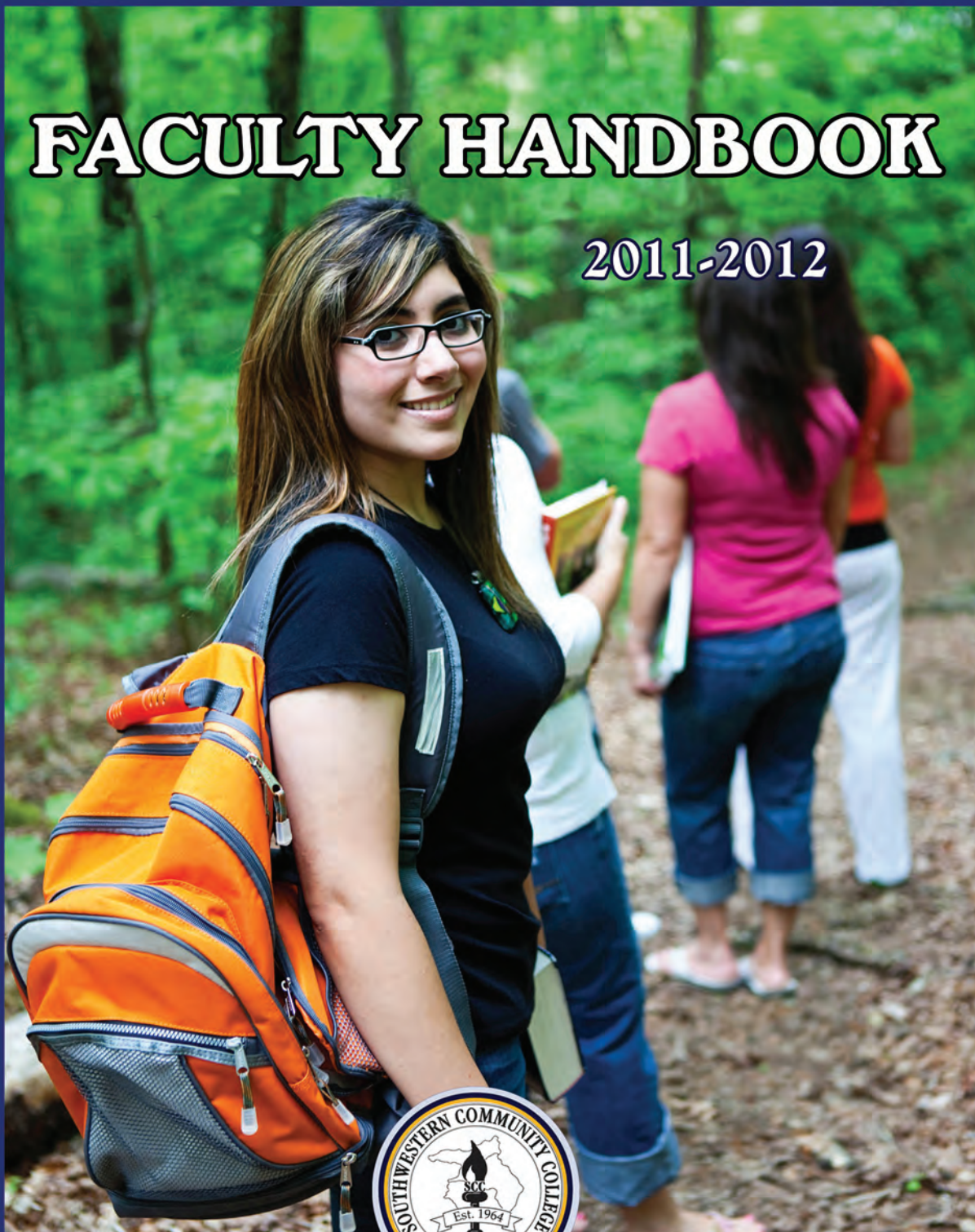


FACULTY HANDBOOK

2011-2012



**SOUTHWESTERN
COMMUNITY COLLEGE**

College of the Great Smoky Mountains



SOUTHWESTERN COMMUNITY COLLEGE

College of the Great Smoky Mountains

Dear Faculty:

I want to personally welcome you to SCC, whether you are brand new or one of the many faculty who have been contributing your knowledge and talents for many semesters. Because we have a commitment to provide students with high-quality, up-to-date programs and courses, we absolutely depend on people like you to bring new skills and a fresh outlook to the teaching and learning process. While you are here, we want to provide you all the support and help you need to make your experience as rewarding as possible. Teaching at SCC is truly an exciting process. If you are doing it for the first time, I hope you will be "hooked" and decide you want to do it over and over.

One of the things that makes teaching at SCC so exciting is that it is "student-centered." What that means is that the teacher is not simply a subject area specialist whose job is to bring new knowledge and skills to the students. If that were the case, anyone with the credentials or the experience could be a teacher. Student-centered teaching means bringing the student to new knowledge or skills. It means teaching students, not simply delivering content or instructions.

Remember your own learning experience. Remember the "Aha!" of discovering something for the first time, or the first time those X's and Y's in algebra suddenly transformed into real numbers. Then think of the teacher who brought you to that exhilarating discovery. THAT is what teaching at SCC is all about.

I offer you my personal invitation to call me if there is anything I can do to help you meet the challenge of teaching. When the magic works, your students will never forget it . . . nor you. And I, and the rest of SCC, appreciate what you do.

Sincerely,

Thomas R. Brooks, Ph.D.
Vice President of Instruction and Student Services

Jackson Campus • 447 College Drive • Sylva, North Carolina 28779
(828) 339-4000 • (800) 447-4091 • Fax (828) 339-4613 • www.southwesterncc.edu

2011 FALL SEMESTER

Welcome Back Day.....	Tuesday, August 9
Faculty Work Day	Wednesday, August 10
Orientation/Registration.....	Thursday, August 11
Final Registration.....	Friday, August 12
Classes Begin, Full and First Sessions	Monday, August 15
Drop/Add First Session.....	Monday - Tuesday, August 15 - 16
Drop/Add Full Session	Monday - Friday, August 15 - 19
Labor Day Holiday - College Closed.....	Monday, September 5
Citizenship/Constitution Day Observed	Thursday, September 15
Last Day to Withdraw, First Session.....	Tuesday, September 27
Fall Break - No Classes.....	Thursday - Friday, October 6 - 7
End of First Session Classes	Wednesday, October 12
Second Session Classes Begin.....	Thursday, October 13
Drop/Add Second Session	Thursday - Friday, October 13 - 14
Commencement Applications Due.....	Friday, October 28
Last Day to Withdraw, Full Session	Wednesday, November 2
Registration for Spring 2012	Monday - Friday, November 14 - 18
Thanksgiving Break - No Classes	Wednesday, November 23
Thanksgiving Holiday - College Closed	Thursday - Saturday, November 24 - 26
Last day to Withdraw, Second Session.....	Tuesday, November 29
Fall Semester Ends, Full and Second Sessions (last day of classes).....	Monday, December 12
Grades Due/Commencement	Tuesday, December 13
Holiday Break - College Closed.....	Mon, Dec 19, 2011 - Mon, Jan 2, 2012

2012 SPRING SEMESTER

College Reopens.....	Tuesday, January 3
Faculty Development Day	Wednesday, January 4
Final Registration Day.....	Thursday, January 5
Classes Begin, Full and First Sessions	Friday, January 6
Drop/Add First Session.....	Friday & Monday, January 6 & 9
Drop/Add Full Session	Friday, Monday - Thursday, January 6, 9 - 12
Martin Luther King, Jr. Day - College Closed	Monday, January 16
Last Day to Withdraw, First Session.....	Thursday, February 16
End of First Session Classes	Friday, March 2
Spring Break – No Classes	Monday - Saturday, March 5 - 10
Second Session Classes Begin.....	Monday, March 12
Drop/Add Second Session	Monday - Tuesday, March 12 & 13
Commencement Applications Due.....	Friday, March 23

Last Day to Withdraw, Full SessionThursday, March 29
 Easter Break - College Closed Friday - Saturday, April 6 - 7
 Registration for Summer/Fall 2012 Monday - Friday, April 9 - 13
 Last Day to Withdraw, Second Session Thursday, April 19
 Spring Semester Ends, Full and Second Sessions (last day of classes) Monday, May 7
 Grades Due/Commencements Tuesday, May 8

2012 SUMMER SEMESTER

Registration Day Tuesday, May 15
 First/Full Session Classes BeginWednesday, May 16
 Drop/Add Period, First and Full Sessions Wednesday - Friday, May 16 - 18
 Memorial Day - College Closed Monday, May 28
 Last Day to Withdraw from First Summer Session.....Thursday, June 14
 First Session Classes End Wednesday, June 20
 First Session Grades Due/Registration/ Second Session Classes Begin/
 Full Session ContinuesThursday, June 21
 Drop/Add Period, Second Session.....Thursday - Friday, June 21 - 22
 Commencement Applications DueThursday, June 21
 Independence Day Holiday - College Closed..... Wednesday, July 4
 Last Day to Withdraw from Full Summer Session Monday, July 9
 Last Day to Withdraw from Second Summer Session Thursday, July 19
 Summer Semester Ends, Full and Second Sessions Thursday, July 26
 Grades Due/Commencement Friday, July 27

STAFF HOLIDAY CALENDAR

Labor Day..... Monday, September 5, 2011
 Thanksgiving Holiday..... Thursday - Friday, November 24 - 25, 2011
 Holiday Break Monday, December 19, 2011 - Monday, January 2, 2012
 Martin Luther King Holiday Monday, January 16, 2012
 Easter Break Friday, April 6, 2012
 Memorial Day Monday, May 28, 2012
 Independence Day Holiday Wednesday, July 4, 2012

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Learning Assistance Center Referral
Off-Campus Activity Release
Off-Campus Activity Release for Under Age Students
Proposal for Soliciting Outside Resources
Request to Take Class – Exercise Time Participation Program
Request for Academic Forgiveness
Request to Waive a Prerequisite/Co-requisite
Room Change Announcement

Note: Several of the forms are frequently revised. Many forms are found at S:\curriculum\forms. For other forms, please contact your division assistant for the latest revision.



MISSION STATEMENT

Southwestern Community College is a comprehensive learning and teaching institution offering high quality innovative instruction and support to all who need and value these services. Seamless links with the community, advanced technology and a culturally rich environment promote student achievement and academic excellence.

Southwestern Community College accomplishes its mission through customer focus, continuous improvement and teamwork:

- to awaken the potential of each student, offering multiple pathways for learning what is important to know and to do — giving coherence and meaning to the total educational experience,
- to aggressively pursue the most current technologies while maintaining a nurturing atmosphere which appreciates the value of every individual,
- to be a catalyst for community service — removing barriers, creating linkages, building relationships and integrating resources to enhance the quality of life,
- to be a leader in economic development and a mindful steward of the natural and cultural resources of the area,
- to prepare citizens to live, learn and work in a diverse global village.

VISION

Southwestern Community College will be:

- A **Gateway** for enriching lives and broadening horizons
- A **Guiding Force** in growing and caring for our mountain community
- A **Creative Partner** in collaborative solutions

INSTITUTIONAL GOALS

The College Will . . .

1. Seek excellence in learning and teaching for transfer, vocational and technical education, literacy development, business and industry training and lifelong learning in an accessible format to serve a diverse population.
2. Maintain a nurturing learning environment by providing comprehensive support and intervention services for every individual.
3. Proactively identify, acquire and maintain college resources to support the vision, mission, and goals of the college.
4. Attract and retain quality employees and provide for their personal and intellectual growth.
5. Develop cooperative community-based relationships which contribute to the cultural, economic, educational, and social betterment of the region.
6. Assess institutional effectiveness as part of the planning and renewal process based on continuous improvement principles.
7. Effectively promote the college to the community.

2011 – 12 INSTITUTIONAL PRIORITIES

Priority	Benchmarks / Point Person
Manage College Resources Wisely During the Economic Recession	<ul style="list-style-type: none"> • Develop college budget based upon state appropriations/<i>Janet Burnette</i>
	<ul style="list-style-type: none"> • Seek additional funding sources to supplement college resources/<i>Executive Council</i>
	<ul style="list-style-type: none"> • Quantify resource needs of college through budgeting process/<i>Executive Council</i>
	<ul style="list-style-type: none"> • Implement Resource Development Plan to meet identified college resource needs/<i>Sonja Haynes, Julie Voorhees, & Executive Council</i>
	<ul style="list-style-type: none"> • Identify & manage resources to furnish & equip Burrell Building/<i>Executive Council</i>
Engage in SACS 5 th Year Review Process	<ul style="list-style-type: none"> • Create team/assign responsibility for addressing various components of the 5th Year Report/<i>Thom Brooks</i>
	<ul style="list-style-type: none"> • Develop schedule to enable completion of 5th Year Report by Fall 2012/ <i>Brooks</i>
	<ul style="list-style-type: none"> • Complete all requirements for 5th Year Report by June 30, 2012 in anticipation of Fall 2012 deadline/<i>SACS Team</i>
	<ul style="list-style-type: none"> • Implement Compliance Assist! software for SACS 5th Year Report process/<i>SACS Team</i>
Effectively Implement and Integrate the Title III Grant into College Operations	<ul style="list-style-type: none"> • Major benchmarks for Area I, Improve Student Persistence & Success: <ul style="list-style-type: none"> ○ Continue implementation of Early Alert Retention Initiative/<i>Phil Weast</i> ○ Implement First Year Experience Enhancements/<i>Weast</i> ○ Track success of Disability Coordinator & Student Success Coordinator positions/<i>Cheryl Contino-Conner, Weast</i> ○ Achieve virtualization of off-campus labs/<i>Ryan Schwiebert</i>
	<ul style="list-style-type: none"> • Major benchmarks for Area II, Strengthen Business Processes and Data Management: <ul style="list-style-type: none"> ○ Implement campus-wide Document Imaging System/<i>Schwiebert</i> ○ Implement training sessions for Informer data query and reporting software/<i>Schwiebert</i>
	<ul style="list-style-type: none"> • Major benchmarks for Area III, Stabilize and Diversify Financial Resources: <ul style="list-style-type: none"> ○ Initiate planning process for capital campaign, including the securing of the consultant to guide the Endowment Campaign/ <i>Dr. Tomas, Haynes</i>

Priority	Benchmarks / Point Person
Pursue Enrollment Growth (FTE)	<ul style="list-style-type: none"> Achieve curriculum growth concentrating on programs with particularly strong and sustainable growth potential relative to cost/<i>Brooks</i>
	<ul style="list-style-type: none"> Achieve continuing education growth concentrating on programs with particularly strong and sustainable growth potential relative to cost (increase distance learning programs & vocational training programs)/ <i>Susan McCaskill</i>
	<ul style="list-style-type: none"> Further refine the college-wide marketing plan, integrated with the recruiting plan and aligned with college priorities and the budget process that includes a clear message, powerful publications, and targeted advertising/<i>Rose Garrett</i>
	<ul style="list-style-type: none"> Implement various student success initiatives via the Student Success Committee to achieve higher retention rates/<i>Student Success Committee</i>
Enhance Student Learning, Faculty Teaching, and Business Operations Through Technology	<ul style="list-style-type: none"> Continue to enhance the college phone system at other off-campus locations/<i>Schwiebert</i>
	<ul style="list-style-type: none"> Install the network infrastructure including wireless access points to all college locations/<i>Schwiebert</i>
	<ul style="list-style-type: none"> Continue to improve and implement multiple college-wide software programs including the Web Portal, GroupWise, Google Apps and Google Calendars/<i>Schwiebert</i>
	<ul style="list-style-type: none"> Develop a strategy for installing required technology-related resources for offices and classrooms in the Burrell Building/<i>Schwiebert</i>

SCC'S VALUES FOR TEACHING EXCELLENCE

Each faculty member at Southwestern Community College:

- Inspires students to become independent learners.
- Promotes the development of critical-thinking skills.
- Respects each student as an individual.
- Fosters a sense of cooperation and community in and out of the classroom.
- Recognizes the use of technology to enhance the teaching-learning process.
- Engages students in learning for practical use and personal growth.
- Provides an innovative and accessible educational experience.
- Demonstrates an excitement about teaching and learning.



LEARNING COLLEGE - PLACING LEARNING FIRST

Learning Colleges embed learning in the institutional culture as the highest priority.

As decisions are made, two basic questions are asked.

These questions are:

1. Does this action improve and/or expand learning?
2. How do we know this action improves and/or expands learning?

From: Creating More Learning-Centered Community Colleges by Terry O'Banion

ACADEMIC DIVISIONS

Arts & Sciences – Oaks Hall, 1st Floor

Barbara Putman, Dean.....	4496
Kathy Thomas, Administrative Assistant	4300

Career Technologies – Founders Hall, 2nd Floor

Scott Baker, Dean	4249
Claudia Buchanan, Administrative Assistant	4204

Health Sciences – Balsam Center, 2nd Floor

Debra Klavohn, Dean.....	4331
Amanda Pressley, Administrative Assistant.....	4305

Concurrent Enrollment – Balsam Center, 1st Floor

Cindy Thompson.....	4394
---------------------	------

Macon Campus, Franklin.....	369-7331
Barbara Putman, Dean of Arts & Sciences.....	4496
Fairley Pollock, Student Services Coordinator.....	7017
Julie Voorhees, Business Services Coordinator, Macon Campus	7013
Margaret Sutton, Administrative Assistant.....	7001

ACADEMIC SERVICES

Bookstore – Balsam Center, 3rd Floor

Chadd Bonesteel, Manager.....	4222
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Distance Learning – Balsam Center, 3rd Floor

Dennis Keough, Director	4469
Linda Venturo, Specialist.....	4398

Instruction and Student Services – Bradford Hall, 3rd Floor

Thom Brooks, Vice President for Instruction & Student Services.....	4202
Betsy Clayton, Administrative Assistant	4377

Library

Dianne Lindgren, Director.....	4269
Vickie Lepore, Librarian.....	4268

STUDENT ASSISTANCE

Learning Assistance Center – Oaks Hall, 2nd Floor

Toni Knott, Coordinator	4325
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Writing Across the Curriculum – Oaks Hall, 2nd Floor

Jennifer Hippensteel, Coordinator	4264
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Student Support Services – Oaks Hall, 1st Floor

Cheryl Contino-Conner, Director	4245
Peter Buck, Counselor	4243
Laurie Butler, Tutor Coordinator/Advisor	4231
Marji Elzey, Administrative Assistant.....	4420

STUDENT/ENROLLMENT SERVICES

Balsam Center, 1st Floor

Phil Weast, Dean	4431
Dominique Benson, Admissions Officer	4217
Jody Woodring, Administrative Assistant: Admissions	4253
Kathy Owens, Administrative Assistant: Enrollment Services	4352
Patty Kirkley, Career Planning & Placement Coordinator	4212
Jay Sain, Testing Coordinator	4332
Christy Deaver, Registrar	4406
Karen Reed, Administrative Assistant: Student Records	4219
Melody Lawrence, Financial Aid Director	4224
Krystal Hernandez, Financial Aid Assistant Director	4315
Andrea Briggs, Financial Aid Officer	4207
Cathy Setser, Financial Aid Technician	4338
Clyanne Hyde, Administrative Assistant: Financial Aid	4438

FINANCIAL SERVICES

Business Office – Balsam Center, 1st Floor

Toni Holland, Accountant/Cashier	4290
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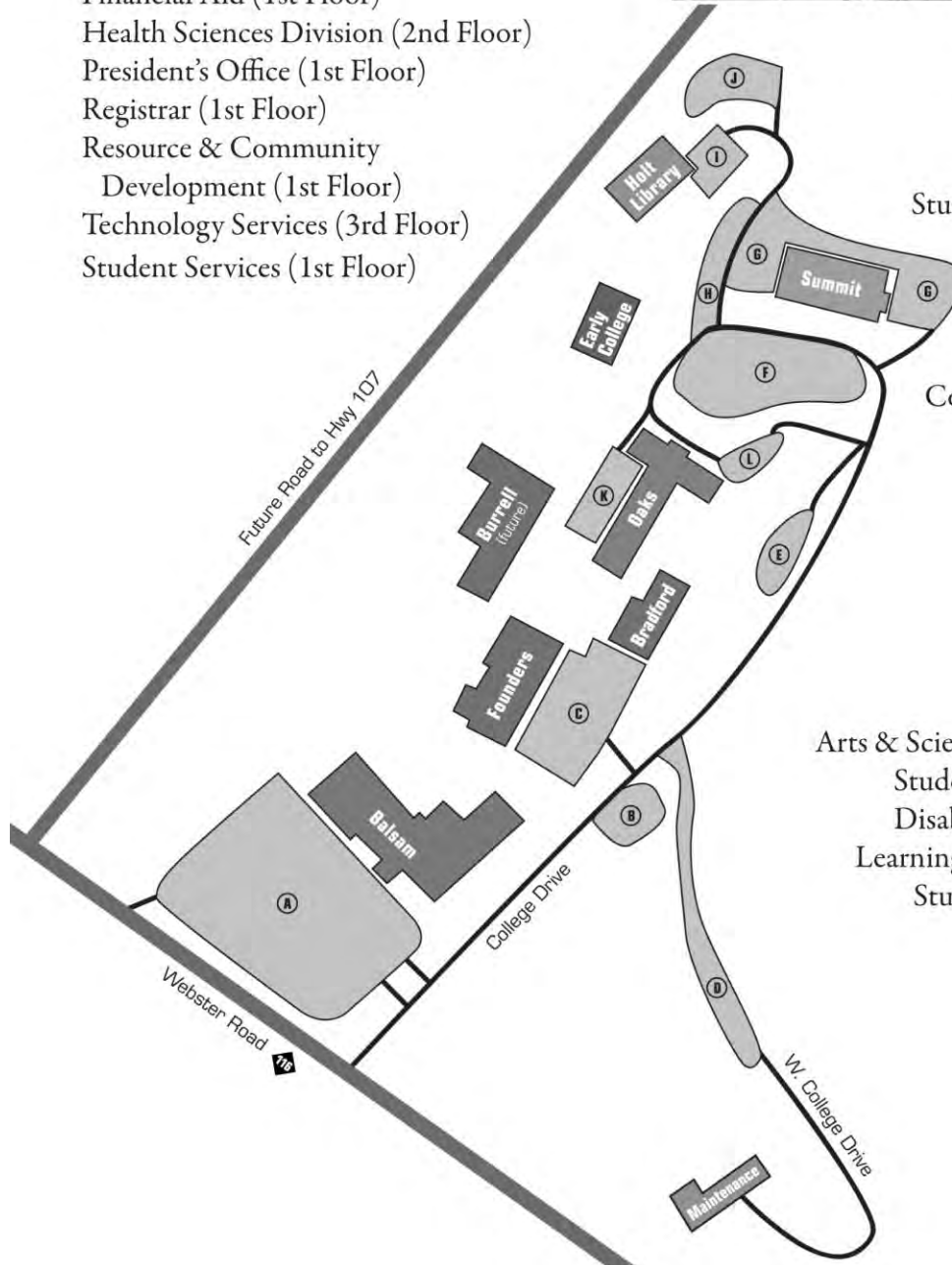


SCC JACKSON CAMPUS



BALSAM CENTER

- Admissions Office (1st Floor)
- Auditorium (1st Floor)
- Bookstore (3rd Floor)
- Business Office (1st Floor)
- Career Counseling (1st Floor)
- Financial Aid (1st Floor)
- Health Sciences Division (2nd Floor)
- President's Office (1st Floor)
- Registrar (1st Floor)
- Resource & Community Development (1st Floor)
- Technology Services (3rd Floor)
- Student Services (1st Floor)



BRADFORD HALL

- Conference Center (1st Floor)
- Gymnasium (2nd Floor)
- Instruction & Student Services Office (3rd Floor)

FOUNDERS HALL

- Career Technologies Division Office (2nd Floor)
- Continuing Education (1st Floor)

THE SUMMIT

- Classrooms
- HOLT LIBRARY
- College Access
- Public Information

OAKS HALL

- Arts & Sciences Division Office (1st Floor)
- Student Support Services (1st Floor)
- Disability Services Office (1st Floor)
- Learning Assistance Center (2nd Floor)
- Student Success Office (2nd Floor)



EMPLOYMENT CHECKLIST

New Employee Documentation: The Human Resources Office will need the following forms completed, signed, and dated by the employee:

- Employment Application
- I-9 Form
- Drug Free Workplace Compliance Form
- Criminal Background Investigation Form
- W-4 Federal Withholding Form
- NC4 State Withholding Form
- Policies & Procedures / Safety & Emergency Response Acknowledgment
- Employee Emergency Notification Form
- Official transcripts sent directly to Human Resources Office
- Information Technology Services User Authorization Form

2. Important points to discuss with your supervisor

- Professional behavior and expectations
- Employment Contract
- Your schedule for the semester, including office hour for each class
- Where to post your schedule
- Keys, office space (if available), mailbox, secretarial services, and voice mail messages
- Checking your mail each time you are on campus
- Setting up e-mail account and checking it regularly (see note under Ed. Services Section)
- Absences for any reason from a regularly scheduled class—contact your immediate supervisor or the division assistant **before scheduled class time** so students can be notified. Complete Instructional Time Make-up form.
- Returning reports—returning them **before** the deadline would be appreciated.
- Add/Drop/Withdrawal form
- Class syllabi for students
- Planning classes to use the entire class time
- Planning library assignments that can be completed at the SCC Library
- Student Opinion Surveys— surveys are done the 14th-16th week (and at mid-term for new faculty). The division administrative assistant will contact you for scheduling. Survey results will be distributed and areas of concern will be addressed by the immediate supervisor and/or your mentor on an individual basis. A sample Student Opinion Survey is included in the form section of this handbook.
- Faculty Resource/Mentor Program
- Professional Development Plan
- Textbooks & personal items – be sure to keep your textbooks and personal items secure and be cautious about salespeople trying to buy textbooks from you.

RESPONSIBILITIES OF FACULTY

ACADEMIC INTEGRITY

Please refer to Section A under Standards of Student Conduct in the Student Handbook and be clear in your syllabus about your expectations regarding citation of work. Turnitin.com is a plagiarism detection tool available for faculty and student use. Contact Toni Knott, ext. 4325 tknott@southwesterncc.edu for further information.

ADVISING

The primary responsibility of an academic advisor is to guide students in making wise selections, of course, with careful attention to institutional policies and degree requirements. In addition, effective advising will also assist students in identifying available internal and external resources that will have a positive impact on their SCC experience. Consideration of each student as a unique individual with unique needs is recognized as the foundation of SCC's advising program. Academic advising includes:

- Assisting students with course registration
- Listening to student concerns and questions
- Providing a framework for planning career and educational goals
- Referral to campus resources/services and academic regulations and policies
- Guiding the planning of a course of study and degree requirements
- On-going monitoring of student's progress

For complete advising information, please visit the Faculty/Staff link on our website.

COURSE SYLLABUS

A detailed course syllabus, handed out on the first day of class, gives students an immediate sense of what the course will cover, what work is expected of them, and how their performance will be evaluated. The syllabus is a document that is provided to students that describes the course in which they are participating. This document is a faculty developed document and should be provided to the students on the first day of classes or no later than the first week of classes. The syllabus allows you to customize the course to fit you particular course requirements and style, while honoring the content of the course. The content for the syllabus is as follows:

- Instructor's Name
- Term & Year -example: (Fall 2011)
- Course Number
- Course Title
- Catalog Course Description – to include prerequisites and/or co-requisites
- Textbook Information – required and/or recommended – to ensure students purchase correct textbooks, it is recommended that you list a picture of the book cover and ISBN number.
- Materials – example: disks, tools, etc.
- Course Objectives or Competencies
- Grading Policy
- Grading Scale
 - Method of evaluation (tests, papers, etc.) to include the % or weights for

assignments/activities

- Attendance Policy (must be clear, specific and reasonable – this should include requirements, consequences, and make-up work procedures)
- Withdrawal Date and Procedure
- Academic Integrity Statement
 - Should be clear and specific and the consequences should be appropriate
- Availability of Instructor
 - Contact information such as: office location, hours, e-mail, phone, url
- Tentative schedule of coursework
- Consider including a student signature page to verify receipt of syllabus

Your syllabus is your individual way of approaching the content described in the course outline. There are some very good reasons why we have a syllabus:

- It is pedagogically sound. Letting students know what the course expectations are helps students.
- Having a plan frees you to be creative. You don't have to think about what happens next, so you can concentrate on how it will happen.
- On the rare occasion when a student feels treated unjustly, your syllabus is an easy way to clear up a misunderstanding.

DISABILITY SERVICES FOR STUDENTS

(Please add this to your syllabus).

Southwestern Community College provides equal access to education for students with documented disabilities and the College is committed to working with students to accommodate their educational development.

The federal definition of a disability includes a person who:

- 1) Has a physical or mental impairment which substantially limits one or more major life activities
- 2) Has a record of such impairment or
- 3) Is regarded as having such impairment

The determination of whether an individual has a disability under ADA is not based upon the name or diagnosis of the impairment, but rather upon the impact of that impairment on the life/learning of the individual.

The decision of whether or not to disclose a disability in post-secondary education is at the discretion and the responsibility of the student. Disclosure is only required if accommodations are needed.

If you know of a student with a disability, and will be needing accommodations, encourage them to call 828-339-4420 or 800-447-4091 ext. 4420 and make an appointment with a staff member in the Student Support Services Office.

All conversation, documentation and records provided will be maintained in a confidential manner as outlined in the Family Rights and Privacy Act (FERPA) of 1974. SCC wishes to provide reasonable

accommodations/modifications to minimize the extent to which a disability may negatively affect a student's SCC academic and social opportunities.

FERPA – STUDENT RIGHT OF ACCESS AND PRIVACY

SCC respects the privacy and confidentiality of student information consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA), which regulates the release of student information and affords students certain rights with respect to their education records. The primary communication regarding student information occurs with students. However, the college recognizes and appreciates that family and others have a role in supporting students and may have an interest in a student issue. With the student's permission, academic information may be released to a third party, or a support advocate may be present with the student and participate in a productive conversation related to an issue in question.

Communication of Student Information

- FIRST, ask the student for verbal permission before going further in a discussion of their record
- The emphasis is on PRODUCTIVE discussion – this means a civil discourse.
- You have the RIGHT to stop the discussion at any time if it ceases being productive.
- You can REFER the student to your Dean, the Dean of Student Services, the Registrar or the VP. Let us know - We have your back!

This policy is outlined in SCC Policy 6.23, “Student Records” and can be found online and in the Student Handbook. High school students are included under this policy with parents having a right of access.

For more detailed presentation, go to the Academic Advising page. For assistance, contact Dr. Phil Weast, Dean of Student Services, 828-339-4431.

GRADING SYSTEM

Official grades are available online at the end of each semester. The college does not mail grades to students. Students enrolled in curriculum courses will be graded by the letter grade system and assigned a grade point average (GPA) for each semester. Instructors inform students about their specific grading scales. The College does not have a uniform grading scale.

The GPA is determined by dividing the total number of quality points by the number of credit hours attempted. A GPA of 2.00 is required for graduation. Transfer credits are not included in the GPA computation.

Grade	Definition	Grade Points per Semester Hour
A	The student has, in a superior way, met the objectives established for the course.	4
B	The student has more than adequately met the objectives established for the course.	3
C	The student has adequately met the objectives established for the course.	2
D	The student has minimally met the objectives established for the	1

	course.	
F	The student failed to meet the objectives established or the course.	0
I	Incomplete. Indicates that a student has been doing acceptable work in the course but has not completed all required work. A minimum of 80 percent of course requirements must have been completed for the student to be eligible for an "I" contract. It is the student's responsibility to have this deficiency removed during the first two weeks of the following semester or the grade will be automatically changed to an "F." An "I" does not count as hours attempted or as hours earned.	0
CS	Continued Study. Indicates that a student must continue study at his current level of Developmental Education coursework. This symbol does not count as hours attempted or as hours earned for purposes of calculating GPA. For financial aid purposes, these hours count as attempted but not completed.	0
NA	Never Attended. Indicates the student registered but never attended.	0
AU	Audit. This grade does not count as hours attempted or as hours earned.	0
W	Withdraw. Indicates the student withdrew before the published withdrawal date that can be found in the academic calendar. This symbol does not count as hours attempted or as hours earned for purposes of calculating GPA. For financial aid purposes, these hours count as attempted but not completed.	0
S	Credit by Exam. The student received credit for the course through proficiency examination. This symbol counts as hours earned but not as hours attempted. No more than one-half of the required credit for a degree or a diploma may be earned through "Credit by Exam" unless otherwise approved by the Vice President for Instruction and Student Services.	0
P	Passing. Awarded upon successful completion of certain continuing education courses. Eighty percent attendance is required.	0
AP	Advanced Placement. This symbol counts as credit hours earned but does not count in GPA calculations.	0
SP	Secondary Placement. This symbol counts as credit hours earned for certain eligible high school courses but does not count for purposes of calculating GPA.	0

A*, B*, C* or CS

Grades in Developmental Courses- Grades in all courses below 100 should be one of the following: A*, B*, C* or CS, or W and will not count as hours earned or as hours attempted.

INSTRUCTOR SCHEDULES

Your schedule should be submitted to the divisional office to include your instruction time and office hours. It is helpful to post your schedule near your office door to assist students.

Emergencies and Changes in Class Schedules – if an emergency prevents you from meeting your class, you are required to notify your supervisor so that students can be notified. You must also complete an Instructional Time Make-up form. The form is available in the division office, and should be submitted to your dean within one week of the missed class. Document this in your grade/roll book.

If your class will be at the library or in any other location on campus other than your assigned classroom, please let your supervisor know ahead of time and leave a note on the classroom door.

Off-campus field trips: An Off-Campus Activity Release form must be completed and signed by each student prior to the date of the trip. Submit the completed form to your dean prior to the trip. Students under age 18 must have parent/guardian sign the form. See your dean for field trip processes prior to your first off campus activity.

OFFICE HOURS

Maintain one office hour per week per course at a location agreed upon by you and your supervisor. Office hours should be posted and listed on your syllabus.

RECORDS/REPORTS

As a faculty member, you will receive the following reports. It is very important that you attend to these rosters promptly. **These reports must be completed accurately and submitted in a timely manner.** You will receive detailed instruction from the Registrar on how to complete these forms. Please pay close attention.

10% Report (also called **Attendance Report**). This report will be given to faculty around the 2nd or 3rd week of the semester. **This is an official report subject to review by State Auditors.**

Therefore, it **MUST** be accurate and returned on time. This report documents student attendance, and faculty must use the following symbols:

- NA Denotes students who have never attended class.
- AU Denotes students who are auditing the course.
- S Denotes students who have successfully challenged the course through proficiency examination.
- E Is entered in the date on which the student attended class the first time.
- A Is entered in each date the student is absent through the 10% reporting period.

RETENTION ALERT

Retention Alert is a module in Colleague and is accessed through Web Advisor. The RA module allows SCC to identify students who are at risk and to initiate immediate intervention with the students as soon as a problem is identified. This module allows SCC to track all contacts and intervention efforts, and share information appropriately with the student and others who can help the student be successful. Our goal is to improve student success.

Risks being monitored are:

- Class attendance
- Class activities such as: failing tests, not completing assignments, poor writing skills, lack of participation, and overall quality of class work
- Other issues – in class behavior, Life issues, etc.
- Withdrawals
- Failing Grades
- Academic Warning and Probation
- Placement Test scores at or below the 10 percentile

STUDENT CONDUCT AND BEHAVIOR

SCC has an obligation to provide a safe place for its students to learn and be successful and a safe place for its employees to work. When any college employee has a concern about a student's potential to have a negative consequence to the safety of employees or students or a student's behavior is identified as interfering with the student's ability to be successful, this concern should be reported. Procedures have been outlined in SCC Procedure 6.36.1, "Student Conduct Review" found in the SCC Policies and Procedure Manual online.

The following individuals have been designated:

- Conduct Officer for the SCC Jackson campus – Dr. Phil Weast, Dean of Student Services 339-4431, pweast@southwesterncc.edu
- Conduct Officer for the SCC Macon campus – Dr. Fairley Pollock, Coordinator of Student Services – Macon Campus 339-7017, fpollock@southwesterncc.edu
- Student Assessment Team (SAT) –
 - Phil Weast – Dean of Student Services, CHAIR
 - Peter Buck – Counselor, Student Support Services
 - Tracy Chapple – Instructor in Psychology
 - Fairley Pollock – Student Services Coordinator - Macon Campus Conduct Officer
 - Cheryl Contino-Conner – Student Support Services Director
 - Barb Putman, Scott Baker, or Deb Klavohn – Depending on student's program
 - Chris Cabe or Rene Clontz – Campus Security / Resource Officers
 - Extension Education Director – if student is from Continuing Education

The employee should provide the Conduct Officer written notification which includes a description of the concern. When appropriate, SAT will be convened to review the concern and develop an appropriate plan of action. The SAT is comprised of members from across the campus chosen based on their relative experience in dealing with these types of behavioral issues and their responsibilities within the college.

The SAT will determine if there have been any additional warning signs or reasons for concern (such as code violations or classroom incidents), classify the level of threat, and develop a plan

of action. Examples of action can include referrals to appropriate campus offices and, when necessary, off-campus agencies.

The Student Assessment Team will use their best professional judgment to review this matter. However, the Student Assessment Team cannot be expected to predict future behaviors of individuals and, therefore, are held harmless in the event a student did repeat a harmful behavior.

PROFESSIONAL DEVELOPMENT – FULL-TIME FACULTY

Southwestern is committed to the continuing growth and development of the faculty. The college expects individual faculty members to take initiative in establishing and achieving goals for their professional development. Development encompasses two major areas: teaching and learning and professional engagement. Activities must occur in both of these areas. Each of these areas has a number of items identified as possible activities for development. Additional items may be submitted to your respective dean for possible approval. These activities should be pre-approved.

While this plan provides flexibility to meet your individual needs, there also is responsibility and accountability. At your end-of-year evaluation (Continuous Improvement Plan), you will be expected to provide the documentation verifying your development activities.

The college currently invests in a number of on-campus professional development activities. However, professional development funding is not always available to support individual requests for development. So you are strongly encouraged to develop a plan around SCC activities.

Part-time instructors are encouraged to participate in professional development activities as appropriate and as schedules permit.

DISTANCE LEARNING

If you are teaching on-line (WC), ITV, or Hybrid courses (HY), please note:

A Web-Centered (WC) online course is conducted entirely online using a class website, email, and any other means of communication other than scheduled traditional face-to-face class meetings.

A Hybrid (HY) online course will have several scheduled face-to-face class meetings where attendance is mandatory. A substantial amount of class work is conducted electronically using a class website and e-mail minimizing the number and frequency of these mandatory class meetings.

In addition to (WC) and (HY) class sections, instructors are encouraged to enhance their traditional face-to-face classes with a class website by making their class website "available" for student use.

SCC's Instructional Television (ITV) network consists of several specially equipped within a three county area. These classrooms are equipped with two-way interactive conferencing technology that allows instructors to conduct class from one site to several other sites in real-time.

SCC staff conducts several workshops before and during the first week of scheduled classes to acquaint instructors, new to ITV, in the use of the ITV equipment.

This is a very brief overview of our distance learning offerings. Dennis Keough, Director of Distance Learning and Linda Venturo, Director of E-Learning Development and Technologies will gladly work with instructors who have other requirements or ideas to make their class convenient, efficient, and worthwhile to faculty and students.

E-LEARNING

Professional development opportunities as varied as three levels of intense E-Learning certifications and just-in-time training are available to faculty to assist them with their E-Learning endeavors.

Beginning in 2012, faculty will be able to spend time in a fully equipped, quiet learning environment, namely the Instructional Technology E-Learning Center (iTeC), to train, learn, and apply teaching methods and technologies proven to support student learning in their Web-based classroom environments.

EARLY COLLEGE

An Early College High School is a small, autonomous high school associated with Southwestern Community College. Early College High School provides high school students, who enroll in the 9th grade, the opportunity to earn both their high school diploma and an associate's degree (or two years of college credit) within their five years of enrollment in Early College High School. The Early College High School provides a safe, caring school where each child is well-known, intellectually challenged, and encouraged by high school and college faculty and staff. It is a unique high school environment accepting students of diverse ability levels through an application process conducted each spring. For more information, contact Cindy Thompson, Director of College Access Programs.

POLICIES AND PROCEDURES

For easy reference, the policies and procedures described in this section are arranged in alphabetical order. The complete Policies and Procedures Manual is also available on the web under the Faculty/Staff link.

ADD/DROP/WITHDRAWAL FORM

The student is responsible for initiating this form with his/her advisor and for completing the process. The last date to add, drop or withdraw for a term is in the College Calendar (see catalog, student handbook, or SCC website). During the add/drop period, students will be removed from the class roster. After the official add/drop period, students may withdraw and receive a "W" on their transcript. An Add/Drop Withdrawal form must be completed. Instructions for completion are on the top of the form.

ALCOHOLIC BEVERAGES AND/OR NARCOTICS

These are not permitted on any campuses, and any instructor under the influence of alcohol or narcotics during the performance of instructional duties will be subject to immediate dismissal. Smoking is permitted only in designated areas on the Jackson Campus. The Macon Campus is a tobacco free environment.

ATTENDANCE POLICY

All students are expected to be present and regular in attendance for scheduled classes and open labs. Absences will be considered justified and excusable only in cases of emergencies, serious illness, or death in the immediate family. Students may make up work missed at the discretion of instructors. When a student must be absent, it is vital that he/she remain in contact with you. If a student stops attending class and does not complete an official withdrawal, the student's final grade will be **-F**.

AUDITING A COURSE

A student should state his or her intent to audit at the point the student registers for the course or no later than the first week. An **-AU** will be entered as the student's grade for that course when the student registers or the instructor will mark it on the NA and 10% rosters. Once class begins, a student may switch from a credit to an audit status or from an audit to a credit status only if the instructor agrees. Changes in status are not permitted after the 10% date of the semester of the semester unless initiated by the instructor with the student's permission in unusual circumstances. Tuition and fees for auditing are the same as the cost of courses taken for credit. The grade **-AU** will not count as hours attempted or as hours earned. However, audited courses also do not count as successful completions for financial aid purposes. Students who receive financial aid should consult the financial aid officer before electing to audit a course.

CAMPUS EMERGENCY GUIDELINES

For complete information, please refer to the Safety Programs manual. There are also First Aid Kits in the Administrative Assistant offices in each building and CPR kits in hallways.

CHALLENGE EXAM

SCC recognizes students whose demonstrated ability qualifies them to accelerate their studies in certain subjects. An application for Credit by Exam must be completed and permission to take these exams must be given by the appropriate dean during the first 10 days of the semester. The exam may be written, oral, performance, or a combination of these.

CHANGE OF CURRICULUM

Part-time students often begin as **-special credit** students. When they continue to register for courses in a certain curriculum, they should change their special credit code to a curriculum major code by completing a Change of Curriculum/Readmission form. These are available in Admissions and divisional offices.

CHANGE OF GRADE

Faculty are responsible for the integrity of their grading standards including changes of final grades after the end of the term. If the grade is changed in the term immediately following the term for which the grade was originally recorded, the instructor processes a Change of Grade form as indicated. If the grade is changed more than one term after it was originally recorded, the instructor must obtain the approval of the Dean and the Vice President of Instruction and Student Services.

COURSE OUTLINE

This is a baseline document that describes the core components of the course. The outline should be the same regardless of the number of faculty teaching the course. This can be described as an institutional document. The document is kept on file in the Dean's office. See your supervisor if you want to review the outline.

The components for an outline are as follows:

- Course Number and Title (the hours for course/lecture/lab/credit)
- Catalog Course – Description to include prerequisites and/or co-requisites
- Textbook – Required
- Course Objective or Competencies
- Date
 - Original
 - Revised

FIELD TRIPS

When it is determined by an instructor to conduct a college-sponsored field trip for the purpose of enhancing the student's educational experience, the following procedure will be followed:

Instructors or supervising staff must initiate an Off-Campus Activity Release form for each college sponsored field trip. Each student must complete and sign the form indicating they are taking the field trip(s) at their own risk. Students under 18 must have parent/guardian signature.

This form is to be forwarded to the dean/director and the vice president for approval. The vice presidents forward all completed forms to the Executive Vice President and CFO.

INCOMPLETES

An $-I^2$, or incomplete, indicates that a student has been doing acceptable work in the course but has not completed all required work. A minimum of 80 percent of course requirements must have been completed for the student to be eligible for an $-I^2$ contract. It is the student's responsibility to have this deficiency removed within 10 class days after the beginning of the following semester or the grade will automatically be changed to an $-F^2$. An $-I^2$ does not count as hours attempted or as hours earned. An unresolved $-I^2$ will exclude students from the President's and Dean's Lists.

INFORMATION TO STUDENTS

The following information should be discussed with students:

- Secure parking permits from the Business Office.
- No smoking in any building. Smoking is permitted in designated areas on the Jackson Campus. The Macon Campus is a tobacco free environment.
- No food or beverages are to be brought in labs, shops, or computer labs.
- Library facilities are available to all students and instructors. No charge.
- Learning Assistance Center is staffed from 8:00 a.m. until 7:00 p.m., Monday through Thursday, and by appointment on Friday. The Center is on the second floor of Oaks Hall.
- Bookstore hours are 7:30 a.m. to 3:30 p.m. Monday through Thursday and 9-12 noon on Friday. During registration and drop/add periods, the hours are extended to accommodate students/faculty/staff.
- Care of class area is the responsibility of students and instructors. Put area back in order for next class before you leave.
- Student Support Services (SSS) provides students with a wonderful opportunity for an extra boost through college. Free services are offered in several areas. To qualify for services students must have a need for academic support and then meet one of three criteria: be first generation college, meet income guidelines or have a documented disability. For more information, see the Current Students link on the webpage

Open computer labs are available to SCC students. For schedules and locations, please check the Student Handbook.

MISSED CURRICULUM INSTRUCTIONAL TIME

From time to time, the college experiences adverse weather that requires the college to be closed. As a result, scheduled classes are missed. The college has an obligation to deliver the instructional services for which students pay tuition. Therefore, when instructional time is missed, make-up instruction activities that are comparable to the learning experience missed must be provided. This policy primarily describes missed instructional time due to adverse weather; however, this procedure applies to any instruction time missed, regardless of the reason. The instruction may be made up by rescheduling classes or by other alternatives, which may include extra assignments, individual conferences, etc. Documentation must be completed in regards to missed instruction time and kept on file in the dean's office.

REGISTRATION

Students are not registered until they turn in registration forms and pay all fees. If a student is not on your class roll, but has been attending class, have that student see their advisor, a dean or the registrar immediately.

RETENTION AND DISPOSAL OF STUDENT RECORDS

Southwestern Community College respects the privacy and confidentiality of student information consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA), which regulates the release of student information. SCC faculty members have a responsibility to retain and dispose of a student's record according to the guidelines published in the Records Retention and Disposition Schedule by the NC Community College systems.

Any student record information scheduled for disposal **MUST** be shredded. Specific requirements include the following:

- Student advisement folders – includes individual student folders containing interview forms, student test profiles, aptitude test scores, approved schedule forms and copies of Permanent Academic Records
- Destroy (shred) in office after one year
- Medical/Health records – records used in the admission of students to selective health science programs
- Maintain in a secure file or office by the lead faculty member in each program
- After the student graduates or terminates from the program, the records are transferred to the Registrar's Office to become a part of the student's permanent Transcript Records File.

STUDENT CONDUCT

If you have a problem in your class with behavior, cheating or academic dishonesty, please contact your supervisor immediately. In addition, The Standards of Student Conduct policy, which outlines day-to-day expected student behavior, may be found in the Student Handbook.

TEXTBOOKS

Faculty and staff are prohibited from selling textbooks.

- No employee shall profit from the sale of instructors' textbooks or desk copies of textbooks owned by the employee or the College.
- Copies of textbooks (or instructors' text) purchased by the College remain the property of the College and shall not be sold or given away by the instructor.
- The faculty and staff may donate or give away copies of complimentary texts, except for teacher/instructor editions of texts currently being used by a College class. Every effort should be made to ensure the College library already has a reference copy of a book prior to donating the book elsewhere. Except as provided herein, the College will dispose of complimentary textbooks in a manner pursuant to N.C.G.S. 115D-15 and college policy.

WEATHER

The college will close or delay opening when weather conditions are such that driving is hazardous. Classes missed due to weather must be made up and make-up work must be documented. An Instructional Time Make-up form must be completed.

The following procedure will be observed for adverse/inclement weather; however, regardless of college announcements, commuters should exercise personal judgment concerning highway road conditions, particularly those from other counties or remote areas. If the college is open, no announcement will be made.

Announcements concerning college operation will be made by 6:30 a.m. on the local TV and radio stations listed below (as well as SCC's Facebook and Twitter feeds). However, if weather conditions worsen after the 6:30 a.m. announcement, an additional announcement closing the college for the day will be made no later than 8:30 a.m. Announcements concerning evening classes will be made no later than 3:00 p.m. The following type of announcements may be made:

Delayed Schedule indicates that classes will begin at 10:00 a.m. Everyone (faculty, staff, students) should report to work and class as scheduled at 10:00 a.m. Students should report to the class they would normally be in at 10:00.

Classes Canceled indicates that the college remains open and staff should report to work at 10:00 a.m. and use extreme caution.

College Closed means there are extremely hazardous conditions and no one should report to work or class.

Early Dismissal will be announced when weather conditions dictate the early dismissal of day or evening classes. This type of announcement will be made by telephone to a designee in each building on campus, who will communicate the early dismissal information to the occupants of the building.

Radio Stations		Television Stations
99.9 FM – WKSF Asheville	1480 AM – WPFJ Franklin	ABC – WLOS Asheville
95.3 FM – WCQS Asheville	104.5 FM WHLC Highlands	NBC – WYFF Greenville, SC
1590 AM – WBHN Bryson City	1320 AM – WKRK Murphy	CBS – WSPA Spartanburg, SC
1370 AM – WGHC Clayton, GA	95.9 FM WCVP Robbinsville	
104.1 FM – WRBN Clayton, GA	680 AM – WRGC Sylva	
1050 AM – WFSC Franklin	104.9 – WQNS Waynesville	
96.7 FM – WRFR Franklin		

To receive weather related Twitter feeds, click the Twitter icon on our web page.

WITHDRAWAL PROCEDURE

To withdraw from a course(s) or the college, a student should contact his or her advisor and initiate the Add/Drop/Withdrawal form. Instructions for completion are on the top of the form. If a student withdraws by the official withdrawal date for the semester (published in the College Calendar), the grade received will be a **-W**.

If a student seeks to withdraw from a course(s) after the official withdrawal date, this may be granted under extenuating circumstances such as a serious illness or job transfer and will be considered on an individual basis by the instructor. It is the student's responsibility to provide compelling documentation for this request and to attach the documentation to the withdrawal form and submit to the instructor who will secure the divisional dean's approval.

It is the responsibility of the student to initiate the withdrawal process. If a student stops attending class and does not complete the official withdrawal process, the student's final grade will be an **-F**. An exception will be made for Developmental Education coursework.

The **-W** will not influence the quality point ratio for the semester. However, withdrawing from courses could affect a student's eligibility for financial aid. A student who receives financial aid should always consult the financial aid, ext. 4438, office before withdrawing from a course.

WORKSTATIONS

It is the duty and responsibility of instructors to be on time for each class and to provide at least 50 minutes of instruction per hour as scheduled.



*The great dividing line between success
and failure can be expressed in five
words: "I did not have time."
~Author Unknown*

LEARNING-CENTERED EDUCATIONAL SERVICES

BOOKSTORE

The bookstore is located on the Jackson Campus and is open during Fall/Spring semester from Monday -Thursday 7:30 a.m. – 3:30 p.m. and Fri: 7:30 a.m. – 12 p.m. The bookstore is located on the third floor of the Balsam Center. See www.southwesterncc.edu/bookstore for latest information.

Macon students can order books from the SCC Bookstore online and pay by credit card. Prepaid books will be delivered to Macon Campus, usually within two days.

COMPUTER LABS

- There is an open lab in the Library. The hours are 8:00 a.m. – 9:00 p.m., Monday through Thursday, 8:00 a.m. – 5:00 p.m. on Friday, and 9:00 a.m. to 1:00 p.m. on Saturday.
- Balsam Center lab in Room 338 is open 8:00 a.m. – 5:00 p.m., Monday through Thursday, 8:00 a.m. – 12:00 noon on Friday when classes are scheduled.
- The computer labs in Founders Hall can be used when classes are not in session.
- Oaks Hall has computers available in the Learning Assistance Center during open hours.
- Macon Campus has two public access computers in the student common area. Computer labs are available for student use when classes are not in session.

COMPUTER SUPPORT & HELP DESK

If you need assistance, contact Patty Wall at extension 4409.

HONORS PROGRAM

SCC's Honors Program is designed to: challenge high achieving and highly motivated students to purposefully engage across all disciplines at SCC; intentionally focus on academic excellence including critical thinking, communication skills, and academic inquiry; encourage and support students in leadership and service to the college and the community.

Through the development of an honors contract, students have the opportunity to enrich the quality of his/her educational experience beyond what is normally expected in the curriculum course; while simultaneously providing the faculty member an opportunity for scholarly/innovative endeavors as well as professionally interesting projects.

For eligibility and other information, contact Cheryl Contino-Conner at extension 4245.

INFORMATION CENTER

The Information Center is located in Balsam Center (first floor lobby). This is your contact (dial 0) to report campus emergencies, sign out a college van, turn in found items, or look for lost items.

LEARNING ASSISTANCE CENTER

The Learning Assistance Center (LAC) offers:

- Learning Consultants and Specialized Instructors to assist students with homework and projects in most subjects including math, English, sciences, social sciences, and business.
- Location for peer tutoring sponsored by Student Support Services.
- Computerized supplemental instruction and/or remediation programs for self-directed study/review.
- Workshops to support extension of effective college-level skills such as time management, stress reduction, research strategies, and critical reading and writing skills.
- Resource library including study aids and review materials in audio, video, and text formats.
- See the Current Students link on our website for additional resources and LAC information.

The LAC is staffed from 8:00 a.m. until 7:00 p.m., Monday through Thursday, and by appointment on Friday. The Center is on the main floor of Oaks Hall. Please encourage your students to visit the LAC whenever they need long or short term academic support. Feel free to contact Toni Knott at 339-4325 if you or your students have questions about LAC services.

LIBRARY

The Holt Library is an 11,000 square foot facility that includes capacity shelving for 40,000 volumes and seating space for 120 people. The building houses not only the book collection, periodicals, audiovisuals and 24 computer workstations, but also two conference rooms and other college offices.

The Holt Library Hours:

Monday – Thursday	8:00 a.m. – 9:00 p.m.
Friday	8:00 a.m. – 5:00 p.m.
Saturday	9:00 a.m. – 1:00 p.m.

Students attending classes at the Macon Campus/Caroogechaye School are expected to use the Macon County Public Library and access their general holdings. If students need to acquire a library card, they should contact the Macon County Public Library at 524-3600. The SCC student ID card will allow them to access SCC Library holdings. Macon Faculty should provide course-specific resources that are not available at the public library.

Macon County Public Library Hours:

Monday – Thursday	9:00 a.m. – 8:00 p.m.
Friday and Saturday	9:00 a.m. – 5:00 p.m.

For more information: www.fontanalib.org/franklin

TUTORING

Home to an internationally certified CRLA tutoring program, Southwestern Community College is committed to student success by providing the means to have structured one-on-one tutoring sessions with highly trained tutors and adjunct faculty. Academic support groups (tutoring groups) are also available for classes the college has identified as high tutoring demand, high class withdrawal and/or high failure rates.

Applications to obtain a tutor or to serve as a tutor are available in the Student Support Services Office located on the first floor of Oaks Hall. Tutoring sign-up begins the second week of classes each semester and applications are accepted through the twelfth week of the semester. Established tutoring relationships last the duration of the semester. For additional information, please contact Laurie Butler at ext. 4231 or 4420.



EMERGENCY PROCEDURES

Fire

1. Pull the nearest fire alarm.
2. Dial **9-911** to alert fire department.
3. Dial **0** to alert the college information center
4. Use fire extinguisher if fire is small.
5. Evacuate the building closing doors as you exit.

Medical Emergencies

1. Dial **9-911**.
2. Advise Dispatcher what the patient is complaining of or type of injury (is the patient conscious, breathing and exhibiting a pulse)
3. Where is the patient located?
4. What is your name?
5. Dial **0** to alert the college information center.

Violent Situations

1. Evacuate the immediate area.
2. Dial **9-911**.
3. Dial **0** to alert the college information center.
4. Evacuate the building, closing doors as you exit.

Hazardous Material Spills

1. Evacuate the immediate area.
2. Dial **9-911**.
3. Dial **0** to alert the college information center.
4. Evacuate the building, closing doors as you exit.
5. Locate Material Safety Data Sheet.

Natural Disasters

To report an emergency

Dial **0** to alert the college information center

If a disaster threatens or strikes

Remain inside in a safe area.

Natural Disasters

Earthquake
Floods
Hurricanes
Severe Thunderstorms
(Heavy Winds, Lightning, Fallen Trees)
Tornadoes
Winter Storms
(Rapid accumulations of snow/ice)

Utility Emergency

To report an emergency

- 1. Dial **0** to alert the college information center.
- 2. Evacuate area if unsafe.

Utility Emergencies

- Breaks in Water/Sewage
- Electricity Outages
- Heating/Air Conditioning Disruptions
- Propane Gas Outages
- Telecommunications Disruptions

The College Information Center will contact the appropriate persons.

Important Numbers

After Hour Emergencies

Campus Facilities and Utilities

Duke Power	524-2121
Freeman Gas (Propane)	586-9797
PSNC Energy (Natural Gas)	(877) 776-2427
Tuckasegee Water and Sewer Authority	586-5189

Law Enforcement (Non-Emergency)

Jackson County Sheriff	586-1911
Macon County Sheriff	369-9116
Swain County Sheriff	488-4844
Cherokee Tribal Police	497-4131

Other Resources

Nat'l Response Ctr for Oil and Toxic Chemical Spills	1-800-424-8802
Poison Control Center	1-800-848-6946

Bomb Threats

- 1. Gather and record as much information as possible and then dial **0** to alert the college information center.
- 2. Checklist.

Exact time of call: _____
 Exact words of caller: _____

Sex of caller (circle): Male Female Approximate age: _____

Critical Questions

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your name?

Callers voice (circle)

Calm	Slow	Crying	Slurred
Stutter	Deep	Loud	Broken
Giggling	Accent	Angry	Rapid
Stressed	Nasal	Lisp	Excited
Disguised	Sincere	Squeaky	Normal

describe the threat language (circle)

Well Spoken	Foul	Incoherent	Serious
Message Read	Irrational		

describe background noise (circle)

Traffic	Cell Phone	Voice(s)	Long Distance
Factory	Animals	Clear	Motor
Music	House	Office	Static
Other			

SECURITY

If you should need to contact a Campus Resource Officer, call ext. 4294 or contact the College Information Center (dial 0) for radio dispatch. After hours, feel welcome to contact them by Jackson County Sheriff’s Office cell phone:

René Clontz 828-226-5881

Chris Cabe 828-269-9207

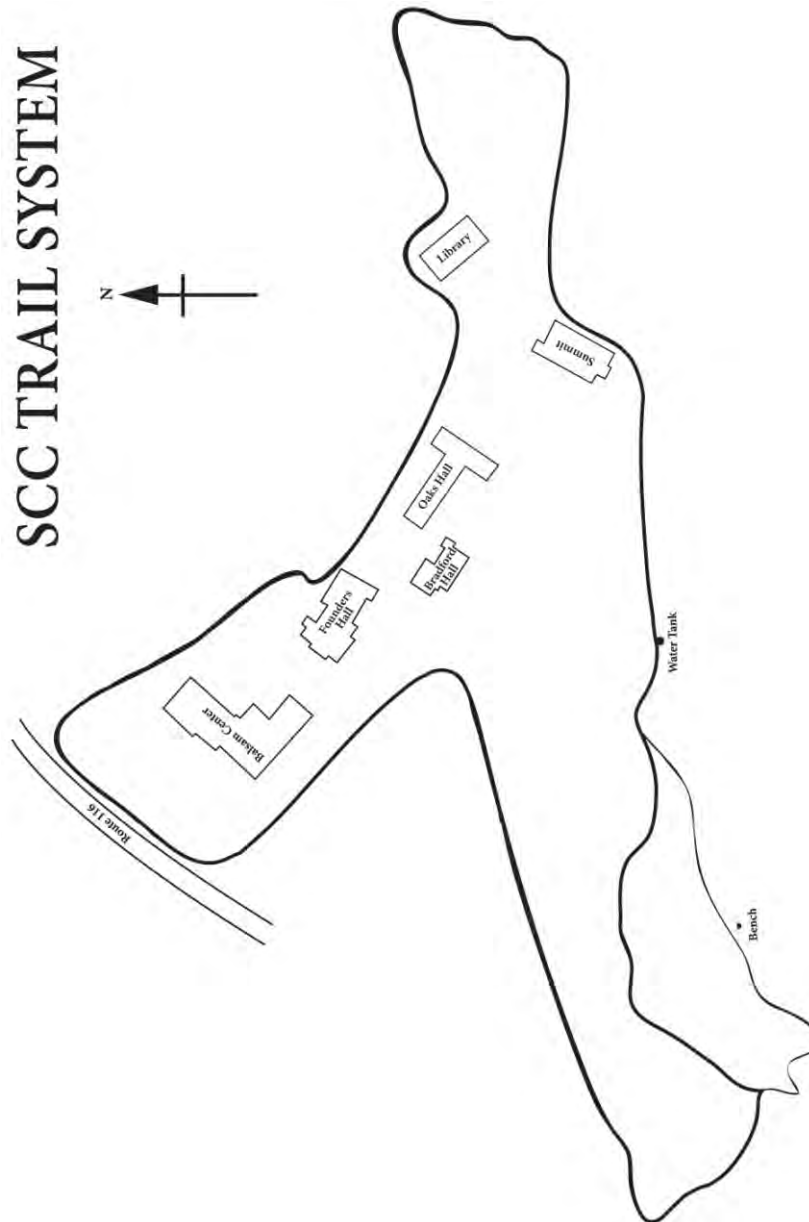
In an emergency dial 9-911 from any on campus extension.

HEALTH AND WELLNESS

A Wellness program has been established to encourage employees to participate in regularly scheduled, organized exercise or fitness activity. The objective of this program is to allow employees to increase their level of personal physical and mental fitness. Full-time employees are eligible for participation in the Wellness program. An employee wishing to participate in this program during regular working hours must complete a Request to Take Class (Exercise Time Participation Program) form.

WALKING TRAIL

SCC's walking trail encompasses a nature trail with newly wooded sections linked up with more urban sidewalks; we have created a scenic 1.87 mile loop around campus for you to enjoy. There are four trailheads at which to start, each with an informational kiosk and trail maps for you to use. These are located at the north corner of the Balsam Center, above the Library, at the water tower and on the road to the maintenance yard. Take a moment to orient yourself on the trail map and to read the rules of the trail. Feel free to bring friends and family to enjoy our scenic mountain campus.



FAQS

. . . how to get dry erase markers/chalk or an overhead projector or a DVD/VCR for your classroom?

Each building has an overhead projector. If equipment for instruction is not in your classroom, contact the Administrative Assistant or Dean. Dry Erase Markers can usually be found in the classroom.

. . . . what to do if you have too many students to fit in your assigned classroom?

Arrangements can be made to move your class to a larger room. Please let your supervisor know if this happens so we can help you find another room and also so we will know where you are.

. . . . how to get word processing and copying help?

Each division has an assigned administrative assistant. There is an evening switchboard operator in the Information Center of Balsam Center. Please give the division administrative assistant sufficient time to complete your request

. . . . what to do about field trips or guest speakers for your class?

Your class may use class time for a field trip or a guest speaker. Prior to the field trip, you must complete an Off Campus Activity Release form which is sent to your supervisor. Each student must complete and sign an Activity Release. Students under 18 must have parent/guardian signature.

. . . . where to get your mail?

You will be provided a mailbox in your divisional area. Please check it each time you come in for class.

. . . . how will you get your paycheck?

You will be asked to sign a contract for the course or courses you teach each semester. The pay period goes to the 15th of each month. The amount you can expect to be paid each month is listed on the contract. See a sample Contract for Classroom Services form. Payday is the last working day of each month. Payroll checks will be available for pickup in the College Business Office until 1:00 p.m. on the monthly payday. If your check is not picked up by 1:00 p.m., it will be placed in the U.S. Mail.

. . . . where to park and where to get your parking sticker?

You may park in any legal parking space. However, the parking area between Oaks Hall and Founders Hall is reserved (decals required) from 7:00 a.m. - 5:00 p.m., Monday-Friday, for faculty/staff and handicapped parking. Not being able to find a legal space is not considered an excuse for violation. Parking decals may be obtained from the Campus Security Office. Be sure to register your vehicle and display your decal during the first week of the semester. If you do not have a decal or if you do not park in a legal space, you may receive a \$5.00 parking ticket.

. . . what if a student needs counseling?

Limited counseling services are available through the Enrollment Office and Student Support Services. Consult your dean or director for details.

. . . . how to make telephone calls?

Local telephone calls may be made by pressing (9) to obtain an outside line. Long-distance calls pertaining to your class or students may be made by dialing (0) for assistance from the switchboard operator. Pay telephones are located in each building for personal calls.

...where do I obtain copies of forms to be completed?

Copies of forms are available from your divisional assistant. Sample forms are included in this handbook.

. . . . about other information or help you may need? (see chart below)

<i>Need Information or Help?</i>	<i>Resources</i>	<i>Ext.</i>
Audio-Visual: audiotape players	Division Administrative Assistant	
Overhead projectors, slide projectors, transparencies, videotape players	Arts & Sciences - Kathy Thomas Career Technologies - Claudia Buchanan Health Sciences – Amanda Pressley	4300 4204 4305
Computer Access	Building Administrative Assistant	
Balsam Center		
Founders Hall		
Oaks Hall		
Learning Resource Center		
Field Trips	Your Supervisor	
Forms and Supplies	Your Supervisor	
Holt Library	Dianne Lindgren	4268
Bibliographics of library materials		
Reserve Reading Shelf		
Computer Lab, etc.		
Maintenance and emergencies	(day) Division Admin Assts (evening) Receptionist	4260 0
Paychecks	Beverly Balliot	4228
Rooms	(day) Divisional Admin. Asst. (evening/weekend) Evening Receptionist	0
Rosters	Your Supervisor	
Tutoring: All subjects	Toni Knott and/or Laurie Butler	4325 4231
ADMINISTRATIVE ASSISTANTS		
Claudia Buchanan	Founders Hall - 2nd floor	4204
Amanda Pressley	Balsam Center - 2nd floor	4305
Kathy Thomas	Oaks Hall - 1st floor	4300
Margaret Sutton	Macon Campus	369-7331

FACULTY SENATE

The purposes of this organization are:

- To promote excellence in education.
- To support the vision and mission of the college.
- To provide academic leadership.
- To provide a forum to discuss institutional issues.
- To promote better communication within the college community.
- To hear the views of all faculty.
- To be an accountable voice in the decision-making process.

MEMBERSHIP

A faculty member is defined as a college employee whose contract with the college is for full-time teaching duties.

Membership of faculty senate shall be comprised of elected senators from each academic division.

There will be one general senator from each division plus an additional senator for every five full-time faculty members in the division at the beginning of Fall Semester (1 senator for 1-5 faculty; 2 senators for 6-10 faculty; etc.).

Elected officers equivalently reduce the number of general senators from their respective divisions. Elected officers from a given division may not exceed the number of eligible senators from that division.

Officers

2011 – 2012 Academic Year

President	Vice-President	Secretary
Elizabeth Haynes	Tony Belcher	William Brothers

For additional information see the Faculty/ Staff link on our website.

MACON CAMPUS

The Macon Campus is on a 20 acre site on Siler Road just south of Franklin. This high-tech, state of the art facility opened August 2007. The new building offers technology enhanced learning with computer laboratories, virtual and interactive classrooms, and access to major research institutions.



Driving Directions: From U.S. 64 take the Atlanta/Clayton Exit and go south on U.S. 441. At the second stop light turn left onto Siler Road. Three Eagle Outfitters is on the left and McDonald's is on the right at this intersection. Follow Siler Road to the SCC Macon Campus at 815 Siler Road, Franklin.

Curriculum Programs:

- Business Administration
- Civil Engineering Technology
- College Transfer
- Computer Information Technology
- Criminal Justice
- Early Childhood
- Emergency Medical Science
- Health Information Technology
- Human Services Technology - Substance Abuse Certificate
- Networking Technology
- Pre- Health Science Track
- Real Estate
- Surveying Technology
- Web Technology
- Developmental Education Course work in Math, Reading, and English

Extension Education:

- Small Business Center courses
- Business and Industry Training
- Basic Skills and Literacy classes
- Occupational/Certification/License courses
- Nursing Assistant
- Arts and Crafts

A Learning Assistance Center providing supplemental instruction, writing and other subject area assistance, including tutoring is available. The new Macon County Library is located adjacent to our campus where resources and services can be shared.

For additional information, call 828.369.7331 or write maconcampus@southwesterncc.edu by e-mail.

Contact Information

Name	Phone	Title	E-mail
Administrative Staff			
Barb Putman	4496	Dean, Arts & Sciences	bputman@southwesterncc.edu
Fairley Pollock	7017	Student Services Coordinator	fpollock@southwesterncc.edu
Margaret Sutton	7001	Administrative Assistant	msutton@southwesterncc.edu
Julie Voorhees	7013	Business Services Coordinator	jvoorhees@southwesterncc.edu

ACCIDENTS AND MEDICAL EMERGENCIES

First aid kits are located at the Macon Campus and Macon Campus Annex.

BOOKSTORE

For classes taught at the Macon Campus, required books and resource materials will be available for purchase in the administrative office or at another designated location. Look for signs.

CHILD CARE

There is no child care available at the Macon Campus. There are numerous child care facilities in the community. Children are not allowed in classes or laboratories.

COMPUTER LAB

Computers are available to currently enrolled students in the lobby area of the Macon Campus Annex and instructional computer labs when there are no classes in session.

FOOD SERVICE

Food service will not initially be available at the Macon Campus. A number of restaurants and fast food eateries are close by.

LIBRARY

Students attending classes at the Macon Campus are encouraged to get a library card and use the Macon County Public Library. Specialized resources for classes will be provided by the instructors. Macon students may also use the library at Jackson Campus and will need a student ID card to check out library materials.

MACON EARLY COLLEGE

The Macon Campus is home to the first Macon County Early College High School. This high school is designed to be housed on the community college campus for students who seek a different public school experience that allows them to earn college and high school credit. Students have the potential to graduate in four or five years with both a high school diploma and an Associate Degree.

MACON CAMPUS ANNEX

The Macon Campus Annex is located at 23 Macon Avenue behind the Macon County Courthouse. The Annex houses continuing education classes, GED prep courses and Employability Lab. For additional information call Pam Bell ext.4221.

STUDENT SUPPORT SERVICES

Eligible students attending Macon Campus may utilize Student Support Services. Students who need academic assistance who are first generation college, income eligible or have a documented disability are encouraged to seek these services. Services may include tutoring, educational support plans, cultural enrichment, volunteer enrichment, career exploration, various workshops, counseling, and disability accommodation. Contact Cheryl Contino-Conner at 339-4245.

TOBACCO USE

The Macon Campus is a tobacco free environment.

TUTORING

Tutoring is available on the Macon Campus. Please contact Laurie Butler at 339-4231.



*The elevator to success is
out of order. You'll have
to use the stairs...
one step at a time.*
~Fritz Perls

OFF CAMPUS CENTERS

See the About Us link on our webpage for updates and directions to our off campus centers.

CASHIERS CENTER

The Cashiers Center located on Frank Allen Road, contains computer labs, general classrooms and personal development facilities. In addition to coordinating general extension and curriculum needs of the Cashiers-Highlands area, this office provides Community Service classes and HealthCare training and workshops for all three counties. For additional information call (828) 339-4272.



CHEROKEE CENTER

The Cherokee Center is located on Acquoni Road in the Cherokee Boys Club Office Part in Cherokee. It contains a computer lab, personal development classroom and three general classrooms. In addition to coordinating general extension and curriculum needs of the Qualla Boundary, the Center coordinates Professional Licensure and Certification training in the three-county area. For additional information call (828) 497-7233.



JERRY SUTTON PUBLIC SAFETY TRAINING COMPLEX

The Public Safety Training Complex is located in the Macon County Industrial Park, Highway 64 West. The facility is primarily dedicated to coordinating the College's Public Safety Training Programs and has general classrooms, a computer lab, a weight training room, multi-purpose room and ITV classroom.

The Fire and Rescue Training Facility and the driver training range is also located in the Industrial Park. For information about any Public Safety Training program call (828) 369-0591.



OCONALUFTEE INSTITUTE FOR CULTURAL ARTS

The Oconaluftee Institute of cultural Arts is located on Bingo Loop Road in Cherokee. It houses the Associate in Fine Arts Program with classrooms, art studios, and exhibit space. For information, call (828) 497-3945



SWAIN CENTER

Located 5 ½ miles west of Bryson City on Highway 74 in the Luada Community, the Swain Center occupies the old Almond School. This charming old school building houses the Institute of Heritage Arts, the Small Business and Business and Industry Center, Sali Conference Center, the Outdoor Leadership program, computer labs, general classrooms and an ITV classroom. Phone (828) 488-6413.



NC-NET

Southwestern Community College will continue for 2011-12 Academic year to be the Western Regional Center for Excellence in Teaching and Learning. The materials that follow are a few samples of the kind of materials that are available to you.

The NC-Net website is www.nc-net.info

The following pages contain some interesting materials and teaching tips from the NC-Net website.

*Do not let what
you cannot do
interfere with what
you can do.*

~Bill Bradley



CREATE A POSITIVE LEARNING ENVIRONMENT FOR ADULTS

3 R'S OF ADULT LEARNING

- **Respect:** _respect the life experiences of learners, and connect them to learning.
- **Relevance:** _help learners to understand why they are learning, and why it's relevant.
- **Responsibility:** provide opportunities for learners to take increasing responsibility for their own learning.

Source:

Diana K. Kelly, Ph.D Director of Time2LRN

<http://www.time2lrn.com>

Adults prefer instructors who:

1. Are content experts
2. Provide relevance
3. Are well organized
4. Don't waste time
5. Provide clear learning goals
6. Consider learner interests
7. Individualize instruction
8. Use active learning
9. Encourage self-directed learning
10. Are supportive and non-threatening

Source:

Diana K. Kelly, Ph.D Director of Time2LRN

<http://www.time2lrn.com>

TRAITS OF ADULT LEARNERS

- Adult learners have a practical reason for being in school. They are goal-oriented.
 - Adult learners approach learning from a practical point of view. They want to know how the material learned is related to their work or to their planned careers.
 - Adult learners bring experience to the classroom.
 - Adult learners are independent.
 - Adult learners are self-directed.
 - Adult learners are motivated to do well and to complete their course of study as soon as practically possible.
 - Adult learners have experience in training modes of learning rather than academic modes of learning.
 - Adult learners may be apprehensive about schoolwork because they have been away from it for a while.
 - Adult learners may be unsure of their basic skills, especially the ones acquired a long time ago.
 - Adult learners are not used to working in isolation; they are much more used to working in groups.
 - Adult learners are used to being evaluated on their performance, not on memorization or rote learning.
- Source:** Dr. Leora Baron, 2007
-

FIVE ELEMENTS WE SHOULD ALL KNOW ABOUT ADULT LEARNING—TEACH

- **Time (JB Carrol)**
Time on Task—How can we optimize the learning time in the classroom?
 - **Engagement**
Engaged in class; quality vs. engagement vs. distraction, bored, apathy.
Anonymous students are easier to be disengaged.
-First minute of first class a meaningful learning experience.”
 - **Assessment & Feedback**
Most important element in assessment is the learner.
Critical learning event is mastery—”I got it!”
In-class assessment.
 - **Challenge**
Rigor—”courageous conversation”.
What is it that you expect and how to expect it?
Get rigor without rigor mortis.
 - **Heart—Passion**
If you don’t care, why should they?
- Source:** Adapted from Sandy Shugart Based upon ~~Seven~~ Principles for Good Practice in Undergraduate Education by Chickering and Gamson

Guidelines to Effective Teaching

1. Encourage Student-Faculty Contact



2. Develop Cooperation Among Students



3. Encourage Active Learning



4. Give Prompt Feedback



5. Emphasize Time on Task



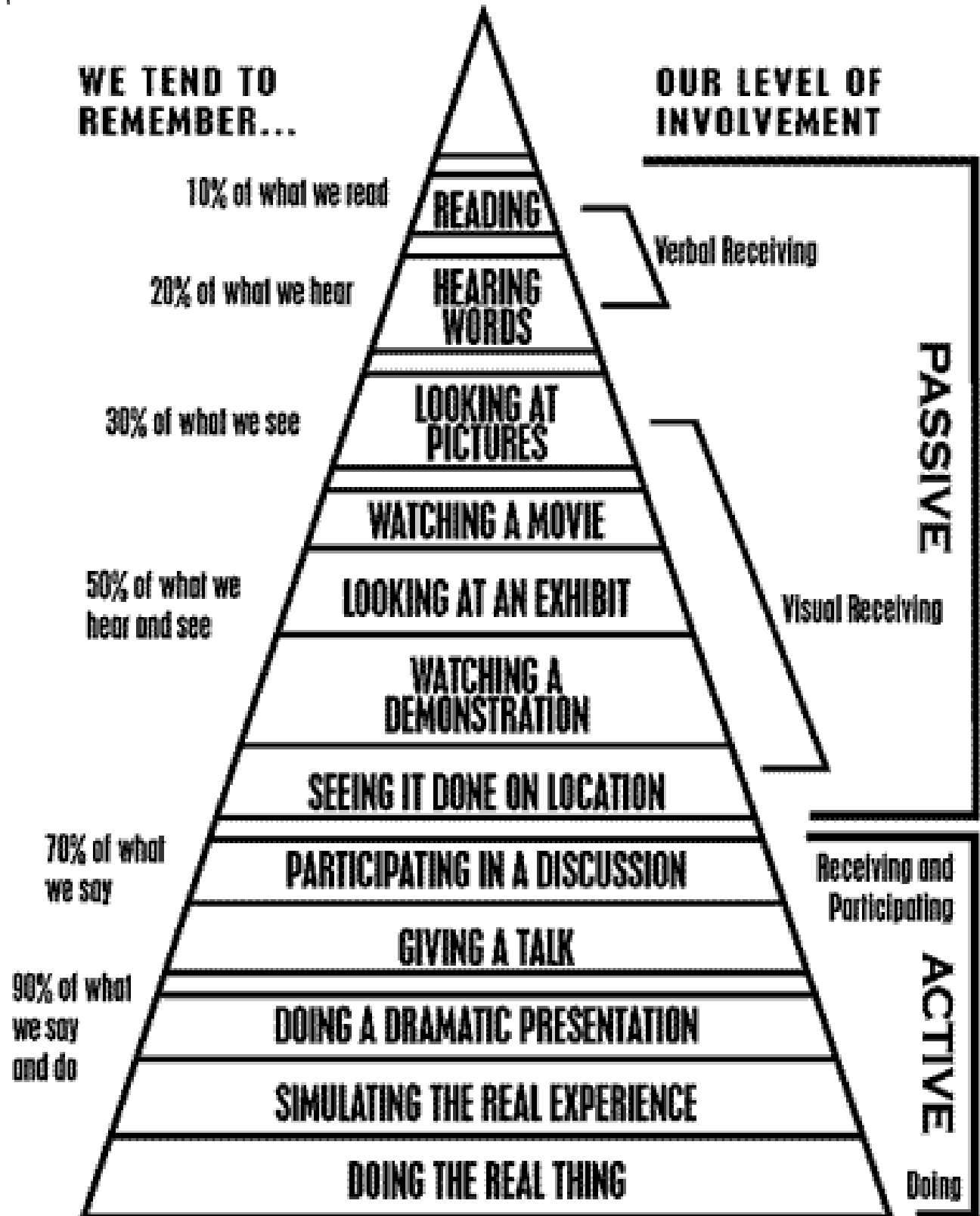
6. Communicate High Expectations



7. Respect Diverse Talents and Ways of Learning



CONE OF LEARNING



Source: Journal of Emergency Medical Services, as adapted from Dale Edgar.

TIPS FOR MANAGING THE CLASSROOM ENVIRONMENT

1. Start class on time.
2. End class on time.
3. Deal with disruptive students individually and focus on behaviors affecting the learning environment.
4. Set policies and procedures at the beginning of the course.
5. Do not deal with students when you are emotional.
6. Know your students' names.
7. Think prevention.
8. Be an example.
9. Make your subject relevant.
10. Teach for success.



TIPS FOR CREATING A PEACEFUL CLASSROOM

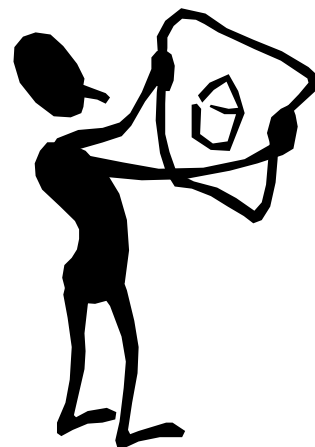
1. Have a genuine interest in your students.
2. Communicate classroom rules clearly.
3. Be objective, not judgmental.
4. Show that you are human.
5. Address problem behavior directly and immediately.
6. Adopt a collaborative approach.

WAYS TO MINIMIZE STUDENT'S COMPLAINTS ABOUT GRADING

1. **Give enough opportunities.**
2. **Provide alternative assignments.**
3. **State grading procedures.**
4. **Provide policies on late work.**
5. **Avoid modifying your grading policies during the term.**
6. **Keep accurate records of students' grades.**
7. **Create a test bank.**
8. **Mix question types.**
9. **Test early.**
10. **Test often.**
11. **Test what you really want students to learn.**
12. **Return the first graded assignment before the add/drop deadline.**
13. **Record results numerically rather than as letter grades, whenever possible.**
14. **Matching Table.** Compare the objectives for your course with the questions on your test by setting up a simple table that lists the completed course content in one column and the test questions in the other. Keep students from asking questions about material that was not adequately treated during the course.

GUIDELINES FOR WRITING STUDENT CENTERED OUTCOMES

- Describe the skill or competency.
- Use an action verb.
- Write outcomes that are observable and measurable.
- Write clear, concise and precise outcomes.
- State outcomes as a single performance.
- Describe the **OUTCOME**, not the learning process.
- Describe the **learner's** performance not the instructor's.



LEARNING-CENTERED COURSE PLANNING

Decision 1:

Identify Student Outcomes



How do you identify what you want students to learn in your course?



Write Student Outcomes for the course

- ✓ Use Action Verbs
- ✓ Use Bloom's Taxonomy

Bloom's Revised Taxonomy

<i>Levels of Learning</i>	<i>Action Verbs</i>
1. Remember	Key Words: define, duplicate, label, list, match, memorize, outline quote, recall, recite, repeat, reproduce, show, state,
2. Understand	Key words: classify, describe, discuss, explain, identify, locate, recognize, report, restate, select, translate, paraphrase
3. Apply	Key Words: apply, calculate, choose, compute, demonstrate, determine, develops, dramatize, draw, employ, illustrate, interpret, manipulate, practice, operate, schedule, show, sketch, solve, use.
4. Analyze	Keywords: analyze, appraise, compare, contrast, criticize, debate, detect, differentiate, discriminate, distinguish, examine, experiment, inquire, inspect, investigate, question, separate, test, troubleshoot
5. Evaluate	Keywords: appraise, argue, assess, critique, defend, evaluate judge, measure, predict, prioritize, rate, select, support, validate, value
6. Create	Keywords: assemble, compose, create, construct, design, develop, formulate, imagine, invent, write

Decision 2:

Choose the Content



How do you choose the content and structure of your course?



Examine textbook and other resources and select content.

List content, examine the purpose of the course and select a content structure:

- Topical:
- Conceptual:
- Chronological:
- Survey

Decision 3:

Design the Learning Activities



How will you organize learning activities to assist the students in achieving the outcomes?



Design Learning Activities for the Course

Sample activities

- _____ Lecture
- _____ Large group discussion/problem-solving
- _____ Demonstration
- _____ Small group discussion/problem-solving
- _____ Debate
- _____ Laboratory exercise/experiments
- _____ Case methods
- _____ Library research
- _____ Role-play
- _____ Games, simulations

Decision 4: Develop a Learning Sequence



How do you determine in what order activities in the course should be done?



Design a learning sequence, week-by-week for the entire term.

Use a calendar for the semester to provide for the following:

- ❖ The order in which content should be presented
- ❖ Due dates for tests or quizzes, written assignments, readings.
- ❖ Holidays for the college

Decision 5: Assess Student Learning



How will you know if students learn?



Develop a plan to assess student learning.

DECIDE:

What assignments you will use to evaluate your students' success?

- Exams, quizzes
- Oral presentations
- Research papers
- Performance of skills
- Projects
- Writing assignments
- Student portfolios

Decision 6:

Design a Grading System



How will you grade?



Choose the percentage or point system and explain it clearly on your syllabus.

Sample: 1 Percentages

Tests	=	50%	Quizzes	=	20%
Research project	=	20%	Application Log	=	10%

Sample: 2 Point System

Oral Presentation	=	100 points
4 Unit Tests	=	400 points
Homework (8 of 10)	=	240 points
EXAM	=	160 points
Application Log	=	200 points

Decision 7:

Establishing Policies



How will you clarify student rules / regulations?



Set clear policies.

Some Course Policies:

- ❖ Attendance
- ❖ Make-ups for assignments, tests, exams, etc.
- ❖ Plagiarism/Cheating
- ❖ Cell phone usage
- ❖ Safety

Decision 8:

Write the Syllabus



How will you communicate expectations to students?



Write a student centered syllabus.

The syllabus should include

- ❖ General management information: instructor, office hours, phone, etc
- ❖ Student outcomes/objectives for the course
- ❖ Structure and sequence of class activities including major assignments/tests/projects with due dates
- ❖ Text and other required reading material
- ❖ Grading procedures
- ❖ Course policies: attendance, ethics, make-up assignments/exams, etc.
- ❖ Student resources

Decision 9:

Evaluate the Course and Your Teaching



How will you know how the course is going and how well you taught?



Plan an evaluation of the course and your own teaching performance at times along the way and at the end.

Evaluating the Course:

- ✓ What specific questions do you have about the course?
- ✓ What kinds of feedback will you need during the course?

TOOLS:

- ✓ Using CATs (Classroom Assessment Techniques)

Evaluating Your Teaching Performance

- ✓ What sources of information can help you assess your teaching?

LEARNING – CENTERED INSTRUCTION

Traditional Paradigm

- Emphasis on teaching
- Emphasis on parts
- Isolated knowledge and skills
- Students as passive recipient
- Teacher as information giver
- Limited view of intelligence
- Sorting and weeding out of students
- Learning as an individual activity

- Only teacher-directed learning
- Homogeneous grouping
- Emphasis on product and content

- Primary emphasis on form
- Learning decontextualized
- Language as separate skill

- One answer-one way, correctness
- Western bias
- Criteria, goals given by instructor; not explicit or public before instruction
- Tests that test

Emerging Paradigm

- Emphasis on learning
- Emphasis on the whole
- Integrated knowledge and skills
- Student as active constructor of meaning
- Teacher as co-learner and facilitator
- Teacher to multiple learning styles
- Equal access to instruction and content for all
- Learning as a social activity-collaboration enhances learning

- Student-directed learning
- Heterogeneous grouping
- Emphasis on process, metacognition-learning how to learn

- Primary emphasis on meaning
- Learning grounded in “real-world” contexts
- Reading, writing, thinking, communicating across the curriculum

- Open-ended, non-routine multiple solutions
- Multicultural, global views
- Shared development of goals and criteria for performance
- Tests that teach

Reference: Gibbs, Jeanne, Tribes, A New Way of Learning And Being Together, Windsor: CenterSource Systems, LLC 2001



IDEAS TO ENCOURAGE STUDENT RETENTION

The following ideas are a product of a faculty seminar at Jefferson Community College, Kentucky. Sixty-three ideas are presented for faculty use in dealing with retention/attrition. The 63 ideas are subdivided into four general categories.

Faculty/Student Interaction

This category contains elements directly related to the affective domain of student growth brought about by faculty/student interaction. Psych, ego, individual worth are all intricately bound within this framework.

1. Learn the name of each student as quickly as possible and use the student's name in class. Based upon the atmosphere you want to create:
 - a. Call on students by their first names.
 - b. Call on students by using Mr., Mrs., Miss, Ms.
2. Tell the students by what name and title you prefer to be called (Prof., Dr., Mr., Mrs., Miss, Ms, First Name).
3. At the end of each class period, ask one student to stay for a minute to chat (compliment on something: tell student you missed him/her if absent, etc.).
4. Instead of returning tests, quizzed, themes in class, ask students to stop by your office to pick them up. This presents an opportunity to talk informally with students.
5. Call students on the telephone if they are absent. Make an appointment with them to discuss attendance, make-up work, etc.
6. Get feedback periodically from students (perhaps a select few) on their perceptions of your attitudes toward them, your personal involvement, etc.
7. Socialize with students as your "style" permits by attending their clubs or social activities, by having lunch with them, by walking with them between classes, etc.
8. Conduct a personal interview with all students sometime during the semester.
9. Provide positive reinforcement whenever possible; give students a respectful answer to any question they might ask.
10. Listen intently to students' comments and opinions. By using a "lateral thinking technique" (adding to ideas rather than dismissing them), students feel that their ideas, comments, and opinions are worthwhile.
11. Be aware of the difference between students' classroom mistakes and their personal successes/failures.
12. Be honest about your feelings, opinions, and attitudes toward students and toward the subject matter. Don't be afraid to admit that you don't know all the answers. If a student tells you something in confidence, respect that confidence. Avoid making value judgments (verbally or non-verbally) about these confidences.
13. Lend some of your books (reference) to students and borrow some of theirs in return. You can initiate the process by saying, "I've just read a great book on _____, would anyone like to borrow it?"
14. Give your telephone number to students and the location of your office.
15. A first class meeting, pair up the students and have them get acquainted with one another. Switch partners every five (5) minutes.
16. Have the students establish a "buddy" system for absences, work missed, assignments, tutoring, etc. Exchange telephone numbers; pair them by majors or geographical proximity.

General Classroom Management

This section focuses literally on the day-to-day operations of your classes. The items as a group emphasize planning, orderliness, and general good sense.

1. Circulate around the class as you talk or ask questions. This movement creates a physical closeness to the students. Avoid standing behind the lectern or sitting behind the desk for the entire period. Do not allow the classroom to set up artificial barriers between you and the students.
2. Give each student a mid-term grade and indicate what each student must do to improve.

3. Tell the students (orally and in writing) what your attendance policy is. Make them aware of your deep concern for attendance and remind them periodically of the policy and the concern.
4. Conduct a full instructional period on the first day of classes. This activity sets a positive tone for the learning environment you want to set. Engage in some of the interpersonal activities listed elsewhere.
5. List and discuss your course objectives on the first day. Let students know how your course can fit in with their personal/career goals. Discuss some of the fears, apprehensions that both you and the students have. Tell them what they should expect of you and how you will contribute to their learning.
6. Let students know that the learning resources you use in class (slides, tapes, films) are available to them outside of class. Explain the procedures to secure the material, and take them to the area.
7. Have students fill out an index card with name, address, telephone number, goals, and other personal information you think is important.
8. If the subject matter is appropriate, use a pre-test to determine their knowledge, background, expertise, etc.
9. Return tests, quizzes, and papers as soon as possible. Write comments (+ and -) when appropriate.
10. Vary your instructional techniques (lecture, discussion, debate, small groups, films, etc.).
11. When you answer a student's question, be sure he/she understands your answer. Make the student repeat the answer in his/her own words.
12. Get to class before the students arrive; be the last one to leave.
13. Use familiar examples in presenting materials. If you teach rules, principles, definitions, and theorems, explicate these with concrete examples that students can understand.
14. If you had to miss a class, explain why and what you will do to make up the time and/or materials.
15. Clarify and have students understand what is acceptable and unacceptable behavior in a classroom. Be consistent in enforcing your rules.
16. Good eye contact with students is extremely important both in and out of class.
17. Allow students to switch classes if work schedules change or other salient reasons develop. Cooperate with colleague if he/she makes such a request.
18. Be prepared to use an alternate approach if the one you've chosen seems to bog down. You should be confident enough with your own material so that student interests and concerns, not lecture notes, determine the format of instruction.
19. Throughout the course, but particularly during the crucial first class sessions:
 - a. stress a positive "you can handle it" attitude
 - b. emphasize your willingness to give individual help
 - c. point out the relevancy of your subject matter to the concerns and goals of your students
 - d. capitalize on opportunities to praise the abilities and contributions of students whose status in the course is in doubt; well-timed encouragement could mean the difference between retention and attrition
 - e. utilize a variety of instructional methods, drawing on appropriate audio-visual aids as much as possible
 - f. urge students to talk to you about problems, such as changes in work schedule, before dropping your course. Alternate arrangements can often be made.
20. Distribute an outline of your lecture notes before class starts. This approach assists students in organizing the material you are presenting.
21. If you require a term paper or research paper, you should take the responsibility of arranging a library orientation. Librarians would be happy to cooperate.
22. Have the counselors visit your classes to foster an awareness of counseling.

Student-Initiated Activities

This category is based on the premise that peer influence can play a substantial role in student success. Age differences, personality differences, and skill differences can be utilized to produce positive results if you can get the students to work with one another.

1. Have students read one another's papers before they turn them in. This activity could help them locate one another's errors before being graded.
2. If the class lends itself to a field trip, have the students plan it and make some or all of the arrangements.
3. Ask students to submit sample test questions (objective or subjective) prior to a test. The class itself can compose a test or quiz based on your objectives.
4. Create opportunities for student leaders to emerge in class. Use their leadership skills to improve student performance.

5. If students are receiving tutoring help, ask them to report the content and results of their tutoring.
6. Have students set specific goals for themselves throughout the semester in terms of their learning and what responsibilities they will undertake.

Faculty-Initiated Activities

This section presents the greatest challenge to the ability and creativity of each faculty member. You must take the initiative to implement these suggestions, to test them, and to device them.

1. Utilize small group discussions in class whenever feasible.
2. Take the initiative to contact and meet with students who are doing poor work. Be especially cognizant of the "passive" student, one who comes to class, sits quietly, does not participate, but does poorly on tests, quizzes, etc.
3. Encourage students who had the first part of a course to be in the second part together. Try to schedule the same time slot for the second course.
4. Ask the Reading faculty to do a "readability study" of the texts you use in your classroom.
5. Develop library/supplementary reading lists which complement course content. Select books at various reading levels.
6. Use your background, experience, and knowledge to inter-relate your subject matter with other academic disciplines.
7. Throughout the semester, have students submit topics that they would like to cover or discuss.
8. Take students on a mini-tour of the learning resources center, reading/study skills area, counseling center, etc. If a particular student needs reading/study skills help, don't send him/her, TAKE him/her.
9. Work with your division counselor to discuss procedures to follow-up absentees, failing students, etc.
10. Use your imagination to devise ways to reinforce positively student accomplishments. Try to avoid placing students in embarrassing situations, particularly in class.
11. Create situations in which students can help you (get a book for you from library, look up some reference material, conduct a class research project).
12. Set up special tutoring sessions and extra classes. Make these activities mandatory, especially for students who are doing poorly.
13. Confer with other faculty members who have the same students in class. Help reinforce one another.
14. Look at your record book periodically to determine student progress (inform them) and determine if you know anything about that student other than his/her grades.
15. Team teach a class with a colleague or switch classes for a period or two. Invite a guest lecturer to class.
16. Use the library reference shelf for some of your old tests and quizzes. Tell the students that you will use some questions from the old tests in their next test.
17. Engage in periodic (weekly) self-evaluation of each class. What was accomplished this past week? How did students react?
18. At mid-term and at final exam, your last test question should ask if a student is going to continue at the college or drop out at the end of the semester. If a potential drop-out is identified, you can advise the student to work with the division counselor.

KEYS FOR CLASSROOM SUCCESS

STUDENTS DEMONSTRATE ENGAGEMENT IN THE LEARNING PROCESS.

To demonstrate engagement in the learning process, students should:

- Take personal responsibility for and be actively involved in the learning process
- Be present and prepared for class
- Bring appropriate materials to class
- Complete assignments on time
- Be attentive and participate in all class activities
- Engage and collaborate with peers through study groups and the sharing of personal contact information
- Ask questions when appropriate
- Ask for help when needed

STUDENTS DEMONSTRATE APPROPRIATE ATTENDANCE AND PUNCTUALITY.

- To demonstrate appropriate attendance and punctuality, students should:
- Attend all meetings of each class
- Be on time and ready to work
- Remain in class for the duration of the period, except in cases of emergency or approved class breaks
- Know and adhere to instructors' attendance policies

STUDENTS DEMONSTRATE RESPECT FOR SELF AND OTHERS IN THE LEARNING ENVIRONMENT.

- To demonstrate respect for self and others, students should:
- Demonstrate respect for instructors and classmates by talking when appropriate
- Keep discussions relevant to class material
- Demonstrate appropriate classroom etiquette
- Observe college and classroom policies regarding cell phone use, smoking, parking, eating, etc.
- Turn off all personal communication devices, unless appropriate to the class activities or approved by the instructor
- Respect classroom equipment

STUDENTS DEMONSTRATE RESPONSIBILITY, ACCOUNTABILITY, AND PROFESSIONALISM.

- To demonstrate responsibility, accountability, and professionalism, students should:
- Focus on learning
- Demonstrate self-motivation
- Not obsess about grades
- Do their own work
- Keep an open mind
- Meet class deadlines
- Demonstrate ethical behavior
- Treat the classroom like a job
- Know and follow the SCC student code of conduct
- Use good personal hygiene
- Dress appropriately

STUDENTS DEMONSTRATE EFFECTIVE USE OF LEARNING RESOURCES.

To demonstrate effective use of learning resources, students should access the following as needed:

- Class Instructor
- Learning Assistance Center (LAC)
- Smarthinking.com
- Tutoring
- Library
- Workshops
- Advisor
- Peers
- Web resources



*By learning
you will
teach;
by teaching
you will
learn.*
~Latin Proverb



WRITING ACROSS THE CURRICULUM

Employers report that effective written communication is one of the top five skills for success on the job. In a spring 2006 survey of local employers, 70% reported that poor mechanics, grammar, and spelling are **significant** problems and can contribute to lack of success in the workplace. The majority of employers stated that expectations for the amount and accuracy of writing will **increase** over the next ten years.



Goal of the Writing Across the Curriculum program:
To improve student writing

Methods for improving student writing:
In-class and out-of-class writing assistance from trained instructors, the LAC, peer tutoring, and Smarthinking.

On a recent survey, SCC students reported that synthesizing ideas and making judgments about the value of information were the least emphasized mental activities during their college education.

70% of SCC faculty surveyed believe that our graduates are *adequately prepared* for writing on the job or in higher level coursework but 0% believe students are *well prepared*.

Why is improving student writing important?

- Academic success
- Professional employment
 - Getting the job
 - Advancing in the profession
- Self expression

What are the best ways to improve student writing?

- Focusing on key writing skills and practice in composition courses
- Applying and extending writing skills in content-area courses
- Applying writing skills in clinic and co-op experiences

Individualized writing assistance includes:

- Learning Assistance Center
- Peer tutoring
- Smarthinking.com, available 24-7

Workshops on effective writing strategies include:

- Gathering, organizing, and evaluating materials for research-based papers and projects
- Paraphrasing, summarizing, and using direct quotations
- Citing sources in MLA and APA format
- Grammar and mechanics
- Vocabulary building and spelling

Check out the WAC web site at www.southwesterncc.edu/WAC and SCC Style Guide

OPEN CLASSROOM

If you would like to enrich your teaching by observing someone else's class, or if you are willing for a colleague to observe your class, the Open Classroom is for you. The focus is for the observer to expand her or his repertoire of teaching methods by watching a colleague teach. It was Yogi Berra that said—"You can observe a lot just by watching."

This is a voluntary program and operates from the premise that we all can be better teachers. All teachers--from the least experienced to the most seasoned senior faculty--can enrich their teaching by observing the classes of colleagues.

How it Works

If you are willing for a fellow faculty member to observe your class, communicate your interest and submit your teaching schedule. Your name and teaching schedule will be provided to an individual indicating an interest in observing a colleague teaching.

No reports or meetings are required; however, a courtesy call prior to the visit would be expected. The call is to confirm that the class is meeting as scheduled on the date you would like to visit and to find out if activities planned for the date are appropriate for an observation visit.

Contact Information

If you are interested, either as an observer or opening your classroom to a fellow faculty member, please let Betsy Clayton (ext. 4377, b_clayton@southwesterncc.edu) know. Ideally you make the contact at the beginning of the semester. Follow-up correspondence will occur to facilitate the observations.



HOW AM I TEACHING?

SELF-ANALYSIS OF VIDEOTAPED TEACHING SAMPLE

Videotape is without doubt one of the most effective mediums for improving instruction. It is also one of the most anxiety-provoking.

This form can be used for a self-analysis of your teaching by videotaping a class. You are advised to wait at least a day or so after taping before viewing the tape.

Directions:

Respond to each of the statements below by circling the number that most closely corresponds to your observation.

- 3 = Very Satisfied
- 2 = Satisfied
- 1 = Needs Improvement
- NA - Not Applicable

Importance and Suitability of Content

1.	The material presented is generally accepted by colleagues to be worth knowing.	3	2	1	NA
2.	The material presented is important for this group of students.	3	2	1	NA
3.	Students seem to have the necessary background to understand the material	3	2	1	NA
4.	The examples used drew upon students' experiences.	3	2	1	NA
5.	When appropriate, a distinction was made between factual material and opinions.	3	2	1	NA
6.	When appropriate, authorities were cited to support statements.	3	2	1	NA
7.	When appropriate, divergent viewpoints were presented.	3	2	1	NA
8.	A sufficient amount of material was included in the class.	3	2	1	NA

Organization of Content

Introductory Portion

1.	Stated the purpose of the class.	3	2	1	NA
2.	Presented a brief overview of the class content.	3	2	1	NA
3.	Stated a problem to be solved or discussed during the class.	3	2	1	NA
4.	Discussed the relationship between this and previous classes.	3	2	1	NA

Body of Class

5.	Arranged and discussed the content in a systematic and organized fashion that was made explicit to the students.	3	2	1	NA
6.	Asked questions periodically to determine if too much or too little information was being presented.	3	2	1	NA
7.	Presented examples to clarify very abstract and difficult ideas.	3	2	1	NA
8.	Explicitly stated the relationships among various ideas in the class.	3	2	1	NA
9.	Periodically summarized the most important ideas in the class.	3	2	1	NA

Conclusion of Class

10.	Summarized the main ideas in the class.	3	2	1	NA
11.	Solved or otherwise dealt with any problems.	3	2	1	NA
12.	Related the day's class to upcoming presentations.	3	2	1	NA
13.	Restated what students were expected to gain from the class material.	3	2	1	NA

Presentation Style

Voice Characteristics

1.	Voice could be easily heard.	3	2	1	NA
2.	Voice was raised or lowered for variety and emphasis.	3	2	1	NA
3.	Speech was neither too formal nor too casual.	3	2	1	NA
4.	Speech fillers, for example, "OK now," "ahmm," etc., were not distracting.	3	2	1	NA
5.	Rate of speech was neither too fast nor too slow.	3	2	1	NA

Nonverbal Communication

6.	Established and maintained eye contact with the class.	3	2	1	NA
7.	Listened carefully to student comments and questions.	3	2	1	NA
8.	Wasn't too stiff and formal in appearance.	3	2	1	NA
9.	Wasn't too casual in appearance.	3	2	1	NA
10.	Facial and bodily movements did not contradict speech or expressed intentions. (For example, waited for responses after asking questions.)	3	2	1	NA

Clarity of Presentation

1.	Stated purpose at the beginning of the class.	3	2	1	NA
2.	Defined new terms, concepts, and principles.	3	2	1	NA
3.	Used relevant, clear, and simple examples to explain major ideas.	3	2	1	NA
4.	Explicitly related new ideas to already familiar ones.	3	2	1	NA
5.	Reiterated definitions of new terms to help students become accustomed to them.	3	2	1	NA
6.	Provided occasional summaries and restatements of important ideas.	3	2	1	NA
7.	Used alternative explanations when necessary.	3	2	1	NA
8.	Slowed the word flow when ideas were complex and difficult.	3	2	1	NA
9.	Did not often digress from the main topic.	3	2	1	NA
10.	Talked to the students, not to the board or windows.	3	2	1	NA
11.	The board work appeared organized and legible.	3	2	1	NA

Establishing and Maintaining Contact with Students

Establishing Contact

1.	Greeted students with a bit of small talk.	3	2	1	NA
2.	Established eye contact with as many students as possible.	3	2	1	NA
3.	Used questions to gain student attention.	3	2	1	NA
4.	Encouraged student questions.	3	2	1	NA

Maintaining Contact

5.	Asked questions that allowed the instructor to gauge student progress.	3	2	1	NA
6.	Noted and responded to signs of puzzlement, boredom, curiosity, and so on.	3	2	1	NA
7.	Varied the pace of the class to keep students alert.	3	2	1	NA
8.	Spoke at a rate that allowed students time to take notes.	3	2	1	NA

Questioning Ability

1.	Asked questions to see what the student knew about the topic.	3	2	1	NA
2.	Addressed questions to individual students as well as the group at large.	3	2	1	NA
3.	Used rhetorical questions to gain students' attention.	3	2	1	NA
4.	Paused after all questions to allow students time to think of an answer.	3	2	1	NA
5.	Encouraged students to answer difficult questions by providing cues or rephrasing.	3	2	1	NA
6.	When necessary, asked students to clarify their questions.	3	2	1	NA
7.	Asked probing questions if a student's answer was incomplete or superficial.	3	2	1	NA
8.	Repeated answers when necessary so the entire class could hear.	3	2	1	NA
9.	Received student questions politely and, when possible, enthusiastically.	3	2	1	NA
10.	Refrained from answering questions when unsure of a correct response.	3	2	1	NA

Adapted from *How Am I Teaching? Forms and activities for acquiring instructional input* by Maryellen Weimer, Joan L. Parrett, Mary-Margaret Kerns © 2002 Atwood Publishing LLC, 2710 Atwood Ave., Madison, WI 53704.



SAMPLE FORMS

- Add/Drop/Withdrawal Form
- Application for Credit by Examination (2 sided)
- Change of Grade Form
- Change of Curriculum
- Change of Program & Application Update
- Course Substitution Form
- Graphics & Printing Work Order
- Information Technology Services User Authorization Form (2 sided)
- Instructional Time Make-up
- Instructor Schedule (2 sided)
- Learning Assistance Center Referral (2 sided)
- Off-Campus Activity Release (2 sided)
- Off-Campus Activity Release-Under 18 (2 sided)
- Proposal for Soliciting Outside Resources
- Request to Take Class – Exercise Time Participation Program
- Request for Academic Forgiveness
- Request to Waive a Prerequisite/Co-requisite
- Room Change Announcement

Note: Forms are frequently revised. Many forms are found at S:\curriculum\forms. For other forms, please contact your division assistant for the latest revision.



**SOUTHWESTERN
COMMUNITY COLLEGE**
College of the Great Smoky Mountains

- Add/Drop Course(s)
- Withdraw - From A Course
- Withdrawal - From ALL Course(s)

Form Entered By: _____

Date Entered: _____

The last day to make schedule changes for a term is in the Academic Calendar. See the Catalog, Student Handbook or SCC website under Quick Links

LAST NAME	FIRST	MIDDLE	MAIDEN	COLLEGE ID#
SEMESTER				
<input type="checkbox"/> FULL FALL 20____ <input type="checkbox"/> 1 st SESSION <input type="checkbox"/> 2 nd SESSION		<input type="checkbox"/> FULL SPRING 20____ <input type="checkbox"/> 1 st SESSION <input type="checkbox"/> 2 nd SESSION		<input type="checkbox"/> FULL SUMMER 20____ <input type="checkbox"/> 1 st SESSION <input type="checkbox"/> 2 nd SESSION

INSTRUCTIONS: The student is responsible for initiating this form with his/her advisor and for completing the process.

ADD/DROP/WITHDRAW from a course - The student must: 1. Complete all of the information requested on this form. 2. Obtain the appropriate signatures then take the form to the Registrar's Office to complete the process. **Required Signatures:** If adding after add/drop period or withdrawing after the withdrawal period **Division Dean**. If adding after the 10% point of semester, **VP for Instructional Services**.

WITHDRAWAL FROM ALL COURSES for ALL STUDENTS
 1. Meet with advisor to complete this form. **Required Signatures: Advisor & Instructor initials for each class.** 2. **The student must:** take the form to Student Services and meet with an Enrollment Services counselor. **THE PROCESS IS NOT COMPLETE UNTIL THE STUDENT MEETS WITH THE ENROLLMENT COUNSELOR.**

FINANCIAL AID NOTICE: Withdrawal from classes can result in you having to repay financial aid funds, or can jeopardize your future financial aid. See the Financial Aid Office to review your status before finalizing this form.

ADD

Course Prefix	Course #	Sec. No.	✓ Repeat	Course Title
				Sample

DROP / WITHDRAWAL Recommended: When completing a drop/add of classes with the same number of hours, please remember to do both (drop/add) in the same session to prevent the student from incurring a 25% charge for the drop.

Course Prefix	Course #	Sec. No.	Course Title	Grade	Instructor's Name	Attended Class Y/N	Last Day of Attendance	Instructor's Initials / Date

REQUIRED SIGNATURES My signature is to certify that all the information I have given is accurate to the best of my knowledge.

Student		/ Date
Advisor		/ Date
Division Dean/VP		/ Date
Enrollment Counselor		/ Date

**SOUTHWESTERN COMMUNITY COLLEGE
APPLICATION FOR CREDIT BY EXAMINATION**

NAME:		
SOCIAL SECURITY NUMBER:		
TELEPHONE NUMBER:		
COURSE INFORMATION:		
PREFIX/NUMBER	SECTION	DAY/TIME
INSTRUCTOR:		
DIVISION DIRECTOR:		

STUDENT'S JUSTIFICATION FOR REQUEST: (TO BE PROVIDED BY STUDENT)

SIGNATURE OF STUDENT

DATE

SIGNATURE OF INSTRUCTOR

DATE

SIGNATURE OF DIVISION DIRECTOR

DATE

Procedure

- Student requesting to challenge a course will discuss course and credit by examination requirements with the instructor, and if the instructor approves, a challenge application form will be completed.
- Forms may be obtained from the division director's office.
- Before administering the challenge exam, the instructor will forward the signed application to the division director for final approval.
- The division director will indicate approval by signing the application and returning it to the instructor who will keep the signed application on file.
- The instructor will be responsible for designing, administering and grading the challenge exam.
- **Students must attempt the exam prior to the 10% date.** If the student is successful on the exam, a grade of "S" will be recorded by the instructor on the appropriate 10% report.



**SOUTHWESTERN
COMMUNITY COLLEGE**
College of the Great Smoky Mountains

CHANGE OF GRADE FORM

Student: _____
Last First Middle

College ID#: _____

Curriculum

Course Prefix

Section Number

Existing Grade: _____

New Grade: _____

Semester & Year Existing Grade Earned: _____

Instructor's Signature

Date

Division Dean

Date

The party initiating this form is responsible for its distribution

REGISTRAR'S COPY



SOUTHWESTERN COMMUNITY COLLEGE

College of the Great Smoky Mountains
447 College Drive - Sylva - North Carolina 28779

Registrar's Office
Phone: 828-339-4219
Fax: 828-339-4444

For Office Use:

SHAP:

Last term of App: _____ WD From: _____

NEW SHAP: AP - PR - AD: _____
AP - PR - AD: _____

SPRO: (Check Yes or No Statuses)

New Advisor(s): _____

Program(s) Ended: _____

Date Processed: ____ / ____ / ____ Initials: _____

CHANGE OF PROGRAM & APPLICATION UPDATE

PLEASE PRINT

Full Name:		
Student ID#:		
Mailing Address:		
Date of Birth (MM/DD/YY):	____ / ____ / ____	
Telephone:	(Cell): (____) _____ - _____	(Home): (____) _____ - _____

➔ CHANGE OF PROGRAM

1. Program Withdrawing from: _____

2. Program Applying for: _____ AA or AAS degree; Diploma; Certificate
Change is effective - enter year: Fall ____ Spring ____ Summer ____

3. Add a 2nd program of study: _____ AA or AAS degree; Diploma; Certificate
Change is effective - enter year: Fall ____ Spring ____ Summer ____

4. Add a 3rd program of study: _____ AA or AAS degree; Diploma; Certificate
Change is effective - enter year: Fall ____ Spring ____ Summer ____

➔ UPDATE EMPLOYMENT STATUS

- E1 Employed 1-10 hours
- E2 Employed 11-20 hours
- E3 Employed 21-39 hours
- E4 Employed 40 hours or more
- FT Full Time
- PT Part Time
- R Retired
- UN Unemployed - Not Seeking
- US Unemployed - Seeking

UPDATE EDUCATIONAL GOALS

- EN Enhance New Employment Skills
- EP Enhance Present Job Skills
- GR Degree, Diploma, or Certificate
- GU Goals Unknown
- PE Personal Enrichment
- TR Transfer to College
- DH Dual, Huskins, ECHS, Learn & Earn

UPDATE INSTITUTIONS ATTENDED (Have official transcripts sent to SCC?)

➔ SIGN HERE:

DATE: _____



**SOUTHWESTERN
COMMUNITY COLLEGE**
College of the Great Smoky Mountains

COURSE SUBSTITUTION FORM

Student: _____
 Last First Middle

Sample form

College ID#: _____

Curriculum

Required Course(s)

Substituted Course(s)

Advisor's Signature Date

Division Dean Date

The party initiating this form is responsible for its distribution

REGISTRAR'S COPY

Graphics and Printing Work Order

Work orders may be submitted through email or sent via interoffice. If it is a reprint of a previous job submitted, you may submit the previous copy with changes clearly and legibly marked along with this form. If you have questions or need assistance, please email or call Lisa Fisher 339-4267. This form can be filled out electronically and emailed.

Date: _____

From: _____ Department: _____

Supervisor's Approval Signature: _____

Work Order Specifications

Title: _____

Date Needed: _____ Quantity Needed: _____

Paper Size: 8.5 x 11 11x17

Paper Color: _____ Ink Color(s): _____

- | | | | |
|--|---|------------------------------------|---|
| <input type="checkbox"/> B&W Copying | <input type="checkbox"/> Front Only | <input type="checkbox"/> Stapling | <input type="checkbox"/> Laminating |
| <input type="checkbox"/> Color Copying | <input type="checkbox"/> Front & Back | <input type="checkbox"/> Cutting | <input type="checkbox"/> Sign Engraving |
| <input type="checkbox"/> Folding | <input type="checkbox"/> Spiral Binding | <input type="checkbox"/> Collating | |
| <input type="checkbox"/> Other: _____ | | | |

Delivery: Interoffice Campus Mail Hold for Pickup

Special Instructions:

Office Use Only

Date Received: _____

Date Completed: Graphics _____

Approval: _____

Printing _____



Information Technology Services User Authorization Form for Faculty & Staff.

Please enter the following information to request a new User ID and password. Submit this form with signatures to the Network Services Specialist located in the computer center. **Please print this form front to back.**

Legal Name: (Name as in Datatel) _____
(If you have a name you prefer to go by please put it in parentheses after your legal name)

Date: _____ Title/Position: _____

Department: _____ Office Number: (if applicable) _____

Office Phone Ext (if applicable): _____ Full Time Part Time

Non-SCC Email Address: _____

Please check the service(s) required:

- Network Account (Novell NetWare/GroupWise/WebAdvisor) College Information System (Datatel)
 Remote Terminal Server Access VPN Access

Supervisor Authorization for All Remote Access: _____

Justification for Remote Access: _____
(Remote Terminal Server Access and VPN Access will require your Supervisor's Authorization and justifications for request)

Network Groups Please check the Required group: Staff Faculty(FT) Adjunct(PT) ConEd

Off-Campus Network Groups

- Cashiers_Users Cherokee_Users Franklin_Staff Macon_Campus PSTC_Staff Swain_Users

SCC GroupWise Distribution Lists – please circle the list(s) the user needs to be added to:

<input type="checkbox"/> Academic Program Coordinators	<input type="checkbox"/> Advisors	<input type="checkbox"/> Arts & Sciences Division	<input type="checkbox"/> Business Office Staff
<input type="checkbox"/> Career Technologies Division	<input type="checkbox"/> CEREG Users	<input type="checkbox"/> College Access	<input type="checkbox"/> Computer Operations Staff
<input type="checkbox"/> Continuing Education Staff	<input type="checkbox"/> GearUP	<input type="checkbox"/> Executive Council	<input type="checkbox"/> Health Sciences Division
<input type="checkbox"/> Instructional Services	<input type="checkbox"/> NAE	<input type="checkbox"/> Student Services	<input type="checkbox"/>

Community College System GroupWise Distribution Lists – circle the list(s) only if the user needs to be added

<input type="checkbox"/> LL ADA	<input type="checkbox"/> LL Admissions Officer	<input type="checkbox"/> LL Basic Skills Director	<input type="checkbox"/> LL Blackboard Administrators
<input type="checkbox"/> LL BLET	<input type="checkbox"/> LL Business Officers	<input type="checkbox"/> LL Campus Security	<input type="checkbox"/> LL CCLINC
<input type="checkbox"/> LL CISCORE	<input type="checkbox"/> LL CIS Implementation	<input type="checkbox"/> LL CIS Project Mangers	<input type="checkbox"/> LL Cont Ed Officers
<input type="checkbox"/> LL Controllers – Bookkeepers	<input type="checkbox"/> LL Data Coordinators	<input type="checkbox"/> LL Distance Learning	<input type="checkbox"/> LL Dynix
<input type="checkbox"/> LL Con Ed Registrars	<input type="checkbox"/> LL Equip Coordinators	<input type="checkbox"/> LL FIT Director	<input type="checkbox"/> LL Fin Aid Officer
<input type="checkbox"/> LL GroupWise Administrators	<input type="checkbox"/> LL Instruction Officers	<input type="checkbox"/> LL Lib Focus Team	<input type="checkbox"/> LL LRC
<input type="checkbox"/> LL LRC Directors	<input type="checkbox"/> LL Maintenance	<input type="checkbox"/> LL N4CSGA Officers	<input type="checkbox"/> LL NetWare Administrators
<input type="checkbox"/> LL Network Administrators	<input type="checkbox"/> LL Payroll	<input type="checkbox"/> LL PC Technicians	<input type="checkbox"/> LL Personnel Officers
<input type="checkbox"/> LL PIO	<input type="checkbox"/> LL Planners	<input type="checkbox"/> LL Presidents	<input type="checkbox"/> LL Presidents Assistants
<input type="checkbox"/> LL Purchasing Officers	<input type="checkbox"/> LL Registrars	<input type="checkbox"/> LL SBC (Small Business Center)	<input type="checkbox"/> LL SKW
<input type="checkbox"/> LL Student Counslors	<input type="checkbox"/> LL Student Serv Officers	<input type="checkbox"/> LL Systems Administrators	<input type="checkbox"/> LL Webmasters

I, the user, understand it is my duty to have written documentation and proof of licensing for any and all specialized software on my office PC not associated with the college data network. It is my responsibility to ensure that all software installed on my office PC is legal and within the regulations of the software license agreement or is protected under the college license agreement. I also agree to abide by all the college computing and email policies established by the college listed in the employee policy and procedures manual as distributed by Human Resources.

User Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Vice President Signature: _____ Date: _____



Information Technology Services User Authorization Form for Faculty & Staff Datatel Access Work Sheet

Name _____

Student Curriculum	Financial Aid	Financials	Financials (cont)
<input type="checkbox"/> X882 ST ACADPROG	<input type="checkbox"/> X882 ST FASETUP	<input type="checkbox"/> X882 CF ASSOCCOMP	<input type="checkbox"/> X882 CF ASSOCCOMPPR
<input type="checkbox"/> X882 HR ACADASST	<input type="checkbox"/> X882 ST FACOMM	<input type="checkbox"/> X882 ST ASSOCCOMP	<input type="checkbox"/> X882 CORE ASSOCCOMPPR
<input type="checkbox"/> X882 ST ACADASST	<input type="checkbox"/> X882 ST FAPROC	<input type="checkbox"/> X882 CORE ASSOCCOMP	<input type="checkbox"/> X882 ST ASSOCCOMPPR
<input type="checkbox"/> X882 ST SS	<input type="checkbox"/> X882 ST FACODDOE	<input type="checkbox"/> X882 HR ASSOCCOMP	<input type="checkbox"/> X882 HR ASSOCCOMPPR
<input type="checkbox"/> X882 ST SSAR	<input type="checkbox"/> X882 ST FAADMISSION	<input type="checkbox"/> X882 ST PARKING	<input type="checkbox"/> X882 ST SETOFFDEBT
<input type="checkbox"/> X882 CORE SS	<input type="checkbox"/> X882 ST FACOUN	<input type="checkbox"/> X882 CF SPONBILL	<input type="checkbox"/> X882 ST FALINK
<input type="checkbox"/> X882 ST SSWS	<input type="checkbox"/> X882 ST FACOUNRO	<input type="checkbox"/> X882 ST SPONBILL	<input type="checkbox"/> X882 ST ARCR
<input type="checkbox"/> X882 ST ADMISSION	<input type="checkbox"/> X882 ST FAAWARD	<input type="checkbox"/> X882 ST BUSOFF	<input type="checkbox"/> X88 CF INVENOTRY2.
<input type="checkbox"/> X882 ST Advisor	<input type="checkbox"/> X882 ST FASAP	<input type="checkbox"/> X882 HR PY	
<input type="checkbox"/> X882 ST STUDSUPP	<input type="checkbox"/> X882 ST FAAUTOPKG	<input type="checkbox"/> X882 CF PY	CE
<input type="checkbox"/> X882 ST BBADMIN	<input type="checkbox"/> X882 ST FAR2T4	<input type="checkbox"/> X882 ST PY	<input type="checkbox"/> X882 CE ASST
<input type="checkbox"/> X882 ST HUSKINS	<input type="checkbox"/> X882 ST FAWRKSTDY	<input type="checkbox"/> X882 PWAG	<input type="checkbox"/> X882 CE ADMINASST
<input type="checkbox"/> X882 ST ADVISASIGN	<input type="checkbox"/> X882 ST FALOAN	<input type="checkbox"/> X882 ST SETOFFDEBT	<input type="checkbox"/> X882 CE VP DIR
<input type="checkbox"/> X882 CAMPUS CAL	<input type="checkbox"/> X882 ST FAVET	<input type="checkbox"/> X882 CF CASHIER	<input type="checkbox"/> X882 CE BSP
<input type="checkbox"/> X882 CORE FACSCH	<input type="checkbox"/> X882 ST FAADMINASSIT	<input type="checkbox"/> X882 ST CASHIER	<input type="checkbox"/> X882 CE SBCDIR
<input type="checkbox"/> X882 ST REGADMIN	<input type="checkbox"/> X882 ST FAREPORTS	<input type="checkbox"/> X882 PU SECURITY	<input type="checkbox"/> X882 CE JOBNOW
<input type="checkbox"/> X882 ST SCHDVOUC		<input type="checkbox"/> X882 EQ SECURITY	<input type="checkbox"/> X882 CE REG
<input type="checkbox"/> X882 ST ADVISREP	Human Resources	<input type="checkbox"/> X882 AP SECURITY	<input type="checkbox"/> X882 HR CEREG
<input type="checkbox"/> X882 ST SSCOMMNG	<input type="checkbox"/> X882 HR SECURITY	<input type="checkbox"/> X882 GRANTS SECURITY	<input type="checkbox"/> X882 CE COORD
<input type="checkbox"/> X882 ST WEBADMINSUPP	<input type="checkbox"/> X882 HR BENCOOR	<input type="checkbox"/> CF INV ASST	MISC
<input type="checkbox"/> X882 ST GRADES	<input type="checkbox"/> X882 CF HRADMIN	<input type="checkbox"/> CF ADMIN 860	<input type="checkbox"/> CORE PY 860
<input type="checkbox"/> X882 ST Trans	<input type="checkbox"/> X882 HR COMM	<input type="checkbox"/> X882 BO MACON	<input type="checkbox"/> X882 FCTY
<input type="checkbox"/> X882 ST MACON	<input type="checkbox"/> X882 ST HR	<input type="checkbox"/> X882 ST BSRG	<input type="checkbox"/> X882 ST IRPO
<input type="checkbox"/> X882 ST SSWSREG	<input type="checkbox"/> X882 CORE HR	<input type="checkbox"/> X882 ST LIBRARY	<input type="checkbox"/> X882 ST ALLUSERS
<input type="checkbox"/> X882 ST MACADMASST	<input type="checkbox"/> X882 CORE SECURITY	<input type="checkbox"/> X882 ST PURCH	<input type="checkbox"/> X882 ST QBUILDRO
<input type="checkbox"/> X882 ST APPUPLOAD	<input type="checkbox"/> X882 HR EMPLEAVE	<input type="checkbox"/> X882 ST LOCRONLY	<input type="checkbox"/> X882 CF QBUILD
<input type="checkbox"/> X882 ST WAITLIST	<input type="checkbox"/> X882 HR StaffInfo	<input type="checkbox"/> X882 ST CONVER	Required
	<input type="checkbox"/> X882 ST PARKING	<input type="checkbox"/> X882 CF ASSOCCOMP	<input type="checkbox"/> NO.QBUILD
	<input type="checkbox"/> X882 HR STAFFINGO	<input type="checkbox"/> X882 ST ASSOCCOMP	X NO.IMPORT
	<input type="checkbox"/> X882 HR EMPLEAVE	<input type="checkbox"/> X882 CORE ASSOCCOMP	X NO.EXPORT
		<input type="checkbox"/> X882 HR ASSOCCOMP	X UT.LO

Please circle the appropriate response: If Yes, please sign:

Approved for Query Builder Yes No Approved by: _____
 Approved for Shel Access Yes No Approved by: _____

Supervisor: _____ Date _____

Dean of Student Services (ST Data Owner): _____ Date _____

VP of Admin Services (CF/HR Data Owner): _____ Date _____

Vice President: _____ Date _____

Administrative Use Only			
Service Activated: _____	Service Terminated: _____		
User Name: _____	Organizational Unit: _____	Static IP Address: _____	
Accounts Created: <input type="checkbox"/> CIS(IIPS)	<input type="checkbox"/> Colleague	<input type="checkbox"/> VPN	<input type="checkbox"/> Remote Server

Southwestern Community College Instructional Time Make-up

Any class time missed will be made up/covered by one or a combination of the methods listed below. This form should be completed as soon as possible upon your return to classes. This process will be in effect anytime an instructor misses a class. Examples would be sickness, away for conferences, adverse weather, other emergencies, etc. Submit the completed form to your Dean.

Course information: _____
(Course Prefix, Number, Name, Section)

Date(s) class missed: _____

Reason class was missed: _____

Total amount of class time missed: Hours _____ Minutes _____

Class time will be made up by one or a combination of methods listed below (please check those that apply):

_____ Class was covered by _____
(Name of Substitute)

_____ Extending class time each class meeting for _____ minutes.

_____ Holding class at other than the regularly scheduled time: _____
(Date(s)/Time of Meeting)

_____ Giving assignments equivalent to the time missed. Please describe the assignment:

_____ Other. Please describe: _____

(Instructor's Signature)

(Date)

Southwestern Community College

Instructor Schedule

Semester 20__

Instructor: _____

Ext# _____

e-mail: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:50					
9:00 - 9:50					
10:00 - 10:50					
11:00 - 11:50					
1:00 - 1:50					
2:00 - 2:50					
3:00 - 3:50					
4:00 - 4:50					
5:00 - 5:50					

See reverse for evening schedule

Total Teaching Load: _____

Total Office Hours: _____

Southwestern Community College

Instructor Schedule

_____ Semester 20____

Instructor: _____ Ext# _____
 e-mail: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
5:00 - 5:50					
6:00 - 6:50					
7:00 - 7:50					
8:00 - 8:50					
9:00 - 9:50					
10:00 - 10:50					
	Total Teaching Load: _____ Total Office Hours: _____				

Continued....

Instructor's Comments: Please list any other subjects that the student needs assistance with and any other information that would help us to serve him/her; for example, is the student an ESL learner? Also, please advise your student to bring the assignment guidelines and any relevant information to the LAC. (Please write clearly.)

Learning Consultant's Feedback (Please write clearly.):
(Use another sheet, if needed.)

Time and Date Student Visited LAC _____ Amount of Time Spent with Student _____

Learning Consultant Signature _____ Date _____

Learning Assistance Center Coordinator Signature _____ Date _____

SOUTHWESTERN
COMMUNITY COLLEGE
College of the Great Smoky Mountains

Off-campus Activity Release

Activity Information			
Curriculum/Program		Instructor	
Date			
Destination			
Contact person at destination			
Telephone number			
Transportation by			
Time of departure		Time of return	
Instructional Objective			

Note: All students participating in this event should sign the release on the back of this page. Submit this completed form to your Dean/Director. The form will then be sent to the Vice President for Instruction and Student Services for approval. The completed form will be forwarded to the Vice President for Administrative Services and kept on file.

Authorization			
Dean/Director		Vice President for Instruction & Student Services	

ACTIVITY RELEASE

I, the undersigned student at Southwestern Community College, being eighteen (18) years of age or older, desire to participate in the activity of _____, (hereinafter designated "Activity"), on the _____ day of _____, 20____, and do hereby freely and voluntarily release Southwestern Community College from any and all liability, of any type or nature, for any injuries and/or loss which I may receive or sustain as a result of said Activity, including but not limited to, any injuries occurring during or resulting from travel to and from said Activity and participation in said Activity. I understand that I may be riding in the college van or a private vehicle to and from said Activity and that Southwestern Community College assumes no responsibility or liability, directly or indirectly, for said transportation.

I do further hold and save harmless, and agree to indemnify said Southwestern Community College from any and all liability associated with said Activity which may result from my negligence.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this the _____ day of _____, 20_____.

1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	

SOUTHWESTERN COMMUNITY COLLEGE

College of the Great Smoky Mountains

Off-campus Activity Release for Students Under Age 18

Field Trip Information			
Curriculum/Program		Instructor	
Date(s) of Activity			
Destination			
Contact person at destination			
Telephone number			
Transportation by			
Time of departure		Time of return	
Instructional Objective			
<p>Note: All students participating in this event should sign the release on the back of this page. Submit this completed form to your Dean/Director. The form will be sent to the Vice President for Instruction and Student Services for approval. The completed form will be forwarded to the Vice President for Administrative Services and kept on file.</p>			
Authorization			
Dean/Director		Vice President for Instruction & Student Services	

**STATE OF NORTH CAROLINA
COUNTY OF JACKSON**

ACTIVITY RELEASE

I, the undersigned parent/guardian of the minor student named below, desire that my child participate in the activity of _____, (hereinafter designated "Activity"), to/on the destination and date/dates listed on the front of this form, and do hereby freely and voluntarily release Southwestern Community College from any and all liability, of any type or nature, for any injuries and/or loss which I/ my child may receive or sustain as a result of said Activity, including but not limited to, any injuries occurring during or resulting from travel to and from said Activity and participation in said Activity. I understand that my child may be riding in a college van or a private vehicle to and from said Activity and that Southwestern Community College assumes no responsibility or liability, directly or indirectly, for said transportation.

I do further hold and save harmless, and agree to indemnify said Southwestern Community College from any and all liability associated with said Activity which may result from my/ my child's negligence.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this the _____ day of _____, 20_____.

Name of Student (print): _____

Student's Signature: _____

Name of Parent/Guardian (print): _____

Parent/Guardian's Signature: _____

Instructional and Student Services Proposal for Soliciting Outside Resources

This form should be completed and moved through the approval process when money from outside sources is sought. This does not apply to requests for equipment or discounts from vendors. However, if donations of equipment are received, please communicate that to your immediate supervisor and the SCC Foundation.

Name: _____ Program/Area: _____

Description of need: _____

What does this do for your program if you're successful? _____

Has this need been identified through the regular budget process? If so, how? _____

Target amount of money to be raised: _____

Name of group(s) and/or individual(s) identified for potential giving: _____

What is your plan if your target amount of money is not realized? _____

Faculty Signature: _____ Date: _____

Dean Signature: _____ Date: _____

Vice President - Instruction & _____ Date: _____

Student Services Signature _____

If your proposal is approved, then you should meet with the SCC Foundation Director to discuss your ideas and develop strategies to secure your funding.

Southwestern Community College

Employee Request to Take Class

Date of Request _____

Please print

Name of Employee _____

Semester Requested _____

Course Number and Title _____

Credit Hours _____

Time and Days of Class _____

Class will be during Work Hours Class will not be during Work Hours

Justification for Taking Class _____

I understand and agree that Human Resources is to receive an official transcript of my grades for this class and it is my responsibility to have the transcript sent to Human Resources upon completion of the class.

Employee Signature _____

Supervisory Approval

Supervisory approval is required **IF** the class is to be taken during work hours; however, supervisory approval is **NOT** required if the class is during non-work hours.

	Signature	Date	Approved	Denied
Immediate Supervisor			<input type="checkbox"/>	<input type="checkbox"/>
Vice President			<input type="checkbox"/>	<input type="checkbox"/>
President			<input type="checkbox"/>	<input type="checkbox"/>

Send this completed form to Human Resources

The employee should contact the Business Office to receive the invoice amount that is due and payable

Southwestern Community College

Request to Take Class

Exercise Time Participation Program

Date of Request _____

Please print

Name of Employee			
Semester Requested			
Course Number and Title or Unstructured Fitness Activity			
Time and Day			

Excerpt from Policy 3.33.1 - Exercise Time Participation Program:

1. This program has been established to encourage employees to participate in a regularly scheduled, organized exercise or fitness activity. The objective of this program is to allow employees to increase their level of personal physical and mental fitness.
2. Full-time employees are eligible for participation in this aspect of the Wellness program.
3. An employee may request permission to take a fitness class during regular working hours. Use of the Form "Request to Take Class" is required. If this class is offered at Southwestern Community College, tuition may be provided in accordance with Policy 4.12.
4. The employee may choose to participate in an unstructured fitness activity, either on campus or at an off-campus center, such as walking or using the fitness center on an individual basis. This activity shall be scheduled with the supervisor using the form "Request to Take Class". **A maximum of two hours per week may be granted during regular working hours.** Any injury arising from this activity will not be considered compensable under the Workers' Compensation Act. Participation is voluntary and not a condition of employment.

Employee Signature	
---------------------------	--

	Signatures	Approved	Denied	Date
Immediate Supervisor				
Vice President				
President				

SCC-P-10(99)

Southwestern Community College

Request for Academic Forgiveness

Name: _____ Colleague ID or SS#: _____
Mailing Address: _____ City /Zip/State: _____
Phone #: _____ Advisor: _____

Period/ Semester requested to be reviewed: _____

Academic Forgiveness Procedure

Any student who meets the following criteria may submit in writing, to the Office of the Vice President for Instruction and Student Services, a request for Academic Forgiveness.

- The student should have experienced a lapse in enrollment at SCC for a minimum of 24 months or two (2) academic years.
- Upon returning, at least twelve (12) semester hours of curriculum courses should have been completed with a GPA of 3.0 or greater.
- The request for forgiveness should be submitted during the subsequent semester (excluding summer) after the twelve (12) semester hours have been completed.

If the request is approved, all grades of D and F within the requested review period/consecutive terms will be forgiven and will not be used for GPA (Grade Point Average) computation for credits earned toward graduation requirements. Any forgiven work, if needed for completion of a certificate, degree, or diploma must be retaken. All grades will remain on the student's transcript.

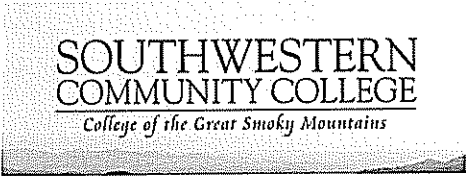
If you have questions about how a Request for Academic Forgiveness may impact your financial aid, please contact the Financial Aid Office. If approved, a notation indicating academic forgiveness will appear on the official transcript. Students may submit only one academic grade forgiveness request.

I am requesting academic forgiveness. If this request is approved, I am aware of implication as identified above. Please attach the justification for this request (to be provided by student).

Signature of Student	date
Signature of Advisor	date

Approved Denied

Signature of Vice President for Instruction and Student Services	date
--	------



Request to Waive a Prerequisite/Corequisite

The primary purpose of prerequisites and corequisites is to ensure students possess the necessary skills to be academically successful. While the traditional manner by which students demonstrate their readiness is through the completion of courses in exceptional cases students may acquire requisite skill or knowledge through other means. In these cases, prerequisites or corequisites may be waived with appropriate documentation and approval.

Name of Student _____ Student ID # _____

Program of Study _____

Course name and number for which Student Desires to Register _____

Required Prerequisite _____ Corequisite _____
(Provide course number and name)

Justification for waiving prerequisite or corequisite (check all that apply)

- _____ 1) Completed one of the following
 - _____ a semester course equivalent (identify course, semester completed and grade _____)
 - _____ a quarter course equivalent (identify course, quarter completed and grade _____)
 - _____ a transfer equivalent (attach appropriate documentation as necessary _____)
- _____ 2) Completed corequisite in previous semester (identify course, semester completed and grade _____)
- _____ 3) Presented acceptable documentation of a grade of at least "C" in a course judged of similar or higher-level content to that of either the prerequisite/corequisite or the requested courses (identify course, semester completed and grade _____)
- _____ 4) Successfully completed a "Credit by Exam" or a proficiency exam for the prerequisite course when such exams are available
- _____ 5) Demonstrated competency in the content of the prerequisite/corequisite obtained through professional application or life experiences that are deemed equivalent to or that supersede the prerequisite or corequisite; a formal review of course level outcomes must occur and be maintained in the student's records; *(attach statement of support for these experiences)*
- _____ 6) Enrolled in another course deemed suitable to satisfy the corequisite (identify course)
- _____ 7) Engaged in a job experience during the duration of the course that would provide a similar purpose as the corequisite
- _____ 8) Other rationale (attach appropriate documentation): _____

A waiver of any prerequisite or corequisite must be based on more than an opinion or a conversation with the student. Appropriate documentation to support any acceptable waiver must be with this request and kept on file in the Registrar's office. **An approved Request to Waive a Prerequisite/Corequisite form must be completed before the student registers for the course.**

Student

Date

Advisor/Program Coordinator

Date

Dean

Date

Date Received by Registrar _____

The Registrar's office documents the waiver in the "Comments" section of the Colleague Student Academic Program Screen. The comment should include the date, the reason for the waiver, and the department chair's name.



ROOM CHANGE ANNOUNCEMENT

Date: _____

Course: _____

Instructor: _____

Day: _____

Time: _____

Originally Scheduled in: _____

Now moved to: _____

This room change is: Permanent

Temporary until: _____

Please remove this notice after: _____

(Signature)