a unique username).
- Click '**I don't know my password'**

Your username will be your first name and last name and in some cases a number.        Example:  Johnsmith2

## CANVAS:

Visit the SLCC website at [www.solacc.edu](www.solacc.edu) and select Canvas midway down the page or visit

https://solacc.instructure.com/login/ldap



To access Canvas enter your LoLA ID and password

## EMAIL:

Visit the SLCC website at www.solacc.edu and select Webmail at the top left of the page or visit
https://outlook.office365.com/

Your username will be the same as your LOLA login. It will follow the format below but may have a number at the end.

Username: LOLA Username@solacc.edu (please see example below)
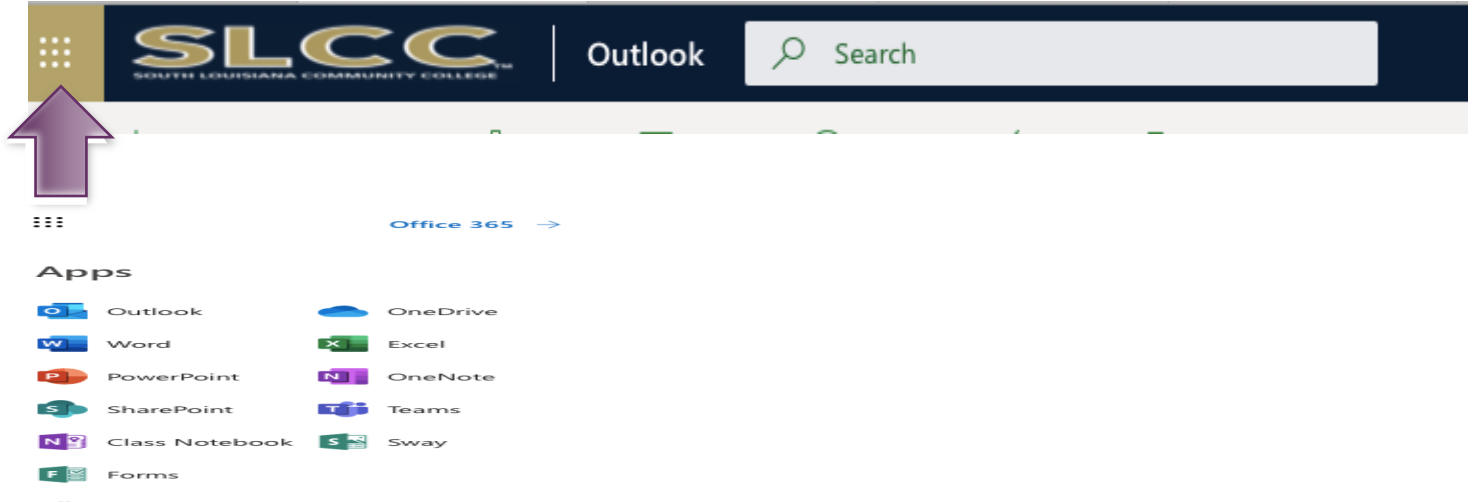Default password: 5lcc@New!

Example:
LOLA username: alexandersmith
E-mail address/login name will be: alexandersmith@solacc.edu
Default password will be: LoLA Password

## OFFICE 365 Apps:

After logging into outlook select the tile box in the top left corner next to the SLCC logo.  This will give you access to the Microsoft suite.

**Note**: One-drive provides 1 terabyte of storage for each access to files.

## CAMPUS COMPUTERS:

To access a computer on campus, select ctrl, alt, del and then enter your email address without the solacc.edu and your email password.

## DRIVES:

The academic affairs drive hosts master syllabi, curriculum proposals, and sign-in sheets for events.  To access the drive, select computer, then select the J drive, then find the folder you need.

# GRAMMARLY

## WHAT IS GRAMMARLY?

An online grammar checking, spell checking, and plagiarism detection platform.

## IS THERE A COST?

No, Grammarly is **Free** to all current Faculty, Staff, and Students.

## HOW DO I SET UP GRAMMARLY?

1. Go to grammarly.com/edu/signup
2. Provide your SLCC email address and password.

- Example Student Email:  joedish3@my.solacc.edu
- Example Faculty and Staff Email: johnsmith@solacc.edu

3. Check your inbox for an email from Grammarly.

4.  Click on the activation link found in the email.

5.  You are ready to go!

6. Copy and paste items you need Grammarly to review or see the Grammarly extension available below.

## ADDITIONAL GRAMMARLY OPTIONS

To make sure you get the most out of Grammarly, they have some additional features that allow you to use Grammarly when writing in Microsoft Word, in Internet browsers, in emails, and on the desktop!

**1. MS Office plug-in**:grammarly.com/office-addin

The MS Office plug-in conveniently adds Grammarly to Microsoft Word and Microsoft Outlook. When creating a document, Grammarly will appear on the right-hand side and provide suggestions, similar to the online editor.

**2. Desktop App**: https://www.grammarly.com/native/

The desktop app can be placed on your computer as a shortcut on your desktop to provide a quick and easy way to access Grammarly. Its usage is identical to the online editor.

**3. Browser extensions**

Chrome Extension: http://bit.ly/1vMojEh Safari Extension: http://apple.co/1XuN2Hh Firefox Extension: https://addons.mozilla.org/en-us/firefox/user/grammarly/
The browser extensions allow Grammarly to check writing entered in text boxes within a web browser, including the Gmail compose box.

# Duo Multi-Factor (MFA) Authentication

With all of the hacking attempts in our lives today, LCTCS has decided to implement additional login protection called multi-factor (i.e., two factor) authentication.  We have chosen Duo by Cisco's service, and have applied MFA to all staff and faculty links.

Your colleges' IT staffs have been trained and oriented on MFA, so if you are having problems with the implementation of MFA, please contact them.

## Step 1 – Install Duo Mobile

Although not required, installing the Duo Mobile application on your smartphone will ease your MFA process.  It is recommended that you download and install Duo Mobile on your smartphone.  Be sure to enable camera use for Duo Mobile.
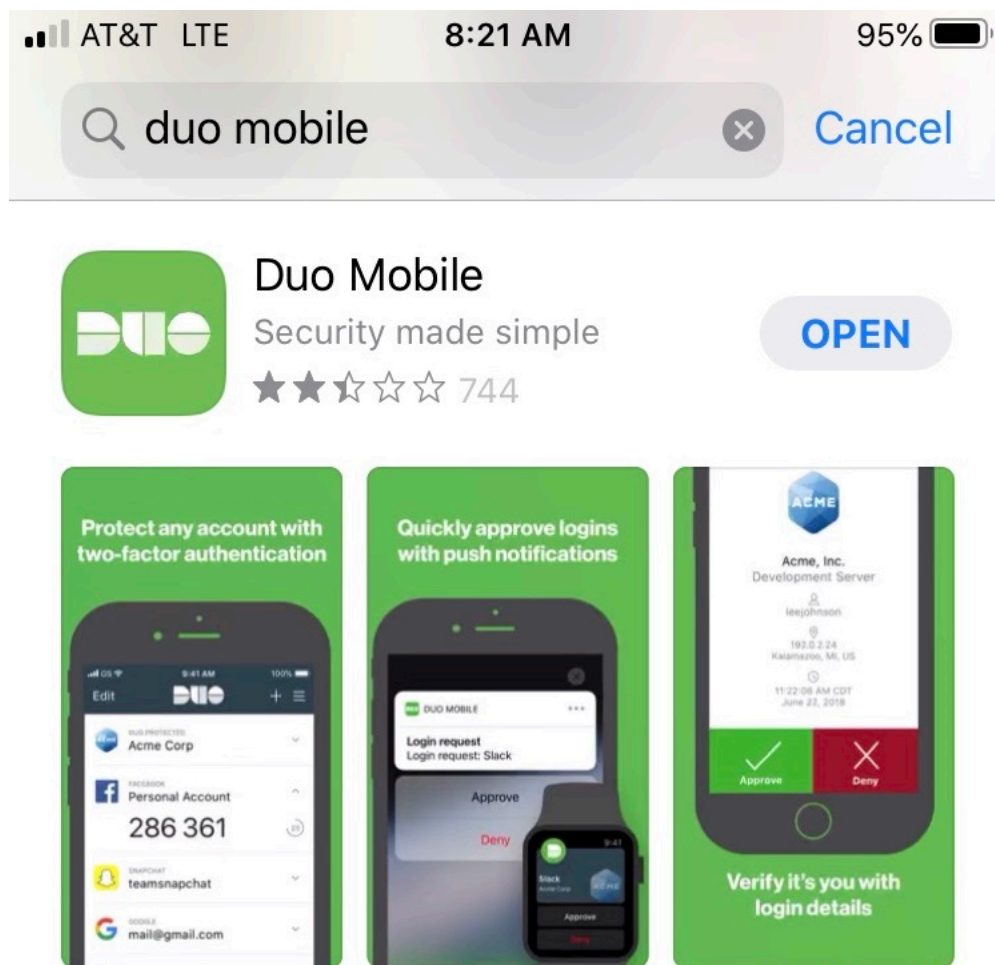
# About two-step verification for Office 365 Access

## What two-step verification is

Two-step verification helps protect you by making it more difficult for someone else to sign in to your Microsoft account. It uses two different forms of identity: your password, and a contact method (also known as security info). Even if someone else finds your password, they'll be stopped if they don't have access to your security info. This is also why it's important to use different passwords for all your accounts.

### Important!
If you turn on two-step verification, you will always need two forms of identification. This means that if you forget your password, you need two contact methods. Or if you lose your contact method, your password alone won't get you back into your account—and it can take you 30 days to regain access. You may even lose access to the account. For that reason, we strongly recommend you have *three* pieces of security info associated with your account, just in case.

## What happens when you turn on two-step verification

If you turn on two-step verification, you'll get a security code to your email, phone, or authenticator app every time you sign in on <u>a device that isn't trusted</u>. When two-step verification is turned off, you will only have to verify your identity with security codes periodically, when there might be a risk to your account security.

## What you'll need for set up

Two-step verification begins with an email address (we recommend two different email addresses, the one you normally use, and one as a backup just in case), a phone number, or an authenticator app. When you sign in on a new device or from a new location, we'll send you a security code to enter on the sign-in page. For more info about the authenticator app, see <u>How to use the Microsoft Authenticator app</u>.

# Turn two-step verification on or off

1. Go to the <u>Security basics</u> page and sign in with your Microsoft account.
2. Select **More security options**.

3. Under **Two-step verification**, choose **Set up two-step verification** to turn it on, or choose **Turn off two-step verification** to turn it off.

4. Follow the instructions.

| Note |
| --- |
| As part of setting up this account, you'll be given a QR code to scan with your device; this is one way we ensure you are in physical possession of the device you are installing the Authenticator app to. |

# Reset your password when two-step verification is turned on

If you forget your password when you have two-step verification turned on for your account, you can reset your password as long as we have two ways to contact you, like one of the alternate contact email addresses or phone numbers that you used when you turned on two-step verification.

Depending on what security info you have added to your account, this requirement might mean entering a security code from your authenticator app and entering a security code that was emailed to your backup email account.

To reset your password, follow the steps in How to reset your Microsoft account password. Instead of receiving one security code to verify your identity, though, you'll receive two.

If you're looking for info about changing, removing, or updating the alternate email address or phone number where you get security codes, follow the steps in either Security info & verification codes or Replace your Microsoft account security info.

## Where you can't use security codes, use app passwords

Some apps (like the mail apps on some phones) or devices (like the Xbox 360) can't use regular security codes. If you see an "incorrect password" error on an app or device after you turn on two-step verification, but you're sure your password was correct, that means you'll need an app password for that app or device.

App passwords are only available if you use two-step verification. If you don't have two-step verification turned on, you won't see the **App passwords** section on the **Additional security options** page.

Read about how to create and use app passwords in App passwords and two-step verification.

## Step 2 – Setup Duo User Account (first time only)

To complete step 2 on or before February 17, 2020, enter
https://ethos.lctcs.edu/samlsso?spEntityID=duoprod in any browser, and follow the steps below.  Ignore
the 413 error.

The scheduled launches for the following systems are:

- Application Navigator – February 17, 2020
- Employee Self Service – February 24, 2020
- Faculty Self Service – February 24, 2020.

If this is your first time logging in to a Duo protected link, you will be asked to setup your Duo User
account.

## What type of device are you adding?

- ⦿ **Mobile phone** RECOMMENDED
- ○ **Tablet** (iPad, Nexus 7, etc.)
- ○ **Landline**
- ○ **Security Key** (YubiKey, Feitian, etc.)
- ○ **Touch ID**
  Requires Chrome on macOS to use Touch ID.

Continue

What is this? ⬈
Need help?

Powered by Duo Security

---

## Enter your phone number

United States ⌄

+1 [　　　　　] ✖

Example: (201) 234-5678

Back    Continue

What is this? ⬈
Need help?

Powered by Duo Security

**LCTCS**

Powered by Duo Security

## What type of phone is ▉▉▉▉▉▉▉?

○ iPhone

◉ Android

○ Windows Phone

○ Other (and cell phones)

[ Back ] [ Continue ]

---

**LCTCS**

Powered by Duo Security

## Verify Ownership of ▉▉▉▉▉▉

1. We can call or text you with a verification code.

[ Call me ] or [ Text me ]

2. Enter your 6-digit code:

[            ] [ Verify ]

[ Back ] [ Continue ]

## Activate Duo Mobile for Android

1. Open Duo Mobile.
2. Tap the "+" button.
3. Scan this barcode.

[Email me an activation link instead.](#)

**Back** **Continue**

## My Settings & Devices

 ⬤ ━━━━━━━━ . ●●●-●●●-●●●● JUST ADDED

Default Device: ━━━━━━━━━━━━

When I log in: Ask me to choose an authentication method ▾

**Saved** **Continue to Login**

## Step 3 – Perform MFA

After setup, and on all subsequent logins to protected URLs, you will be prompted with the following. If you have installed the recommended Duo Mobile smartphone app, you will be able to select 'Send Me a Push', which will activate the smartphone app and allow you to simply Approve or Deny the login.

If you have not installed the Duo Mobile app, your choices are to receive a numeric code via text or phone call, and you will be prompted to enter this numeric code into Duo to complete the login.

## Frequently Asked Questions

1. Why am I not prompted by Duo every time I click a protected link?
   Once validated within a logged in session, you will not be required to perform MFA again.

2. What if I accidentally enter the wrong mobile number during registration?
   The Duo User account will need to be modified or deleted by a Duo Admin.  This will require a [helpdesk.lctcs.edu](helpdesk.lctcs.edu) ticket.

3. What needs to be done in Duo for terminated employees?
   Nothing out of the normal Banner termination process.

4. Is there a preferred authentication method (push, passcode, call)?
   The push method is preferred because there are no codes sent, simply an Approve or Deny choice.  The Push method does require the app to be installed on your smart device.

5. I am getting push/passcode/calls from Duo, but I am not presently signing into any systems.
   Do nothing, and the login will be denied.  Also, change your password.

# OTHER

# PARKING PROGRAM

## Condensed Parking Regulations/Information

## PARKING REGULATIONS

### General Information

Parking permits are required. Parking areas have been designated. Parking regulations are enforced during college business hours. Alternate parking arrangements must be made through the Office of Safety and Security.

### Knowledge of the Rules

It is the responsibility of all individuals parking on campus to read and fully understand these regulations. Lack of knowledge of these regulations will not be accepted as grounds for dismissal of citations.

### Traffic Laws

Drivers must obey all traffic laws including:
Posted speed limits
Restricted parking

### Handicapped Parking

Handicapped drivers may park in any designated disabled parking space. A valid state-issued disabled placard is required. Violators may be subject to citation by Law Enforcement.

### Temporary/Approved Parking

Temporary/Approved parking (medical, special event, short term, etc.) may be obtained through the Office of Safety and Security.

## SERVICES AVAILABLE

### Escorts

Security Officers are available for escorting Students, Faculty, Staff or visitors whenever needed by calling (337)521-8914.

### Emergency Telephone Assist

Security Officers can assist drivers with access to a telephone for calls of assistance.

### Lost and Found

Lost or Found items should be reported to the Office of Safety and Security. Found items can be picked up at the Devalcourt building Security desk.

### Special Permits

Drivers with convertibles, jeeps or motorcycles can bring their parking permit to the Office of Safety and Security and exchange it for a stick-on permit. Security desk.

# Permits

1. Parking permits are required for vehicles parked on college property.

2. Parking permits may be transferred from vehicle to vehicle but not from one person to another. They must be displayed from the rear view mirror so that they are clearly visible through the windshield. (NOTE: Permits laid on the dash of the vehicle are improperly displayed except in the absence of a rearview mirror.)

3. Motorcycle Drivers must register with the Office of Safety and Security. A stick-on permit will be issued. The permit must be affixed to the upper half of the right front forks. Motorcycles, mopeds, and scooters must park in motorcycle spaces. If none are available the driver must park in the designated parking area and notify the Office of Safety and Security.

4. Temporary/Approved parking permits are available through the Office of Safety and Security and can only be used for the date issued. These permits must be displayed face up in the center of the dashboard.

5. The purchase of a permit does not guarantee the availability of a parking space on campus; parking with the proper permits is available on a first-come, first-served basis

## Lost or Stolen Permits

Once a permit has been issued, it is the responsibility of the owner to safeguard that permit. If the permit is lost or stolen, the owner must purchase a new permit at the regular cost. Report all lost or stolen permits to Campus Safety.

## SLCC
### SOUTH LOUISIANA COMMUNITY COLLEGE

# Lafayette Campus Approved Parking

Lot **A** is a shared lot- Students and Faculty/Staff.
Lot **B** is a Students lot.
Lot **C** is a shared lot- Students and Faculty/Staff.
Lot **D** is a Students lot.
Lot **E** is a Students lot.
Lot **F** is a shared lot- Students and Faculty/Staff.
Lot **G** is a Reserved lot.
Lot **H** is a Visitor lot. (Under Construction)
Lot **I** is a Reserved lot.
Lot **J** is a shared lot- Students and Faculty/Staff.

*Parking areas are marked by signs in shared lots.*

- *Blue indicates student parking*
- *Gold indicates Faculty/Staff parking*
- *Yellow indicates buildings*
- *Red indicates reserved and visitor parking*

Health & Sciences Building

Ardoin Building

Devalcourt Building

## PARKING FEES

Currently, there is no charge to register a vehicle and receive one parking permit. The permit is valid for the fiscal year.

## PARKING VIOLATIONS

The college, having marked approved spaces, is under no obligation to mark all areas where parking is prohibited. It is the responsibility of the driver to follow the parking rules and regulations and to find an approved space to park in.

The college reserves the right to cite or tow any vehicle which is parked in a manner dangerous to vehicle or pedestrian traffic or is in violation of campus parking regulations. The vehicle owner shall bear all costs involved. To determine if a vehicle has been towed, call the Office of Safety and security at (337)521-8914.

## WARNING

Vehicles without valid permits properly displayed or with permits used in an unauthorized manner are subject to citation or tow.

## Approved Parking

Lafayette campus has ten parking areas/lots. These lots are identified by the letter A, B, C, D, E, F, G, H, I or J.

In limited circumstances, faculty may be eligible to receive mileage reimbursement. Please contact your department chair for confirmation of eligibility.

If you are eligible for mileage, complete the following steps:

1.) Complete the Traveler Certification Form.
2.) Receive an approval email.
3.) Review the Chrome River Blanket Travel pre-approval PowerPoint.
4.) Complete your blanket travel pre-approval request.

*Note: Approval to travel does not guarantee eligibility to receive a mileage reimbursement. Please confirm your eligibility with your department chair or dean.*

*Reminders:*
*You must complete the Traveler Certification and Defensive Driving Course. The Driver Authorization form is completed during the HR Onboarding Process. For information on the Defensive Driving Course, please contact Ms. Lisa Dupuis, Property Control Technician by email at Lisa.Dupuis@solacc.edu.*

**SLCC**
SOUTH LOUISIANA COMMUNITY COLLEGE

## Who should I contact regarding the workplace safety and security team?

- Stephen North, Director: (337) 521-6609
- Mike Terro, Assistant Director of Security: (337) 521-9048
- Sheryl Tevis, Support Coordinator: (337) 521-8914

## What is workplace safety?

Safety Inspections, Emergency Procedures/Plans, Fire Safety Operations systems, Overall Workplace Safety, Accidents, Staff, Faculty and Student Safety training, etc.

## Where do I report a safety issue?

If an emergency dial 911.  Otherwise, call 337.521.8914 or contact the security officer stationed on your campus.

## How will I be notified of a potential issue, emergency, or campus closure?

South Louisiana Community College is committed to the safety of our students, faculty, staff, and guests.  Via Smart Notice, we are able to provide notifications during emergency events, including campus closures.

All members of the College Community are encouraged to access smart notice to create an account and provide their contact preferences.  Messages may be received via telephone, email, or text, or through any combination of these options.  Contact information provided through this system will only be used for emergency notification purposes.

## What is workplace security?

 The practice of keeping Students, Faculty, Staff, Visitors and Property Secure and Safe from the threat of Harm, Damage or Theft.  Workplace Security is very important. It is the responsibility of all Faculty and Staff to be vigilant about security. Major issues can include Theft (Personal and College Property), Threats, Assault/Battery and many others. If you notice anything or anyone suspicious, please contact the Office of Safety and Security ASAP.

## What can I do to help with workplace security?

- Wear your SLCC ID – this lets everyone know you belong.  It also prompts other faculty, staff, and students to wear them.
- Keep your **purse**, **cell phones**, **keys** and any other valuable items with you at all times or locked in a drawer or closet.
- Check the identity of any strangers who are in your office or wandering around. Ask them who they are visiting and if you can help them find that person.
- Always let someone know where you'll be - whether it's coming in late, working late, going out to lunch or a meeting.
- If you bring personal items to work, such as a coffee pot, a radio, or a calculator, mark them with your name or initials.
- Report any broken or flickering lights, dimly lit areas, doors that don't lock properly, or broken windows. Don't wait for someone else to do it.
- Stepping out of your office? Lock your door even if you're going next door or to the restroom for a short time. Personal and private information should be locked in a file cabinet or desk drawer.
- Be discreet. Don't advertise your social life or vacation plans and those of your co-workers to people visiting or calling your place of work.
- Always lock your car and roll the windows up all the way. Do not leave anything valuable in plain sight.
- If you notice any strangers hanging around the parking lot, notify security or the police. If you are approached by a stranger, you should immediately contact Security or call 911.
- When you approach your car, have the key ready. Check the floor and front and back seats before getting in. Lock your car as soon as you get in - before you buckle your seat belts.

## What should I do if I see something suspicious or witness an incident?

- If you are a victim or a witness to any on-campus offense, or if you observe a suspicious person on campus, AVOID RISKS! Promptly call SLCC Security and report the incident, including the following:
  - Nature and Location of the incident
  - Location of victim/perpetrator
  - Description of the person(s) involved
  - Description of the property involved
  - Further questions will be asked

## What should I do if there is a workplace lockdown?

- All students and employees should stay inside classrooms/offices and keep all doors locked
- No one should come or go until an "all clear" has been given.
- Upon notification of a lockdown:
  - Get students out of hallways and into classrooms
  - Secure classroom doors (should remain in a locked position at all times)
  - Windows should be locked, and blinds closed
  - Get students out of sight
  - Turn lights out
  - Account for all students
  - Keep quiet (silence electronics/do not use phones unless relaying critical information)

## What should I do if there is an active shooter/hostile intruder on campus?

- Immediately seek cover, shelter in place and call 911.
- Give as many details as possible: your name, location, number of assailants and other pertinent information.
- If you have the option, RUN, HIDE or FIGHT.
- **Do not** sound the fire alarm to evacuate the building.
- Be aware of other exits if it becomes necessary to flee.
- People should lock themselves in classrooms, labs, and offices as a means of protection.  If the door will not lock, try barricading the door with desks and chairs.
- Lie on the floor and/or under desks and remain silent.
- Cell phones should be set on silent mode so that the suspected shooter cannot hear them.  Use the phone to notify 911, let them know that you have heard gunfire, give them your location and the number of the cell phone that you are calling from.
- If possible, close blinds of any windows or openings that have a direct line of sight into the hallway.
- Students and staff should not attempt to leave the building until told to do so by the emergency personnel.
- When you encounter the police, keep your hands over your head and comply with the officer's instructions.  If you are evacuating, carry nothing that could be mistaken as a weapon.
- Do not speak with the media following the incident until cleared to do so by the Chancellor or their designee.