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 make 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 Xs and Ys 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 will 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
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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.
### 2012 – 2013 Academic Calendar (2012 Fall)

#### 2012 Fall Semester

<table>
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<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Back Day</td>
<td>Thursday, August 9</td>
</tr>
<tr>
<td>Faculty Work Day</td>
<td>Friday, August 10</td>
</tr>
<tr>
<td>Orientation/Registration</td>
<td>Monday, August 13</td>
</tr>
<tr>
<td>Final Registration</td>
<td>Tuesday, August 14</td>
</tr>
<tr>
<td>Classes Begin, Full and First Sessions</td>
<td>Wednesday, August 15</td>
</tr>
<tr>
<td>Schedule Adjustment - First Session</td>
<td>Wednesday &amp; Thursday, August 15 &amp; 16</td>
</tr>
<tr>
<td>Schedule Adjustment - Full Session</td>
<td>Wednesday - Tuesday, August 15 - 21</td>
</tr>
<tr>
<td>Labor Day Holiday - College Closed</td>
<td>Monday, September 3</td>
</tr>
<tr>
<td>Citizenship/Constitution Day Observed</td>
<td>Monday, September 17</td>
</tr>
<tr>
<td>Last Day to Withdraw, First Session</td>
<td>Monday, September 24</td>
</tr>
<tr>
<td>End of First Session Classes</td>
<td>Wednesday, October 10</td>
</tr>
<tr>
<td>Second Session Classes Begin</td>
<td>Thursday, October 11</td>
</tr>
<tr>
<td>Schedule Adjustment - Second Session</td>
<td>Thursday &amp; Friday, October 11 &amp; 12</td>
</tr>
<tr>
<td>Fall Break - No Classes</td>
<td>Wednesday - Sunday, October 17 - 21</td>
</tr>
<tr>
<td>Commencement Applications Due</td>
<td>Friday, October 26</td>
</tr>
<tr>
<td>Last Day to Withdraw, Full Session</td>
<td>Thursday, November 1</td>
</tr>
<tr>
<td>Registration Begins for Spring 2013</td>
<td>Monday, November 12</td>
</tr>
<tr>
<td>Thanksgiving Break - No Classes</td>
<td>Wednesday, November 21</td>
</tr>
<tr>
<td>Thanksgiving Holiday - College Closed</td>
<td>Thursday - Sunday, November 22 - 25</td>
</tr>
<tr>
<td>Last day to Withdraw, Second Session</td>
<td>Thursday, November 27</td>
</tr>
<tr>
<td>Fall Semester Ends, Full and Second Sessions (last day of classes)</td>
<td>Thursday, December 13</td>
</tr>
<tr>
<td>Grades Due/Commencement</td>
<td>Friday, December 14</td>
</tr>
<tr>
<td>Holiday Break - College Closed</td>
<td>Wednesday, December 19, 2012 - Tuesday, January 1, 2013</td>
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</tbody>
</table>
## 2012 – 2013 Academic Calendar (2013 Spring and Summer)

### 2013 Spring Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Reopens</td>
<td>Wednesday, January 2</td>
</tr>
<tr>
<td>Faculty Development Day</td>
<td>Thursday, January 3</td>
</tr>
<tr>
<td>Final Registration Day</td>
<td>Friday, January 4</td>
</tr>
<tr>
<td>Classes Begin, Full and First Sessions</td>
<td>Monday, January 7</td>
</tr>
<tr>
<td>Schedule Adjustment - First Session</td>
<td>Monday &amp; Tuesday, January 7 &amp; 8</td>
</tr>
<tr>
<td>Schedule Adjustment - Full Session</td>
<td>Monday - Friday, January 7 - 11</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day - College Closed</td>
<td>Monday, January 21</td>
</tr>
<tr>
<td>Last Day to Withdraw, First Session</td>
<td>Thursday, February 14</td>
</tr>
<tr>
<td>End of First Session Classes</td>
<td>Monday, March 4</td>
</tr>
<tr>
<td>Second Session Classes Begin</td>
<td>Tuesday, March 5</td>
</tr>
<tr>
<td>Schedule Adjustment - Second Session</td>
<td>Tuesday &amp; Wednesday, March 5 &amp; 6</td>
</tr>
<tr>
<td>Commencement Applications Due</td>
<td>Thursday, March 21</td>
</tr>
<tr>
<td>Last Day to Withdraw, Full Session</td>
<td>Thursday, March 21</td>
</tr>
<tr>
<td>Spring Break - No Classes</td>
<td>Monday - Sunday, March 25 - 31</td>
</tr>
<tr>
<td>Easter Break - College Closed</td>
<td>Friday - Sunday, March 29 - 31</td>
</tr>
<tr>
<td>Registration Begins for Summer/Fall 2013</td>
<td>Monday, April 8</td>
</tr>
<tr>
<td>Last Day to Withdraw, Second Session</td>
<td>Monday, April 22</td>
</tr>
<tr>
<td>Spring Semester Ends, Full and Second Sessions (last day of classes)</td>
<td>Monday, May 6</td>
</tr>
<tr>
<td>Grades Due/Commencements</td>
<td>Tuesday, May 7</td>
</tr>
</tbody>
</table>

### 2013 Summer Session

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Day</td>
<td>Wednesday, May 15</td>
</tr>
<tr>
<td>First/Full Session Classes Begin</td>
<td>Thursday, May 16</td>
</tr>
<tr>
<td>Schedule Adjustment - Period, First and Full Sessions</td>
<td>Thursday - Monday, May 16 - 20</td>
</tr>
<tr>
<td>Memorial Day - College Closed</td>
<td>Monday, May 27</td>
</tr>
<tr>
<td>Last Day to Withdraw from First Summer Session</td>
<td>Wednesday, June 12</td>
</tr>
<tr>
<td>First Session Classes End</td>
<td>Thursday, June 20</td>
</tr>
<tr>
<td>First Session Grades Due/Registration/Second Session Classes Begin/Full Session Continues</td>
<td>Friday, June 21</td>
</tr>
<tr>
<td>Schedule Adjustment - Period, Second Session</td>
<td>Friday &amp; Monday, June 21 &amp; 24</td>
</tr>
<tr>
<td>Independence Day Holiday - College Closed</td>
<td>Thursday - Sunday, July 4 - 7</td>
</tr>
<tr>
<td>Last Day to Withdraw from Full Summer Session</td>
<td>Tuesday, July 9</td>
</tr>
<tr>
<td>Last Day to Withdraw from Second Summer Session</td>
<td>Thursday, July 18</td>
</tr>
<tr>
<td>Summer Semester Ends, Full and Second Sessions</td>
<td>Monday, July 29</td>
</tr>
</tbody>
</table>
Southwestern Community College

**Vision**
Southwestern Community College will be an educational gateway for enriching lives and strengthening our community.

**Mission Statement**
Southwestern Community College is a learning and teaching institution offering high quality innovative instruction and support which promotes student achievement, academic excellence and economic development.

**Institutional Goals and Initiatives**

<table>
<thead>
<tr>
<th>College Goal</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Provide excellence in learning and teaching for transfer, career education, literacy development, business and industry training, and lifelong learning in an accessible format (including face to face, blended and distance learning).</td>
<td>1.1 Provide relevant learning opportunities to meet workforce and community needs.</td>
</tr>
<tr>
<td></td>
<td>1.2 Provide innovative, quality instruction to strengthen student engagement.</td>
</tr>
<tr>
<td></td>
<td>1.3 Promote and celebrate academic achievement.</td>
</tr>
<tr>
<td></td>
<td>1.4 Ensure excellence in distance learning offerings and support.</td>
</tr>
<tr>
<td></td>
<td>1.5 Develop student readiness for learning to enhance success and retention.</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> Maintain a nurturing learning environment by providing comprehensive support and intervention services for every individual.</td>
<td>2.1 Advance admission, enrollment and advising processes to enhance student success and retention.</td>
</tr>
<tr>
<td></td>
<td>2.2 Provide financial planning and assistance to students seeking aid from federal, state, and private sources.</td>
</tr>
<tr>
<td></td>
<td>2.3 Develop student readiness for success.</td>
</tr>
<tr>
<td></td>
<td>2.4 Advance Student Success to increase student retention, graduation, and transfer rates.</td>
</tr>
<tr>
<td></td>
<td>2.5 Enable safe and orderly learning environments by identifying and managing student behaviors and concerns.</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> Identify, acquire and maintain college resources to support the vision, mission and goals of the college.</td>
<td>3.1 Develop the college budget and efficiently allocate funding to support programs and initiatives.</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify and seek additional funding from external sources, including grants and the College Foundation, for projects and initiatives as well as to supplement and reduce dependence on state funding.</td>
</tr>
<tr>
<td></td>
<td>3.3 Establish a sustainable funding model for educational equipment and technology which meets the growth and replacement needs of the institution.</td>
</tr>
<tr>
<td></td>
<td>3.4 Identify, then eliminate or merge unnecessary or redundant college processes and share resources across the institution.</td>
</tr>
<tr>
<td><strong>Goal 4:</strong> Attract and retain quality employees and provide for their professional development.</td>
<td>4.1 Offer competitive salary and benefit packages as well as provide a positive and pleasant environment which recognizes effort and excellence.</td>
</tr>
<tr>
<td>College Goal</td>
<td>Initiative</td>
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<tr>
<td>--------------</td>
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</tr>
<tr>
<td>4.2</td>
<td>Encourage the sponsorship and/or attendance of conferences and workshops that relate to the development of scholarship, knowledge, or skills.</td>
</tr>
<tr>
<td>4.3</td>
<td>Encourage the sponsorship and/or attendance of conferences and workshops that relate to the development of scholarship, knowledge, or skills.</td>
</tr>
<tr>
<td>4.4</td>
<td>Offer paths to individual career growth through leadership development and other opportunities designed to promote leadership succession and stability.</td>
</tr>
</tbody>
</table>

**Goal 5**: Foster collaborative community-based relationships which contribute to the cultural, economic and educational advancement of the region.

| 5.1 | Assist economic development in the region. |
| 5.2 | Seek additional opportunities to collaborate with agencies and service providers in the region. |
| 5.3 | Provide educational advancement opportunities in the service area. |

**Goal 6**: Assess institutional effectiveness as part of the planning process based on continuous improvement.

| 6.1 | Complete and submit the Fifth-Year Report to the Southern Association of Colleges and Schools (SACS). |
| 6.3 | Participate in the Survey of Entering Student Engagement (SENSE) in Fall, 2012 and respond appropriately to any emerging issues. |
| 6.4 | Participate in the Community College Survey of Student Engagement (CCSSE) in Spring, 2013 and respond appropriately to any emerging issues. |
| 6.5 | Review/revise the curriculum program review process. |

**Goal 7**: Prepare citizens to live, learn, and work in a diverse global village.

| 7.1 | Promote a global perspective by expanding programs including: multicultural events, international study/service, and organizations for faculty, staff, and students. |
| 7.2 | Integrate global perspectives through general education. |
| 7.3 | Expand student perspectives on global career opportunities. |

**Goal 8**: Increase community awareness of the college, including its programs and services.

| 8.1 | Create and implement new branding and marketing plan for the college. |
| 8.2 | Increase opportunities for college employees to engage the community it serves. |
| 8.3 | Collaborate with county officials to promote economic development throughout the community we serve. |
| 8.4 | Increase awareness of college offerings among middle and high school age individuals. |
| 8.5 | Increase awareness of college offerings among adults. |
| 8.6 | Seek opportunities to welcome the community to SCC campuses. |
| 8.7 | Create a culture of philanthropic development. |
Academic Information

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.

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
Academic Information

Health Sciences – Balsam Center, 2nd Floor
Mitch Fischer, Dean .......................................................... 4331
Amanda Pressley, Administrative Assistant ..................... 4305

Macon Campus, Franklin 369-7331
Cheryl Davids, Dean .......................................................... 7018
Tommy Dennison, Business And Industry Training Coordinator .... 7019
Rita Gregory, Educational Opportunities Coordinator .......... 7020
Angelia Noland, College Liaison ........................................ 7016
Fairley Pollock, Student Services Coordinator ...................... 7017
Margaret Sutton, Administrative Assistant ......................... 7001
Julie Voorhees, Business Services Coordinator, Macon Campus ..... 7013

Academic Services

Bookstore – Burrell Building, 1st Floor ................................. 4222

Distance Learning – Balsam Center, 3rd Floor
Dennis Keough, Director of Distance Learning Student Success .... 4469

E-Learning – Bradford Hall, 3rd Floor
Linda Venturo, Director of E-Learning Development & Technologies
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Instruction and Student Services – Bradford Hall, 3rd Floor
Thom Brooks, Vice President for Instruction & Student Services .... 4202
Betsy Clayton, Administrative Assistant ............................... 4377
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Library
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Vickie Lepore, Librarian ................................................................. 4268

Student Assistance
Learning Assistance Center – Oaks Hall, 2nd Floor
Toni Knott, Coordinator ................................................................. 4325

Writing Across the Curriculum – Oaks Hall, 2nd Floor
Jennifer Hippensteel, Coordinator ...................................................... 4264

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
Wesley Satterwhite, Disabilities Services & Student Engagement
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Student/Enrollment Services
Balsam Center, 1st Floor
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Jenny Ashlock, Administrative Assistant: Enrollment Services
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Dominique Benson, Admissions Officer ................................................. 4217
Andrea Briggs, Financial Aid Officer .................................................. 4207
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Brittany McConnell, Administrative Assistant: Financial Aid ............ 4438
Erin McManus, Early College Liaison ............................................... 4433
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Jay Sain, Testing Coordinator .............................................................. 4332
Cathy Setser, Financial Aid Technician .............................................. 3338
Cindy Thompson, College Access Coordinator .................................. 4394
Suzanne Vincent, College Readiness Coordinator ......................... Swain 366-2001
Jody Woodring, Administrative Assistant: Admissions ..................... 4253

Financial Services
Business Office – Balsam Center, 1st Floor
Toni Holland, Accountant/Cashier ..................................................... 4290
## 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

### 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.

SafeAssign is a plagiarism tool within Blackboard. When a student submits a paper to a SafeAssign dropbox, the software matches the language to pre-existing language within its database. If similar language is identified, SafeAssign displays the comparable content. Conceptually, this tool should be used to help students understand how to cite material that is integrated within their work. SafeAssign offers a draft feature which allows students to submit their work, review the SafeAssign detection report, and revise their work before uploading their final submission. When used appropriately, student learning will be enhanced.

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 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 your 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 2012)
- 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, you should provide a picture of the book cover and ISBN number.
Responsibilities of Faculty

- 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 require 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

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 a student discloses a disability to you or asks for an accommodation, ask him or her to contact Wesley Satterwhite, Disability Services Coordinator, at 828-339-4229 to make an appointment.
Responsibilities of Faculty

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.

Please include the following statement in your syllabus for an online course:
If you would ordinarily seek accommodations/modifications when taking a seat-based class on campus, you may find that taking an online class eliminates the need for any accommodations. However, you may find that some accommodations are still needed to make your online experience fully accessible. We urge you to (a) make sure that all aspects of this class are accessible to you and (b) make sure that all the accommodations you would need in a seat-based class are appropriately addressed in this class. To discuss your specific needs, please contact Wesley Satterwhite, Disability Services Coordinator, at 828-339-4229 or wesleys@southwesterncc.edu. Information, documentation, and other records provided will be maintained in a confidential manner as outlined in the Family Rights and Privacy Act (FERPA) of 1974.

Please include the following statement in your syllabus for a seat-based course:
If you are a student with a documented disability and will need academic adjustments to realize your full potential at SCC, please contact Wesley Satterwhite, Disability Services Coordinator, located on the lower level of Oaks Hall, 828-339-4229, or wesleys@southwesterncc.edu. Your visit to this office will be the first step in creating an Educational Support Plan to ensure your full academic access to the college. Information, documentation and other records provided will be maintained in a confidential manner as outlined in the Family Rights and Privacy Act (FERPA) of 1974.

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 his or her 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!
Responsibilities of Faculty

This policy is outlined in SCC Policy 6.23, “Confidentiality of 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Grade Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has, in a superior way, met the objectives established for the course.</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>The student has more than adequately met the objectives established for the course.</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>The student has adequately met the objectives established for the course.</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>The student has minimally met the objectives established for the course.</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>The student failed to meet the objectives established or the course.</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>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.</td>
<td>0</td>
</tr>
<tr>
<td>CS</td>
<td>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.</td>
<td>0</td>
</tr>
</tbody>
</table>
### Responsibilities of Faculty

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Hours Attempted</th>
<th>Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Never Attended. Indicates the student registered but never attended.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit. This grade does not count as hours attempted or as hours earned.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>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.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>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 &quot;Credit by Exam&quot; unless otherwise approved by the Vice President for Instruction and Student Services.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Passing. Awarded upon successful completion of certain continuing education courses. Eighty percent attendance is required.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement. This symbol counts as credit hours earned but does not count in GPA calculations.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>SP</td>
<td>Secondary Placement. This symbol counts as credit hours earned for certain eligible high school courses but does not count for purposes of calculating GPA.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### 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. If you have an office, 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
# Responsibilities of Faculty

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 must complete the WebAdvisor attendance reports **accurately and in a timely manner.** You will receive detailed instruction via Gmail from the Registrar on how to complete these forms. Please pay close attention.

The **10% Report** (also called **Attendance Report**) in WebAdvisor will be open to faculty the first day of the semester. **This is an official report subject to review by State Auditors.** Therefore, it **MUST** be accurate and submitted on time. This report documents student attendance, and faculty must use the following symbols:

- **AU**: Enter to denote that the student is auditing the course.
- **S**: Enter to denote that the student has successfully challenged the course through proficiency examination.
- **E**: Enter in the date column for the date on which the student attended class the first time.
- **A**: Enter in the date column(s) for each date the student is absent through the 10% reporting period.

### No Show

Check this box if the student never attended class.

## Retention Alert

The Retention Alert program (RA) allows SCC faculty and staff to identify students who are at risk and to initiate immediate intervention with the students as soon as problems are identified. This process enables 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.

### Access Retention Alert

Access **Retention Alert** by logging into MySCC, clicking on the Student Concerns tab, and then clicking on the Student Concerns access.

## 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 be outline in SCC Procedure 6.36.1, “Student Conduct Review,” found in the SCC Policies and Procedure Manual online.
Responsibilities of Faculty

To report a Student Behavior Concern, Access Retention Alert by logging into MySCC, clicking on the Student Concerns tab, and then clicking on the Student Concerns access.

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
  - Sarah Altman, Instructor in Human Services
  - Peter Buck, Counselor, Student Support Services
  - Cheryl Contino-Conner, Student Support Services Director
  - Tracy Chapple, Instructor in Psychology
  - Fairley Pollock, Student Services Coordinator - Macon Campus Conduct Officer
  - Chris Cabe or Rene Clontz – Campus Security / Resource Officers
  - Barb Putman, Scott Baker, or Mitch Fisher – Deans (depending on student’s program division)
  - Depending on the nature of the case, the SAT may call upon expertise of other members of the SCC community to provide detail on the case of a specific student or consultation on risk assessment and appropriate interventions.

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.

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...
Responsibilities of Faculty

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 online (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 Blackboard website by making their class Blackboard 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 – Student Success 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 train, learn, apply teaching methods, and more.

Early College

An Early College High School is a small, autonomous high school associated with Southwestern Community College. Early College High School provides high
Responsibilities of Faculty

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, College Access Coordinator.
### 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.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add/Drop/Withdrawal Form</strong></td>
<td>The student is responsible for initiating this form with his/her adviser 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.</td>
</tr>
<tr>
<td><strong>Alcoholic Beverages and/or Narcotics</strong></td>
<td>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. Southwestern Community College is a tobacco-free environment.</td>
</tr>
<tr>
<td><strong>Attendance Policy</strong></td>
<td>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 form, the student’s final grade will be “F.”</td>
</tr>
<tr>
<td><strong>Auditing a Course</strong></td>
<td>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 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.</td>
</tr>
<tr>
<td><strong>Campus Emergency Guidelines</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Challenge Exam</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Change of Curriculum</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
**Policies and Procedures**

**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 corequisites
- Textbook(s) – required and/or recommended (subject to change depending on edition or newly published more pertinent book(s))
- Course Objective or Competencies
- Date
  - Original
  - Revised

**Field Trips**
When an instructor wants 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 he or she is taking the field trip(s) at his or her 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,” 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” contract. It is the student’s responsibility to have this deficiency removed within ten class days after the beginning of the following semester or the grade will automatically be changed to an “F.” An “I” does not count as hours attempted or as hours earned. An unresolved “I” will exclude students from the President’s and Dean’s Lists.
Policies and Procedures

Information to Students

The following information should be discussed with students:

- Secure parking permits from the Business Office.
- No smoking in any building. Southwestern Community College 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 8:00 a.m. to 4:00 p.m. Monday through Thursday and 8:00 a.m. to 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 a first-generation college student, 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 locations, please check the Student Handbook. The schedules are posted at the entrance to each lab.

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. The instruction may be made up by rescheduling classes or by other alternatives, which may include extra assignments, individual conferences, etc.

This policy primarily describes missed instructional time due to adverse weather; however, this procedure applies to any instruction time missed, regardless of the reason. In addition, it applies even if the faculty has a substitute instructor for the class or if the class meets without any instructor.

Documentation must be completed within two days of the missed time and kept on file in the dean’s office.

Leave

The College has several different types of Leave.

- Vacation Leave Accrual: Because faculty follow the same time-off schedule as students, faculty do not earn vacation leave.
- Sick Leave
  - Accrual
    - Faculty sick leave accrues at the following rates (depending on how many months of the year the faculty work):
Policies and Procedures

- 9 – 0 – 0: 72 hours (8 hours per month)
- 9 – 1 – 0: 88 hours (8 hours per month plus 8 hours each for May and June)
- 9 – 0 – 1: 80 hours (8 hours per month plus 8 hours for July)
- 9 – 1 – 1: 96 hours (8 hours per month plus 8 hours each for May, June, and July)

Use
- Illness/Injury sick leave means that the employee or immediate family member is sick. If you are out for more than three days, notify Human Resources on the fourth day so that the leave may be classified as occurring under the Family Medical Leave Act (see Policy 4.41.1).
- Medical Appointment sick leave is for the employee or immediate family member.
- Death in Family is also under sick leave and applies to an immediate family member. “Immediate family” is defined as spouse, parent, child, sibling, grandparent, grandchild (including step, half, and in-law relationships. Also included are other dependents living in the employee’s household.
- As a full-time faculty/staff member, you are also allotted 24 hours of personal leave per fiscal year (7/1- 6/30) to be counted within your sick leave time.
- Civil Leave (Jury Duty): This is for employees who are required to serve on a jury. Proof of jury service may be required. The employee is entitled to leave with pay.
- Child Involvement Leave: Each employee is allowed up to eight hours of leave per calendar year for involvement in a child’s schooling or education (see Policy 4.40).

Time Charges:

- If you take leave for any of the above reasons for a portion of the time you are scheduled to be on campus, then you must complete the Request for Leave form indicating the time taken in units of at least one hour with additional quarter hour increments thereafter. For example, if you are scheduled to be on campus from 8:00 a.m. until noon and you take leave from 10:00 a.m. until 11:00 a.m. for a medical appointment, then charge one hour of leave. On the other hand, if your appointment is at 1:00 p.m., you do not need to charge leave.
- If you take leave for any of the above reasons for an entire day (Monday-Friday) regardless of your scheduled on-campus time, then complete the Request for Leave form indicating the time taken in units of eight hours per day. For example, if you are scheduled to be on campus from 8:00 a.m. until noon and you take leave for that entire period, then charge eight hours of leave.

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 his or her adviser, 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 folder—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.

Secondary Employment

A Request for Secondary Employment form exists to ensure that faculty and staff acknowledge their primary obligation is owed to the College. Human Resources will send out a form/request the first week of the fall semester, or you should submit the form at the onset of any secondary employment.

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.

To report a Student Behavior Concern or Violation of the Code of Student Conduct: Access Retention Alert by logging into MySCC, clicking on the Student Concerns tab, and then clicking on the Student Concerns access.

Tobacco Free College

Effective May 9, 2012, Southwestern Community College is a tobacco free college. The use of tobacco related products is prohibited in any college buildings, facilities, vehicles or property owned, leased or operated by Southwestern Community College, including all outside areas.

Tobacco related products include, but are not limited to, cigarettes, cigars, pipe tobacco, smokeless tobacco, and simulated tobacco products such as e-cigarettes. The sale or free distribution of tobacco products, including merchandise, is also prohibited.

This policy applies to all college and early college employees, students, vendors, contractors, and visitors.
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’ texts) 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 types 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. using 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.
Policies and Procedures

<table>
<thead>
<tr>
<th>Radio Stations</th>
<th>Television Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td>99.9 FM – WKSF</td>
<td>1480 AM – WPFJ</td>
</tr>
<tr>
<td>Asheville</td>
<td>ABC – WLOS</td>
</tr>
<tr>
<td>95.3 FM – WCQS</td>
<td>104.5 FM WHLC</td>
</tr>
<tr>
<td>Asheville</td>
<td>NBC – WYFF</td>
</tr>
<tr>
<td>1590 AM – WBHN</td>
<td>1320 AM – WKRK</td>
</tr>
<tr>
<td>Bryson City</td>
<td>CBS – WSPA</td>
</tr>
<tr>
<td>1370 AM – WGHC</td>
<td>95.9 FM WCVP</td>
</tr>
<tr>
<td>Clayton, GA</td>
<td>Spartanburg, SC</td>
</tr>
<tr>
<td>104.1 FM – WRBN</td>
<td>540 AM – WRGC</td>
</tr>
<tr>
<td>Clayton, GA</td>
<td>Greensville, SC</td>
</tr>
<tr>
<td>1050 AM – WFSC</td>
<td>104.9 – WQNS</td>
</tr>
<tr>
<td>Franklin</td>
<td>CBS – WSPA</td>
</tr>
<tr>
<td>96.7 FM – WRFR</td>
<td>95.9 FM WCVP</td>
</tr>
<tr>
<td>Franklin</td>
<td>Spartanburg, SC</td>
</tr>
</tbody>
</table>

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

Withdrawal Procedure

To withdraw from a course(s) or the College, a student should contact his or her adviser 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 the documents 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 office, ext. 4438, before withdrawing from a course.

Workplace Injuries

Student/Visitor
All injuries/illness incidents are to be reported to the Director of Human Resources and Facility Development as soon as practical using the Report of Injury/Illness for Student/Visitor Form.
Policies and Procedures

Employee
An employee is defined as full-time faculty and staff, adjunct faculty, part-time staff, work-study students, temporary part-time, lab assistants, tutors, and authorized volunteers.

All accidents are to be reported to the employee’s supervisor and the office of Human Resources as soon as practical and preferably at the time of occurrence. Mandated forms must be completed and filed with the college’s workers’ compensation carrier.

Serious Employee Injury
If the injury is serious and the employee needs to be transported to the hospital call 911 for an ambulance and call the College Information Center.

Non-Serious Employee Injury
If the injured employee requires medical treatment (not deemed an emergency), then Human Resources will advise the employee where to receive the treatment and the employee must take with them the appropriate the Workers Compensation carrier’s authorization form to give to the treating physician/hospital.

Witness
If you are a witness to an injury or medical emergency occurring on campus please provide Human Resources your eyewitness account of the incident.

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.
Learning-Centered Educational Services

Bookstore

The bookstore is located on the Jackson Campus and is open from Monday - Thursday 8:00 a.m. – 4:00 p.m. and Friday 8:00 a.m. – noon. The bookstore is located on the first floor of the Burrell Building. 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.

College 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, schedule a room(s) for a meeting, or look for lost items.

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 and 8:00 a.m. – 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 the Help Desk extension 4409.

Honors Program

SCC’s Honors Program is designed to (1) challenge high achieving and highly motivated students to purposefully engage across all disciplines at SCC; (2) intentionally focus on academic excellence including critical thinking, communication skills, and academic inquiry; and (3) 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.

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.
Learning-Centered Educational 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.

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. – 8:00 p.m.
- Friday              8:00 a.m. – 4:00 p.m.

Students attending classes at the Macon Campus 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 College Reading and Learning Association (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.
Learning-Centered Educational Services

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 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 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 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 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 in the lab or prep room.

Natural Disasters

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

1. Dial 0 to alert the College Information Center if a disaster threatens or strikes
2. Remain inside in a safe area.

Utility Emergency

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

1. Dial 0 to alert the College Information Center. The College Information Center will contact the appropriate persons.
2. Evacuate area if unsafe.

Important Numbers

After-Hour Emergencies

Campus Facilities and Utilities
- Duke Power: 524-2121
- Blossman Gas (Propane): 586-1588
- PSNC Energy (Natural Gas): (877) 776-2427
- Tuckaseigee 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
- National Response Center 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?
Emergency Procedures

Where are you calling from?
What is your name?

Describe the caller’s voice (circle)
- Calm
- Stutter
- Giggling
- Stressed
- Disguised

Describe the threat language (circle)
- Well Spoken
- Message Read
- Describe the background noise (circle)
- Traffic
- Factory
- Music
- Other

Security

If you should need to contact a Campus Resource Officer, call ext. 4294 or contact the College Information Center (dial 0) for dispatch. After hours, contact the Campus Resource Officer by calling the Jackson County Sheriff’s Office dispatch at 586-1911.

In an emergency, dial 911 from any on campus extension.
Health and Wellness

Wellness Program
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 an Exercise Time Participation Program form.

Walking Trail
SCC’s Walking Trail encompasses a nature trail with 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 so we will know where you are.

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

Each division has an assigned administrative assistant. 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 to be 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?

Adjunct instructors will be asked to sign an employment agreement for the course or courses taught each semester. The pay period goes to the 15th of each month. The amount to be paid each month is listed on the agreement. See a sample Employment Agreement 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 next to Oaks Hall is reserved (decals required) from 7:00 a.m. - 5:00 p.m., Monday-Friday, for faculty/staff, cosmetology patrons, 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 College Information Center. Be sure to register your vehicle and display your decal. If you do not have a decal or if you do not park in a legal space, you may receive a Notice of Violation.

... what if a student needs counseling?

Limited counseling services are available through the Enrollment Office and Student Support Services. Consult your supervisor 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.
FAQs

. . . 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)

<table>
<thead>
<tr>
<th>Need Information or Help?</th>
<th>Resources</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-Visual: audiotape players overhead projectors, slide projectors, transparencies, videotape players</td>
<td>Division Administrative Assistant Arts &amp; Sciences - Kathy Thomas Career Technologies - Claudia Buchanan Health Sciences – Amanda Pressley</td>
<td>4300 4204 4305</td>
</tr>
<tr>
<td>Computer Access Balsam Center Founders Hall Oaks Hall Learning Resource Center</td>
<td>Building Administrative Assistant</td>
<td></td>
</tr>
<tr>
<td>Field Trips</td>
<td>Your Supervisor</td>
<td></td>
</tr>
<tr>
<td>Forms and Supplies</td>
<td>Your Supervisor</td>
<td></td>
</tr>
<tr>
<td>Holt Library Bibliographies of library material Reserve Reading Shelf Computer Lab, etc.</td>
<td>Dianne Lindgren</td>
<td>4268</td>
</tr>
<tr>
<td>Maintenance and emergencies</td>
<td>(day) Division Admin Assts (evening) Receptionist</td>
<td>4260 0</td>
</tr>
<tr>
<td>Paychecks</td>
<td>Beverly Balliot</td>
<td>4228</td>
</tr>
<tr>
<td>Rooms</td>
<td>(day) Divisional Admin. Asst. (evening/weekend) Evening Receptionist</td>
<td>0</td>
</tr>
<tr>
<td>Rosters</td>
<td>Your Supervisor</td>
<td></td>
</tr>
<tr>
<td>Tutoring: All subjects</td>
<td>Toni Knott and/or Laurie Butler</td>
<td>4325 4231</td>
</tr>
</tbody>
</table>

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 7001
Faculty Senate

Purpose
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
2012-2013 Academic Year
- President: William Brothers
- Vice President: Tony Belcher
- Secretary: Jennifer Hippensteel

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

About
The Macon Campus is on a 20-acre site on Siler Farm Road just south of Franklin. This high-tech, state-of-the-art facility opened August 2007. The 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 44 Siler Farm Road, Franklin.

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

For additional information, call 828.369.7001 or send an email to maconcampus@southwesterncc.edu.

Curriculum Programs
The following programs or courses can be completed in seat-based classes at the Macon Campus:

- Associate in Arts, College Transfer
- College Transfer Programs in
  - Business Administration, Accounting, Economics, Finance, and Marketing
  - History
  - Political Science
  - Psychology
  - Sociology
  - Pre-Health Science Track
- Real Estate
- Transfer Core Diploma
- Developmental Education coursework in math, reading, and English

In addition, some coursework in the following program areas are also available in seat-based classes at the Macon Campus. The full degrees or certificates can be completed through online classes, seat-based classes at other SCC locations, or a combination of both.
Macon Campus

- Accounting
- Associate in Fine Arts
- Associate in Science
- Business Administration
- Business Administration – E-Commerce
- Business Administration – Entrepreneurship
- Business Administration – Office Administration
- Computer Information Technology
- Criminal Justice Technology
- Early Childhood Education
- Health Information Technology and Medical Coding
- Human Services Technology / Substance Abuse Concentration
- Medical Assisting
- Medical Office Administration

Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Title</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl Davids</td>
<td>7018</td>
<td>Dean, Macon Campus</td>
<td><a href="mailto:c_davids@southwesterncc.edu">c_davids@southwesterncc.edu</a></td>
</tr>
<tr>
<td>Angelia Noland</td>
<td>7016</td>
<td>College Liaison</td>
<td><a href="mailto:a_noland@southwesterncc.edu">a_noland@southwesterncc.edu</a></td>
</tr>
<tr>
<td>Fairley Pollock</td>
<td>7017</td>
<td>Student Services Coordinator</td>
<td><a href="mailto:fpollock@southwesterncc.edu">fpollock@southwesterncc.edu</a></td>
</tr>
<tr>
<td>Margaret Sutton</td>
<td>7001</td>
<td>Administrative Assistant</td>
<td><a href="mailto:msutton@southwesterncc.edu">msutton@southwesterncc.edu</a></td>
</tr>
<tr>
<td>Julie Voorhees</td>
<td>7013</td>
<td>Business Services Coordinator</td>
<td><a href="mailto:jvoorhees@southwesterncc.edu">jvoorhees@southwesterncc.edu</a></td>
</tr>
</tbody>
</table>

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 in the Learning Assistance Center and in the instructional computer labs when there are no classes in session. Computers are also available in the lobby area of the Macon Annex.

Food Service

Food services are not available at the Macon Campus. There will be some fast-food vendors on campus a few days each week. In addition, vending and drink machines are located on the lower-lobby level.
Macon Campus

Library

Students attending classes at the Macon Campus are encouraged to obtain 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 serves the Macon County Early College High School. This high school is designed 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 five years with both a high school diploma and an associate’s 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 preparation courses, and the Employability Lab. For additional information call Pam Bell 306-7033.

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 Art Buesch at 306-7028.

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, a multi-purpose room, and ITV classroom.

The Fire and Rescue Training Facility and the driver training range are also located in the Industrial Park. For information about any Public Safety Training program call (828) 306-7041.
Off-Campus Centers

Swain Center

Located 5 ½ miles west of Bryson City on Highway 74 in the Luada Community, the Swain Center occupies the former Almond School. The following SCC programs are offered at the Swain Center: Outdoor Leadership, Associate in Fine Arts, Institute of Heritage Arts, General Education Development (GED), Adult High School, Adult Basic Education, and Defensive Driving, as well as computer labs and general classrooms. Also at the Center are offices for the College Readiness Coordinator, Enrollment Services Administrative Assistant, Swain County NC Cooperative Extension, and NC Department of Commerce. Phone (828) 366-2000.

Do not let what you cannot do interfere with what you can do.
~Bill Bradley
Teaching and Learning

The following pages contain some interesting materials and teaching tips from the North Carolina Network for Excellence in Teaching (NC-Net [www.nc-net.info])

Create a Positive Learning Environment for Adults

3 Rs 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
Teaching and Learning

Five Elements We Should All Know About Adult Learning—TEACH

➢ **Time**
  o Time on Task—How can we optimize the learning time in the classroom?

➢ **Engagement**
  o Engaged in class; quality vs. engagement vs. distraction, bored, apathy.
  o Anonymous students are easier to be disengaged.
  o “First minute of first class a meaningful learning experience.”

➢ **Assessment & Feedback**
  o Most important element in assessment is the learner.
  o Critical learning event is mastery—“I got it!”
  o In-class assessment.

➢ **Challenge**
  o Rigor—“courageous conversation”,
  o What is it that you expect and how to expect it?
  o Get rigor without rigor mortis.

➢ **Heart—Passion**
  o 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

Source: Applying the Seven Principles for Good Practice in Undergraduate Education by Arthur W. Chickering
This model illustrates the concept that the more we are engaged (e.g., listening—verbal symbols—is less engaging than a demonstration), the more we are likely to learn.

Adapted from Edgar Dale’s work in *Audiovisual Methods in Teaching*, 1969. Note that the percentages usually associated with the figure were added by other people and were not based on research.
Teaching Tips

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.

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.

Minimizing Student’s Complaints About Grading
1. Give enough opportunities.
2. Provide alternative assignments.
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.
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.

Writing Student-Centered Outcomes
1. Describe the skill or competency.
2. Use an action verb.
3. Write outcomes that are observable and measurable.
4. Write clear, concise, and precise outcomes.
5. State outcomes as a single performance.
6. Describe the OUTCOME, not the learning process.
7. 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

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

Bloom’s Revised Taxonomy
Learning-Centered Course Planning

**Decision #2**

**Choose the Content**

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

Examine the textbook and other resources and select the content.

Content may be organized as
- Topical
- Conceptual
- Chronological
- Survey
- and so on.

**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
Learning-Centered Course Planning

Decision #6

Design a Grading System

How will you grade?

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

Example: 1  Percentages

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

Example: 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

Establish 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

<table>
<thead>
<tr>
<th>Traditional Paradigm</th>
<th>Emerging Paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on teaching</td>
<td>Emphasis on learning</td>
</tr>
<tr>
<td>Emphasis on parts</td>
<td>Emphasis on the whole</td>
</tr>
<tr>
<td>Isolated knowledge and skills</td>
<td>Integrated knowledge and skills</td>
</tr>
<tr>
<td>Students as passive recipient</td>
<td>Student as active constructor of meaning</td>
</tr>
<tr>
<td>Teacher as information giver</td>
<td>Teacher as co-learner and facilitator</td>
</tr>
<tr>
<td>Limited view of intelligence</td>
<td>Teacher to multiple learning styles</td>
</tr>
<tr>
<td>Sorting and weeding out of students</td>
<td>Equal access to instruction and content for all</td>
</tr>
<tr>
<td>Learning as an individual activity</td>
<td>Learning as a social activity-collaboration enhances learning</td>
</tr>
<tr>
<td>Only teacher-directed learning</td>
<td>Student-directed learning</td>
</tr>
<tr>
<td>Homogeneous grouping</td>
<td>Heterogeneous grouping</td>
</tr>
<tr>
<td>Emphasis on product and content</td>
<td>Emphasis on process, metacognition-learning how to learn</td>
</tr>
<tr>
<td>Primary emphasis on form</td>
<td>Primary emphasis on meaning</td>
</tr>
<tr>
<td>Learning decontextualized</td>
<td>Learning grounded in “real-world” contexts</td>
</tr>
<tr>
<td>Language as separate skill</td>
<td>Reading, writing, thinking, communicating across the curriculum</td>
</tr>
<tr>
<td>One answer-one way, correctness</td>
<td>Open-ended, non-routine multiple solutions</td>
</tr>
<tr>
<td>Western bias</td>
<td>Multicultural, global views</td>
</tr>
<tr>
<td>Criteria, goals given by instructor; not explicit or public before instruction</td>
<td>Shared development of goals and criteria for performance</td>
</tr>
<tr>
<td>Tests that test</td>
<td>Tests that teach</td>
</tr>
</tbody>
</table>

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, and 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, or Ms.
2. Tell the students by what name and title you prefer to be called (Prof., Dr., Mr., Mrs., Miss, Ms., or 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, quizzes, 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.
Ideas to Encourage Student Retention

15. At the 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.
Ideas to Encourage Student Retention

15. Clarify and have students understand what acceptable and unacceptable behavior in a classroom is. 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 changes 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.
Ideas to Encourage Student Retention

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
Keys for Classroom Success

- Advisor
- Peers
- Web resources
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.

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.

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

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

What It Is
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

Teaching Assessment

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
<table>
<thead>
<tr>
<th>Teaching Assessment</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Presented examples to clarify very abstract and difficult ideas.</td>
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<tr>
<td>8. Explicitly stated the relationships among various ideas in the class.</td>
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<tr>
<td>9. Periodically summarized the most important ideas in the class.</td>
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<tr>
<td>Conclusion of Class</td>
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<tr>
<td>10. Summarized the main ideas in the class.</td>
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<tr>
<td>11. Solved or otherwise dealt with any problems.</td>
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<tr>
<td>12. Related the day’s class to upcoming presentations.</td>
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<tr>
<td>13. Restated what students were expected to gain from the class material.</td>
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</tr>
<tr>
<td>Presentation Style</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Voice Characteristics</td>
<td></td>
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<tr>
<td>1. Voice could be easily heard.</td>
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<tr>
<td>2. Voice was raised or lowered for variety and emphasis.</td>
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<tr>
<td>3. Speech was neither too formal nor too casual.</td>
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<tr>
<td>4. Speech fillers, for example, “OK now,” “ahmm,” etc., were not distracting.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Rate of speech was neither too fast nor too slow.</td>
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<tr>
<td>Nonverbal Communication</td>
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</tr>
<tr>
<td>6. Established and maintained eye contact with the class.</td>
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<tr>
<td>7. Listened carefully to student comments and questions.</td>
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<tr>
<td>8. Wasn’t too stiff and formal in appearance.</td>
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<tr>
<td>9. Wasn’t too casual in appearance.</td>
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<tr>
<td>10. Facial and bodily movements did not contradict speech or expressed intentions. (For example, waited for responses after asking questions.)</td>
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<tr>
<td>Clarity of Presentation</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>1. Stated purpose at the beginning of the class.</td>
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</tr>
<tr>
<td>2. Defined new terms, concepts, and principles.</td>
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<tr>
<td>3. Used relevant, clear, and simple examples to explain major ideas.</td>
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<tr>
<td>4. Explicitly related new ideas to already familiar ones.</td>
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<tr>
<td>5. Reiterated definitions of new terms to help students become accustomed to them.</td>
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<tr>
<td>6. Provided occasional summaries and restatements of important ideas.</td>
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<tr>
<td>7. Used alternative explanations when necessary.</td>
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<tr>
<td>8. Slowed the word flow when ideas were complex and difficult.</td>
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<tr>
<td>9. Did not often digress from the main topic.</td>
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</tr>
<tr>
<td>10. Talked to the students, not to the board or windows.</td>
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</tr>
</tbody>
</table>
## Teaching Assessment

11. The board work appeared organized and legible.

### Establishing and Maintaining Contact with Students

#### Establishing Contact

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

#### Maintaining Contact

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

### Questioning Ability

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

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

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.

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST</th>
<th>MIDDLE</th>
<th>MAIDEN</th>
<th>COLLEGE ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ FULL FALL 20</td>
</tr>
<tr>
<td>☐ FULL SPRING 20</td>
</tr>
<tr>
<td>☐ FULL SUMMER 20</td>
</tr>
<tr>
<td>☐ 2nd SESSION</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course #</th>
<th>Sec. No.</th>
<th>✓ Repeat</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Sample</strong></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course #</th>
<th>Sec. No.</th>
<th>Course Title</th>
<th>Grade</th>
<th>Instructor's Name</th>
<th>Attended Class Y/N</th>
<th>Last Day of Attendance</th>
<th>Instructor's Initials / Date</th>
</tr>
</thead>
</table>

REQUIRED SIGNATURES

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

Student: ___________________________ / ___________________________

Advisor: ___________________________ / ___________________________

Division Dean/VP: ___________________________ / ___________________________

Enrollment Counselor: ___________________________ / ___________________________

SCC-SS-9/07

REGISTRAR'S OFFICE
# Southwestern Community College

**Application for Credit by Examination**

<table>
<thead>
<tr>
<th><strong>Name:</strong></th>
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<table>
<thead>
<tr>
<th><strong>Social Security Number:</strong></th>
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<table>
<thead>
<tr>
<th><strong>Telephone Number:</strong></th>
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<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Information:</strong></th>
<th><strong>Section</strong></th>
<th><strong>Day/Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prefix/Number</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instructor:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Division Director:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**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.
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
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:

Revised 10/15/10
COURSE SUBSTITUTION FORM

Student: ___________________________ Sample form ___________________________

Last: ___________________________
First: ___________________________
Middle: ___________________________

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): ___________________________

☐ B&W Copying ☐ Front Only ☐ Stapling ☐ Laminating
☐ Color Copying ☐ Front & Back ☐ Cutting ☐ Sign Engraving
☐ Folding ☐ Spiral Binding ☐ Collating
☐ Other: __________________________

Delivery: ☐ Interoffice Campus Mail ☐ Hold for Pickup

Special Instructions:

__________________________________________________________________________

__________________________________________________________________________

Office Use Only

Date Received: ____________________________ Date Completed: Graphics ________________

Approval: ____________________________ Printing ________________

Revised 1/11
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:

<table>
<thead>
<tr>
<th>Academic Program Coordinators</th>
<th>Advisors</th>
<th>Arts &amp; Sciences Division</th>
<th>Business Office Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Technologies Division</td>
<td>CEREG Users</td>
<td>College Access</td>
<td>Computer Operations Staff</td>
</tr>
<tr>
<td>Continuing Education Staff</td>
<td>GearUP</td>
<td>Executive Council</td>
<td>Health Sciences Division</td>
</tr>
<tr>
<td>Instructional Services</td>
<td>NAE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LL ADA</th>
<th>LL Admissions Officer</th>
<th>LL Basic Skills Director</th>
<th>LL Blackboard Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>LL BLET</td>
<td>LL Business Officers</td>
<td>LL Campus Security</td>
<td>LL CCLNC</td>
</tr>
<tr>
<td>LL CISCORE</td>
<td>LL CIS Implementation</td>
<td>LL CIS Project Mangers</td>
<td>LL Cont Ed Officers</td>
</tr>
<tr>
<td>LL Controls - Bookkeepers</td>
<td>LL Data Coordinators</td>
<td>LL Distance Learning</td>
<td>LL Dynix</td>
</tr>
<tr>
<td>LL Con Ed Registrars</td>
<td>LL Equip Coordinators</td>
<td>LL FIT Director</td>
<td>LL Fin Aid Officer</td>
</tr>
<tr>
<td>LL GroupWise Administrators</td>
<td>LL Instruction Officers</td>
<td>LL Lib Focus Team</td>
<td>LL LRC</td>
</tr>
<tr>
<td>LL LRC Directors</td>
<td>LL Maintenance</td>
<td>LL NACSGA Officers</td>
<td>LL NetWare Administrators</td>
</tr>
<tr>
<td>LL Network Administrators</td>
<td>LL Payroll</td>
<td>LL PC Technicians</td>
<td>LL Personnel Officers</td>
</tr>
<tr>
<td>LL PIO</td>
<td>LL Planners</td>
<td>LL Presidents</td>
<td>LL Presidents Assistants</td>
</tr>
<tr>
<td>LL Purchasing Officers</td>
<td>LL Registrars</td>
<td>LL SBC (Small Business Center)</td>
<td>LL SKW</td>
</tr>
<tr>
<td>LL Student Counselors</td>
<td>LL Student Serv Officers</td>
<td>LL Systems Administrators</td>
<td>LL Webmasters</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Curriculum</th>
<th>Financial Aid</th>
<th>Financials</th>
<th>Financials (cont)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X882 ST ACADPROG</td>
<td>X882 ST FASETUP</td>
<td>X882 CF ASSOCOMP</td>
<td>X882 CF ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 HR ACADASST</td>
<td>X882 ST FACOMM</td>
<td>X882 ST ASSOCOMP</td>
<td>X882 HR ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 ST ACADASST</td>
<td>X882 ST FAPROC</td>
<td>X882 CORE ASSOCOMP</td>
<td>X882 ST ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 ST SSAR</td>
<td>X882 ST FACCHART</td>
<td>X882 ST ASSOCOMP</td>
<td>X882 ST ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 ST SSAR</td>
<td>X882 ST FAADMISSION</td>
<td>X882 CORE ASSOCOMP</td>
<td>X882 ST ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 CORE SS</td>
<td>X882 ST FACUN</td>
<td>X882 ST ASSOCOMP</td>
<td>X882 ST ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 ST SSWS</td>
<td>X882 ST FACUNRNO</td>
<td>X882 ST ASSOCOMP</td>
<td>X882 ST ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 ST ADMISSION</td>
<td>X882 ST FAWARD</td>
<td>X882 ST ASSOCOMP</td>
<td>X882 ST ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 ST Advisor</td>
<td>X882 ST FASAP</td>
<td>X882 ST ASSOCOMP</td>
<td>X882 ST ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 ST STUDSUPP</td>
<td>X882 ST FFAUTOPKG</td>
<td>X882 ST ASSOCOMP</td>
<td>X882 ST ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 ST BADMIN</td>
<td>X882 ST FARE2T4</td>
<td>X882 ST ASSOCOMP</td>
<td>X882 ST ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 ST HUSKINS</td>
<td>X882 ST FAWRKSTEDY</td>
<td>X882 ST ASSOCOMP</td>
<td>X882 ST ASSOCOMPMPR</td>
</tr>
<tr>
<td>X882 ST ADVISASIGN</td>
<td>X882 ST FALCON</td>
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Please circle the appropriate response: If Yes, please sign:
Approved for Query Builder: Yes ☐ No ☐ Approved by: ____________________________
Approved for Shell 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: ____________________________
Accounts Created: [ ] CIS(IIPS) [ ] Colleague [ ] VPN [ ] Remote Server

Static IP Address: ____________________________

[ ] NO ,BUILD [ ] NO IMPORT [ ] NO EXPORT
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)

Revised April 2002
Southwestern Community College
Instructor Schedule

Semester 20

Instructor: ___________________________ Ext# ________________
e-mail: ____________________________

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<td>5:00 - 5:50</td>
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See reverse for evening schedule

Total Teaching Load: __________
Total Office Hours: __________
Southwestern Community College

Instructor Schedule

Semester 20

Instructor: ___________________________  Ext#: ___________________
           e-mail: _______________________

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<tr>
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Total Teaching Load: _______
Total Office Hours: _______
Learning Assistance Center Referral

To (Student): ____________________________ Date: __________________

From (Instructor): ____________________________ Course: __________________

Instructor’s Signature ____________________________

Southwestern Community College is committed to your success. Please take this form to the Learning Assistance Center (LAC), upper floor of Oaks Hall, and seek assistance in the area(s) indicated below.

Writing
___ gathering ideas
___ developing thesis
___ other ____________________________

___ organizing ideas
___ supplying details

Editing
___ sentence structure
___ paragraph development
___ transitions
___ details
___ other ____________________________

___ grammar
___ punctuation
___ spelling

Documenting
___ MLA Style
___ APA Style
___ Other ____________________________

___ Evaluating Sources

Reading
___ identifying thesis
___ understanding ideas
___ other ____________________________

___ writing summaries and responses
___ increasing vocabulary

Study Skills
___ getting organized
___ managing time
___ other ____________________________

___ taking notes
___ preparing for tests

Math
___ solving word problems
___ reviewing material
___ other ____________________________

___ basic arithmetic
___ using a calculator

Computer
___ basic survival skills
___ basic word processing
___ other ____________________________

___ PowerPoint
___ EXCEL
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 IAC. (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 _______
Off-campus Activity Release

<table>
<thead>
<tr>
<th>Activity Information</th>
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</thead>
<tbody>
<tr>
<td>Curriculum/Program</td>
</tr>
<tr>
<td>Date</td>
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<tr>
<td>Destination</td>
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<tr>
<td>Contact person at destination</td>
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<tr>
<td>Telephone number</td>
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<tr>
<td>Transportation by</td>
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<tr>
<td>Time of departure</td>
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<tr>
<td>Instructional Objective</td>
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</tbody>
</table>

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.

<table>
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<tr>
<th>Authorization</th>
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<tr>
<td>Dean/Director</td>
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</table>

Revised May 2011
STATE OF NORTH CAROLINA
COUNTY OF JACKSON

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 |
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| 12 | 27 |
| 13 | 28 |
| 14 | 29 |
| 15 | 30 |
# Off-campus Activity Release for Students Under Age 18

## Field Trip Information

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<th>Instructor</th>
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<td>Destination</td>
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<td>Contact person at destination</td>
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**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.

## Authorization

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<tr>
<th>Dean/Director</th>
<th>Vice President for Instruction &amp; Student Services</th>
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Revised January 2011
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 & Student Services Signature Date: ________________

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.

S:\Curriculum\Forms\Proposal for Soliciting Outside Resources doc
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.

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<th>Signature</th>
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<tr>
<td>President</td>
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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

<table>
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<tr>
<th>Name of Employee</th>
<th></th>
<th>Semester Requested</th>
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<th>Course Number and Title or Unstructured Fitness Activity</th>
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<th>Time and Day</th>
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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

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SCC-P-10(99)
Southwestern Community College  
Request for Academic Forgiveness

Name: ___________________________  
Student ID #: __________________  
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

Revised July 2012
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 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.

S:\Curriculum\forms\Request to Waive a Prerequisite.doc
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)