

ADJUNCT HANDBOOK

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ATTITUDE

“It is our attitude at the beginning of a difficult task which, more than anything else, will affect
It’s successful outcome.”

-William James

Louisiana Delta Community College

More than a place...it's an attitude

WELCOME to Louisiana Delta Community College!

Adjunct faculty members are essential to the delivery of instruction at Louisiana Delta Community College. You bring varied knowledge and work experiences to the classroom. You enable the students to gain "real world" knowledge.

The Adjunct Faculty handbook has been prepared to provide you with helpful information which will be relevant in your employment with Delta. As many of you work at different hours of the day and evening, communication is essential. This document serves as a communication tool to assure you are aware of college policies and procedures. We appreciate you for being a part of the student-centered learning environment at Delta.



Barry Delcambre
Vice Chancellor of Academic and Student Affairs

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College Mission Statement

Louisiana Delta Community College, an open admissions, associate degree granting, public institution serving the northeastern region of Louisiana, provides high quality educational programs and services that are affordable and accessible to a diverse community of learners. Supported by the Louisiana Community and Technical College System, a dedicated faculty and staff fulfill this mission through their commitment to student achievement, academic excellence, lifelong learning, and the use of current technology.

Academic Affairs Mission Statement

The Academic Affairs Division creates, guides, supports, and enhances an academic environment that is student-centered, and with the institutional mission as a framework, the Division assures that “student achievement, academic excellence, lifelong learning, and the use of current technology” are integral to the learning process.

DELTA FACTS

Student Enrollment by Status

	2007	2008	2009	2010
Full-Time	47%	50%	59%	58%
Part-Time	53%	50%	41%	42%

Student Enrollment by Gender

Female	57%	59%	60%	65%
Male	43%	41%	40%	35%

Enrollment by Degree/Program

	2007	2008	2009	2010
Bus. Tech	177	237	246	296
Gen. Science	121	180	179	169
Gen. Studies	212	306	457	464
Lib. Arts	28	33	51	47
CDYC	45	75	74	81
Nursing	0	0	16	27
Pre-Nursing	61	86	187	529
Pre-Teaching	10	9	36	65
PTEC	1	1	2	7
Vocational	456	468	488	333
Undeclared	654	707	392	487
Total*	1765	2102	2128	2505

*Includes Tallulah LTC

Student Age Distribution

	2007	2008	2009	2010
<18	14.3%	0.2%	2.3%	11.4%
18-19	24.4%	16.8%	19.1%	27.8%
20-26	40.0%	61.1%	56.4%	37.5%
27-30	5.7%	7.1%	6.4%	7.8%
31-40	9.3%	8.6%	9.2%	10.1%
41<	6.3%	6.3%	6.7%	5.4%

	Ethnicity			
	2007	2008	2009	2010
White	67.5%	64.0%	59.0%	54.4%
Black	30.1%	33.4%	38.8%	43.5%
Hispanic	0.5%	0.8%	0.9%	0.9%
Asian	1.2%	0.7%	0.9%	0.5%
Unreported	0.7%	1.1%	0.4%	0.7%

Student Residency		
Parish/City	Number	Percent
Ouachita	1171	46.8%
Monroe	652	26.0%
West Monroe	397	15.9%
Rural Ouachita	122	4.9%
Morehouse	229	9.1%
Madison	187	7.5%
Richland	187	7.5%
West Carroll	152	6.1%
East Carroll	119	4.8%
Caldwell	81	3.2%
Franklin	67	2.7%
Union	51	2.0%
Lincoln	42	1.7%
Tensas	27	1.1%
Jackson	22	0.9%
Out of District	170	6.8%
Total	2505	

**COLLEGE CONTACTS
 ACADEMIC DEPARTMENTS**

Academic and Student Affairs		
Barry Delcambre, Vice Chancellor	345-9271	L408
Janice McDougal, Administrative Assistant	345-9271	L409
Academic Outreach Coordinator		
Tanya Epperson	345-9225	L319
Arts and Humanities/Teaching		
Karen Harmon, Division Chair	345-9233	L329
Behavioral and Social Sciences		
Carlos Morris, Program Director	345-9214	L305
Business and Technology		
Joseph Lane, Program Director	345-9222	L315
Care and Development of Young Children		
Donna Guice, Program Director	345-9159	L205
Electronic/Distance Learning		
Sharon Bowman, Coordinator	345-9241	L340
Library and Learning Resource Center and Student Success		
Annie McKinney, Director	345-9143	L143
Hugh Carter, Technical Services Librarian	345-9141	L142
Marty McKaskle, Library Specialist	345-9142	L142
Math and Sciences		
Kirk Bradley, Division Chair	345-9176	L225
Jackie Johnson, PTEC Coordinator	345-9290	A212
Nursing		
Bonnie Johnson, Division Chair	345-9173	L222
Administrative Assistant (VACANT)	345-9174	L223
Other Key Contacts:		
Dean of Enrollment Services, Carey Stickney	345-9130	L130
Dean of Student Services, Alvina Thomas	345-9145	L146
Human Resources Director, Melissa Ducote	345-9017	L116

FACULTY/STAFF DIRECTORY: <http://www.ladelta.edu/contact/>

Faculty Credential Requirements (SACS)

When hiring faculty, the instructor must meet the requirements established by the Southern Association of Colleges and Schools (SACS), as noted below:

SACS PRINCIPLES OF ACCREDITATION

Faculty 3.7.1 (Effective December 2006)

Comprehensive Standard 3.7.1 of the *Principles of Accreditation* reads as follows:

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

- e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Employment Application Process

Faculty Applications

The Human Resource Office is responsible for advertising vacant faculty positions. The Human Resource Office will provide the academic supervisor with current faculty applicant information for the identified discipline area. Faculty applicants that appear to meet Faculty credential requirements and guidelines may be contacted to determine availability, interest, and qualifications. If these criteria are met, the candidate will be asked to meet with the academic supervisor and selection committee for an interview and review of credentials.

Step One (if a position in discipline is available)

- Apply online by clicking on the job title you are interested in and clicking on the "Apply" link. If this is the first time you are applying using our new online job application, you will need to create an account and select a Username and Password. After your account has been established, you can build an application by clicking on the "Build Job Application" link. This application can be saved and used to apply for more than one job opening. It is important that your application show all the relevant education and experience you possess. Applications may be rejected if incomplete. **Online applications are stored on a secure site. Only authorized employees and hiring authorities have access to the information submitted.**
- **Resume and/or curriculum vitae,**
- **Official transcripts from all colleges and universities attended reflecting all coursework attempted and/or completed, and**
- **Three letters of recommendations.**
- Attach these items through the electronic application or mail the supporting documentation to Delta Community College, 7500 Millhaven Road, Monroe, LA, 71203, Attention: Human Resources.

Step Two (if applicant qualifications meet requirements of position)

- Meet with Academic Supervisor and interview committee
- Complete a writing sample
- Deliver a 15 minute class presentation

Step Three (if position offered to applicant)

- Complete Human Resources Forms and provide copy of picture and social security card and submit a voided check. (All forms are available through the Human Resources Office in the Louisiana Purchase Building, 7500 Millhaven Road, Monroe, LA 71203 – phone: 318-345-9017.

Adjunct Faculty Contracts: The College contracts with adjunct faculty on a per-course basis each semester. The per-course fee is for teaching the course/laboratory at the scheduled time and location, meeting with students outside of class, course preparation, grading, etc.

Adjunct Faculty Employment: Adjunct faculty members are employed on a per-course basis once a need has been determined. Final course assignments are made based on student enrollment, faculty credentials, availability of classroom space, etc. after late registration. Preference is given to full-time faculty. Adjunct faculty are hired as needed, and there is no guarantee of continued employment beyond the established contractual period.

Payment Schedule: Adjunct contracts are paid every two weeks, as noted on the pay period schedule distributed at Adjunct Convocation.

Maximum Course Load: 10 credit hours per semester unless otherwise approved by the Vice Chancellor of Academic and Student Affairs.

Class Meetings: Adjunct faculty must meet classes as scheduled. Any absence must be discussed with the academic supervisor for the area, who will assist in providing coverage by a substitute instructor or determining acceptable outside assignments such that learning will continue (i.e., book report, library assignment, view video, computer assignment, or work in lab/LRC). If the classes are not covered, the contract may be reduced.

Class Cancellations: Classes are cancelled for low enrollments after late registration and generally before classes begin. Low enrollment is considered any class with less than 8 students. Academic supervisors may request that low enrollment classes remain open when the course is new, required for graduation, required for programmatic sequence, or other exceptional reasons. Permission to maintain a low enrollment course must be approved by the Dean of Instruction and/or Vice Chancellor of Academic and Student Affairs in conjunction with the Vice Chancellor for Finance and Administration.

Upon approval of cancellation of a course, class rosters are printed and faculty members scheduled for the class are notified of the class cancellation by academic supervisors. Students are notified by phone, email, or writing by faculty or academic supervisors. Students are allowed to add or adjust their schedule at no cost. Class cancellations are posted.

DELTA CONNECTIONS

Mailbox: Adjunct faculty will be provided a mailbox at the beginning of each semester. Mailboxes are available in the Louisiana Purchase Buildings Room 251. Mailboxes will be assigned to adjunct faculty based on their classroom assignments by the Academic and Student Affairs Administrative Assistant, Janice McDougal 318-345-9271.

E-mail Accounts: Adjunct faculty will be assigned a Delta email account by the Delta HR Department and then the adjuncts go to <http://www.ladelta.edu/facultyStaff/> and click the “Adjunct Password Reset / Activation” link. Also, if they forget their password they can use this link and reset their password. . The email accounts serve as a **primary communication tool** between all college employees and between faculty and students. Your username and password will be assigned to you; however, you may change your password.

Username: first initial of your first name and last name

Parking Permit: Motor vehicles on campus used by employees of the College must be registered with the College and must display an official parking tag on the back window. To register your vehicle, contact the Director of Facilities, Michael Colvin 318-345-9107.

Identification Cards: Adjunct faculty will have ID cards made by the Office of Student Services. IDs are used for security purposes, as well as provide adjunct with library privileges at Delta Library and for access into secure areas.

TOOLS FOR SUCCESS IN THE CLASSROOM

College Publications: Adjunct faculty should familiarize themselves with the College Catalog, Student Handbook, and ADA Handbook. These publications are available in hard copy in the Admissions Office and Student Services in the Louisiana Purchase Building. These publications, as well as other college publications, manuals, and handbooks, are available online at: <http://www.ladelta.edu/publications/>.

Adjunct Faculty Convocation: Adjunct Faculty Convocation is held the Saturday morning before the first day of classes. This meeting time is set aside specifically for adjunct faculty to enable communication between administrators, staff, academic supervisors, and adjunct faculty. The convocation allows time for college, procedural, classroom, course, and assessment updates, as well as for professional development. All adjunct faculty are expected to attend.

Master Syllabus: The Master Syllabus for each course is developed by faculty and academic supervisors and maintained by the Academic and Student Affairs Administrative Assistant on the college website (<http://www.ladelta.edu/academics/masterSyllabi.asp>). The Master Syllabus must be used as the basic structure for planning and teaching the assigned course, as course outcomes must be achieved and specified assessments completed and documented. **(APPENDIX A)**

Expanded Course Syllabus: The Expanded Course Syllabus is the format to be used for all syllabi at Louisiana Delta Community College. This format includes the content of the Master Syllabus for the course and specific components and policies. The Expanded Course Syllabus should be **distributed to students the first day of class**. The Academic supervisor must receive and approve of the Expanded Course Syllabus. The Expanded Course Syllabus is an informal agreement between the instructor and the student about course content, course delivery, as well as expectations of the student **(APPENDIX B)**

Textbooks: Textbooks are selected for each course by lead instructors with input from full-time and adjunct faculty in the discipline area, and approved by the College Curriculum Committee. Desk copies of the textbook will be provided to the adjunct instructor by the Academic Supervisor. Faculty may supplement the course with other resources, but the textbook selected must be used as the primary resource. Ancillary materials which support the text may be requested through the Academic Supervisor.

Classroom Technology and Equipment: Classrooms in the Louisiana Purchase and Advanced Technology building have **computer/projector** equipment in each room. A mobile laptop cart is available in the Louisiana Purchase Building and may be scheduled through the Delta Library/Learning Resource Center staff. **Overhead projects** are also available. If additional resources are required, please notify the Academic Supervisor.

Library/LRC/Student Success Center

Hours of Operation:

Open: 7:00AM - 7:00PM Monday - Thursday
 7:00AM - 4:03PM Friday

The Louisiana Delta Library Student Success Center provides tutoring services for Delta Students for Fall and Spring semesters. Schedules maybe picked up in the library or viewed online from the library page. Librarians are also available to present Bibliographic Instructions to your classrooms to help students meet the needs of your research assignments. To schedule: contact Annie McKinney, Director of Library and Learning Resources at (318) 345-9143 or stop by the circulation desk in room 139.

Resources Available:

The library has 2 computer labs all with Internet access, laptops, camcorder, calculators, DVDs, Audio books journals (print), and online, Microscopes with prepared slides, CPR/lifesaving mannequins, models, full skeleton and a book scanner. We also have the Student Success Center available with tutor sessions throughout the day as well as over 9000 books in print for student and faculty checkout.

How to Reserve Materials:

The Library will place items on reserve at faculty request in room 139 at LPB. Please call 318-(345-9139/9140) or email amckinney@ladelta.edu for guidelines.

How to Schedule Bibliographic Instructions:

Bibliographic Instructions can be requested by phone, email, or through the link on the Library's Web page.

Copier and Printer Locations (student and faculty)

There is a printer in each computer lab and the student success center. The library does not have a copier however; the book scanner station can scan information into an email address or a USB device for printing.

Remote Access:

Simply use the URL: <http://www.ladelta.edu> and click on library. Enter your User ID: which is your campus ID and Password. Then check our Web Page for Off-Campus Access for the codes to be connected.

Classroom Number and Time: Information concerning assignment of the classroom and time is found on the schedule available on the website (www.ladelta.edu), posted on the kiosk in the LPB front lobby, kiosk in front of enrollment services, and on the temporary roster placed in

faculty mailboxes. Classroom locations may change just prior to commencement of classes, so faculty members are encouraged to check the posted class schedules. Any changes in the scheduled class meeting time or location by faculty must receive prior approval of the Academic Supervisor.

Attendance Report: Student attendance must be recorded for each class meeting day. The Dean of Enrollment Services provides an electronic attendance form to faculty or a grade book attendance record may be used to record attendance. The course Attendance Record document must be submitted to the Dean of Enrollment Services and Academic Supervisor upon completion of the course at the end of the semester. In addition, electronic reporting of attendance is required by all faculty at the end of the first week, third week, and final week of the semester as noted below.

Preliminary Enrollment Verification/Attendance (P ATT):

1. After your class has met for the final time the second week of class (Fall and Spring semesters), you must go to the **Faculty/Faculty Rosters (check email notification)** utility on the Delta Intranet and post attendance of each student on your roster. **This must be completed by the time specified by the Dean of Enrollment Services.**
2. After you tag student preliminary attendance with check the box to denote attending and leave the box blank to denote not attending, and note in the comment box the names of students who are attending your class but whose names **are not** on the roster, **SUBMIT** the data, print the roster for your records.

Final (14th day) Official Enrollment Verification/Attendance (F ATT):

1. After your class has met for the final time in the third week of class (Fall and Spring semesters), you must go to the **Faculty/Faculty Rosters (check email notification)** utility and post attendance for each student on your roster (step 2 above). **The enrollment verification must be completed by the designated date/time.**
2. Any student whose name is not on the roster should not be allowed to attend class. Send the student to Enrollment Services to correct his/her class registration.

Grade record: All faculty must maintain a class grade record which records assessment grades to coincide with grading criteria noted in the Expanded Course Syllabus. This grade record may be stored electronically in Moodle/Joule, Excel, or other electronic means or in hard copy in a grade book. A hard copy document must be submitted to the Dean of Enrollment Services and the Academic Supervisor upon completion of the course at the end of the semester.

Final Grade and Attendance Reports: The Final Attendance, including the Last Date of Attendance (LDA) for all W and F grades, and Grade reports are to be completed through the Delta Intranet site. Print and sign the final grade report and attach daily attendance record and Incomplete Grade Contracts to the report. Turn all documents in to the Enrollment Services Office. These must be submitted on the designated date, generally by noon on the Friday after the last final exam is scheduled to be given.

First Day Success

The first day of class sets the tone and climate for the entire semester. Make the best use of this time by meeting and greeting your students, establishing rapport, setting expectations for the course, and generating enthusiasm and interest in the subject.

1. Take Attendance

Take attendance at each class meeting – it is required. Use the Temporary Class Roster received from Enrollment Services on the first day of class to verify registration. This Roster will contain names of the students who completed registration prior to the printing of the report. Some students may have registered during Drop/Add after the Roster was printed, but should have a Drop/Add form to verify registration in the course. Please record on the Roster any students who may have registered late but are not listed on your Roster. If students do not have the proper documentation, please direct the student to the Office of Enrollment Services.

Record attendance on attendance forms beginning the first day the class meets.

- Enter a “P” when enrolled student is present in class.
- Enter an “A” whenever a student does not attend class.
- Enter a “T” whenever a student is tardy.

2. Introduce Your Course

The first day is important for establishing the climate for learning in your class. Introduce yourself and have students introduce themselves. Show enthusiasm for your subject by providing real world examples of the applications of the subject. Engage students in a first day activity to create an active learning atmosphere. Thoroughly discuss and review the Expanded Course Syllabus such that students are aware of course and instructor goals and expectations.

Important information to include in the syllabus:

- Faculty contact information and “office” hours, class meeting days and times
- Required and optional books
- Types of assignments
- Methods of assessment and grading policy
- Major assignment dates
- Classroom policies and procedures, e.g., attendance, tardiness
- Goals and expectations
- Pre-requisites necessary for the class (assure students meet these requirements)
- Other information: Library/LRC resources, ADA accommodations, security policies, etc.

3. Faculty Responsibilities to Student with Disabilities

The Office of Student Counseling and Disability coordinates campus-wide efforts to provide services and accommodations for students with disabilities. In compliance with the American Disabilities Act (ADA), the office ensures that eligible students receive proper classroom modification and serves as a liaison between faculty and students. Medical or psychological documentation is required to recognize a disability. To begin the services, a student must self-identify and submit proper documentation to the Office of Student Counseling and Disability. (See Louisiana Delta Community College ADA Student Services Handbook, pp. 22-23)

Student Disability Services at Delta exists to enable students with disabilities to participate in a full range of college experiences. The goal is to provide a fully integrated college experience for all students. We work to promote the desired environment at Delta that is physically and attitudinally barrier-free.

Faculty/Staff must:

1. Place a Statement of Reasonable Accommodations in course syllabus.
2. Participate in the development and implementation of the Student – Faculty/Staff Accommodation Agreement.
3. Maintain the privacy and confidentiality of students' services and records.

CLASSROOM POLICIES AND PROCEDURES

Class Time: Faculty must observe scheduled class hours. Instructors should be prepared for class and begin and end class as scheduled.

Classroom Guests: Only registered students should attend class or lab, except for special guests, speakers, or others allowed access by the instructor or College officials for official duties (i.e., classroom observation).

Classroom Policy: There is to be no eating, drinking or smoking in classrooms or laboratories.

Classroom Breaks: Classes which meet for 150 minutes or more are allowed a 10 minute break after 75 minutes.

Student Attendance Policy:

In order for students to achieve maximum benefit from courses, the institution has developed an attendance policy. This policy involves informing students, through the course syllabus, of specific penalties for unexcused absences. (Academic Affairs Policy 006.0)

Class Attendance Regulations

Class attendance is regarded as an obligation and a privilege. Students are expected to attend regularly and punctually all classes in which they are enrolled. Failure to do so may jeopardize a student's scholastic standing and may lead to suspension from the institution. Each instructor must keep a permanent attendance record for each student in each class. These records are subject to inspection by appropriate College officials. Faculty members are required to state in the course syllabus and explain to the students their expectations concerning the class attendance during the first week of classes. The extent to which attendance and participation in class will impact the grading rubric will be specifically outlined in the syllabus.

Students should consult their syllabus for specific attendance requirements and consult with their instructor prior to missing class. Students seeking excused absences must submit the reasons for their absences in writing to their instructor when they return to class. When a student accumulates an excess of unexcused absences (as noted below) the instructor may recommend to the Dean of Enrollment Services that the student be provided with information as to how to drop the class. Excessive unexcused absence is considered:

- **Five classes** in courses which meet M-W-F during fall and spring terms
- **Three classes** in courses which meet M-W or T-R during fall and spring terms
- **Two classes** in courses which meet once a week during fall, spring, and for five-week summer terms

Tardiness

A student who is tardy for a class meeting should resolve the matter with the instructor at the end of the class period during which the tardiness occurred. Otherwise, the instructor may treat the tardiness as an absence.

Missed Class Work

Students are responsible for all class work missed regardless of the reason for the absence. Immediately upon the student's return to class, a conference should be arranged with the instructor to determine what action, on the student's part, is necessary to compensate for the time lost and materials missed due to the absence.

Dismissal of Students from Classes

An instructor may, under certain circumstances, dismiss a student from a class for just cause as described in the *Louisiana Delta Community College Student Handbook* Code of Student Conduct

Refund Policy

Courses dropped with a grade of "W" are not refundable at any time and will not be credited to a student's account.

Tobacco – Free Policy

Louisiana Delta Community College seeks to provide a safe, healthy, pleasant environment for its faculty and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all state-owned vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

CLASSROOM SUCCESS

Be Accessible: Arrive early; welcome students to class, let them know you are interested in their success and learning.

Different Teaching Techniques: Adult learners enjoy varied teaching methods. It is suggested that different teaching activities (i.e., lecture, demonstration, video clip, guest speaker, group work, activity, etc.) be used every 15-20 minutes.

Use Visual Aids: write important concepts on the board, use PowerPoint, go to internet web links, and incorporate hands-on experiments or activities.

Assess Regularly: Assess student learning informally and formally on a regular basis. A simple formative check is to ask students to write down one lingering question from the class discussion topic or to write one sentence on what was covered in class. This is a good formative check for faculty delivery of instruction and student assimilation of content.

Each class should start with a summary or student review of the material covered in the previous class. A sufficient number of formal assessments should be given and returned to students by mid-term such that students can determine whether it would be in their best interest to withdraw from the class. This is also a good time for the instructor to determine if different instructional approaches should be utilized.

Encourage Good Study Habits: Students should be encouraged to study in groups, outside class, in the library/LRC, use tutorials for practice, etc. to improve success. Students should be encouraged to have the contact number of at least one other student in class to contact with questions about the class or for study “buddies.”

STUDENT SUPPORT SERVICES

Library/LRC/Student Success Center

Hours of Operation:

Open: 7:00AM - 7:00PM Monday - Thursday
 7:00AM - 4:03PM Friday

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Resources Available:

The library has 2 computer labs all with Internet access, laptops, camcorder, calculators, DVDs, Audio books journals (print), and online, Microscopes with prepared slides, CPR/lifesaving mannequins, models, full skeleton and a book scanner. We also have the Student Success Center available with tutor sessions throughout the day as well as over 9000 books in print for student and faculty checkout.

How to Reserve Materials:

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Remote Access:

Simply use the URL: <http://www.ladelta.edu> and click on library. Enter your User ID: which is your campus ID and Password. Then check our Web Page for Off-Campus Access for the codes to be connected.

Career Services

The Career Placement Office is part of the Division of Student Services at Louisiana Delta Community College. The goal of Career Services is to provide career counseling services and resources to assist students in exploring and defining their career options. The staff provides help in the job search process including workshops, job placement support and annual Career Fairs. Students have the opportunity to take the Kuder® Journey Assessments that will assist them in the career exploration process all the way to finding a job in their chosen career field.

Contact Person: Kay Harper-Hayes
Director of Career Placement and Student Services
Office: L152 Telephone: 345-9150
Email: khayes@ladelta.edu

Lisa Hibner
Career Counselor
Office L154 Telephone: 345-9151
Email: lahibner@ladelta.edu

Counseling Services

Counseling and Disability Services are part of the Division of Student Services at Louisiana Delta Community College. The goal of counseling services at Delta is to promote the overall educational programs by helping students strengthen communication skills, establish goals, and adjust to their academic and social environment. Delta welcomes all students to utilize our counseling services and take advantage of the resources that are available. Services include: individual/personal counseling, group counseling, and emergency-crisis intervention.

Disability Services

Disability Services is part of the Division of Student Services. Disability Services ensure equal opportunity to all qualified students with disabilities by providing reasonable accommodations to students who self-identify with the counselor. Students must complete a Student Counseling and Disability Services Intake Form and provide documentation of the disability. The requested accommodations must relate directly to the disability and the relationship must be documented in the reports. Each student's request is reviewed on a case-by-case basis to ensure that individual needs are met. Students must contact the Office of Counseling and Disability Services for an appointment to review documentation and to discuss possible accommodations.

Contact: Ruth Osborne, Ph.D.
Director of Counseling and Disability Services
Office #: L155
Telephone: 345-9152
Email: rosborne@ladelta.edu

END OF SEMESTER

Final Attendance Report: The student attendance record for each course is submitted to the Dean of Enrollment Services at the end of the semester. This document is also submitted to the Academic Supervisor.

Last Date of Attendance: Faculty will enter in the Delta Intranet a student's last date of attendance if they had a W or F.

Posting Final Grades: Final grades are not visibly posted on doors or walls at Delta. Final grades are entered, electronically, in the Delta Intranet and mailed within one week of the end of the semester. Faculty may post grades on Moodle/Joule, but the final grade is that grade which is posted in the Delta Student Record System by the faculty member. Final grades must be entered by noon of the day following the last day of final exams, generally Friday. A hard copy of the grade report must be signed by the faculty member and submitted to the Dean of Enrollment Services with a copy of the grade book. These documents are also submitted to the Academic Supervisor.

Grade Changes: It is the responsibility of the instructor to award grades to students. Grades may be changed only by submitting a written explanation with authorization of the instructor and signature of the Dean of Instruction/Vice Chancellor of Academic and Student Affairs (VCASA) on the Change of Grade form. If an error in grade calculation occurred, then a corrected grade book document must be submitted, as well. Once signed, these documents are submitted to the Dean of Enrollment Services who makes the official correction.

Request for Incomplete Grade: To issue an "I" grade, faculty must complete an "I" contract form which outlines the reason and plan for completion of course work. This form must be completed and receive appropriate administrative approvals. An "I" contract must be completed by mid-term of the following regular semester. An "I" grade is calculated as an "F."

ADJUNCT FACULTY EVALUATION

Adjunct faculty are observed in and out of the classroom by students and academic supervisors, both formally and informally. The evaluation process is designed to promote ongoing improvement and opportunities for open dialogue and discussion on teaching strategies and classroom management. Adjunct faculty are evaluated through the use of the Faculty Classroom Evaluation and the Classroom Observation and evaluation of Instructional Responsibilities form. **(APPENDIX C, D, and E)**

Students evaluate faculty in each class each regular semester using the Class Climate Survey system. Evaluations are completed on the computer. Faculty members are asked to allow students 10-15 minutes to complete this assessment during class, if computers are available. A laptop cart may be scheduled, if computers are not available. A verification slip may be requested to confirm students have completed the survey.

Academic Supervisors will observe adjunct faculty in the classroom setting at least once per academic year. Typically, the observation is unannounced. New adjunct faculty will be observed during the first semester of employment. Supervisors will meet with faculty to discuss observations and provide helpful suggestions for improvement.

EMERGENCY INFORMATION

Campus Accidents: Delta strives to maintain a safe environment for faculty, staff, students, and visitors to the campus. If an accident should occur, the cause must be investigated. An accident is defined as an unplanned and undesirable event that caused or could have caused personal injury or property damage. All accidents, including those occurring to non-employees, should be investigated by the supervisor responsible for the area in which the accident occurred and/or the Health and Safety Coordinator at 345-9105. "Near misses" are accidents also and should be investigated as thoroughly as an accident that results in injury or property damage. Failure of machines, equipment and materials should also be investigated, as these often cause injury to employees and students. Accident and failure investigations are undertaken to determine the causes of problems. There is always a cause for any accident or failure that occurs, and the cause should be determined so that corrective action can be taken to prevent or minimize recurrences. An investigation using the **Incident / Accident Investigation form DA2000** (<http://www.doa.louisiana.gov/orm/>) must be made with the notation that this is a non-employee, student, or employee at the top of the form and a report completed. This form must be kept on file at the college.

First Call: First Call is a notification system that sends instant messages when there is a potential emergency at Delta. Notification is sent by text message to your cell phone, voicemail to any phone, and/or email to your Delta address. All faculty, staff, and students are encouraged to register for the services at <https://alertregistration.com/ldcc/>. First Call will only be used if there is a weather-related threat or other natural disaster, a bomb threat, a potentially violent situation, a fire, an extended power outage, or any other emergency that might affect safety for Delta faculty, staff, or students.

Fire Extinguishers

Fire extinguishers are located in all buildings at Delta. Faculty should be familiar with the location of fire extinguishers. In case of fire, evacuate your class, call 911 and/or Campus Safety 345-9105, and use the fire extinguisher only if the fire is small and contained. If not, evacuate the building and wait for the fire department.

First Aid Kits

First aid kits are available in the various classroom buildings. Faculty should be familiar with the location of these kits.

Louisiana Purchase Building:	L214 (Nursing Area – Respiratory Lab) L237 (2 nd Floor copy room) L333 (3 rd Floor copy room)
Advanced Technology Center:	A 214 (high bay area) A112 (Receiving and shipping)

Emergency Contacts: Campus Safety (Security) can be reached by dialing x9105, or by selecting the preset button on your office or classroom phone (all programmed to dial Campus Security), or by contacting the receptionist during business hours.

IMPORTANT FACULTY LINKS

Advising information and forms

<http://www.ladelta.edu/academics/advising.asp>

Americans with Disabilities Act- A Student Services Handbook

<http://www.ladelta.edu/studentServices/disabilityServices.asp>

Articulation matrix and University crosswalks

<http://www.ladelta.edu/academics/transfer.asp>

Joule Log-in

<http://joule.ladelta.edu/login/index.php>

Calendar

<http://www.ladelta.edu/calendar/>

Catalog, Personnel Policy Manual, Academic Affairs Policy Manual

<http://www.ladelta.edu/publications/>

Degree Plans

<http://www.ladelta.edu/academics/programs.asp>

Library/Learning Resource Center

<http://www.ladelta.edu/library/>

Schedule of Classes

<http://www.ladelta.edu/schedule/>

Student Handbook

<http://www.ladelta.edu/publications/>

APPENDIX A

<p>Louisiana Delta Community College Academic Affairs Master Syllabus Date Approved: _____ Revised: _____</p>
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Course Name:		
Course Number:		
Lecture Hours:	Lab Hours:	Credit Hours:
Textbook:		
Author:		
Publisher:		

Course Description:
Prerequisites:
Co-requisites:

Learning Outcomes:
On completion of this course, the student will be able to:
<ol style="list-style-type: none"> 1. 2. 3. 4.

Assessment Measures:						
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Type of Assessment</th> <th style="width: 33%;">Points</th> <th style="width: 33%;">Approximate % of Grade</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Type of Assessment	Points	Approximate % of Grade			
Type of Assessment	Points	Approximate % of Grade				

Appendix B
Louisiana Delta Community College
Expanded Course Syllabus

Faculty Name:
Office Location:
Office Phone Number:
Email Address:
Office Hours

Note: Items #1-10 should come directly from Master Course Syllabus.

1. Course Name:
2. Course Prefix and Number:
3. Course Description:
4. Credit hours:
5. Prerequisites and Co-requisites:
6. Text:
7. Other Text References:
8. Learning Outcomes:
9. Course Outline
10. Evaluation/Assessment Measures:
 - a. Examinations/quizzes
 - b. Activities/projects
 - c. Research
 - d. Evaluation and Grading System:
Grading Scale (example)

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 - 59	F

*Developmental courses grading scale:

90-100	A
80-89	B
70-79	C
0-69	"N" or "F", students will only receive an F for excessive absences

11. Tentative course schedule for semester (by day or week)

12. College and Classroom Policies

A. Students with Disabilities

The Office of Student Counseling and Disability Services coordinates campus-wide efforts to provide services and accommodations for students with disabilities. In compliance with the American Disabilities Act (ADA), students with documented disabilities who need course accommodations, have emergency medical information or require special arrangements for building evacuation should contact the instructor within the first two weeks of class at 318-345-8152 or office listed above.

B. Attendance

Attendance policies correspond to those listed in the *Delta Academic Catalog*. Class attendance is regarded as an obligation as well as a privilege, and all students are expected to attend regularly and punctually all classes in which they are enrolled. A student shall submit written excuses for all class absences to the appropriate instructor within three class days after the student returns to the respective class. Students are responsible for all class work missed regardless of the reason for the absence.

C. Academic Support Services: Delta provides students with resources and support outside of the classroom through the Library/LRC in L139 (<http://www.ladelta.edu/library/>) and a Student Success Center which provides workshops, resources, and tutorial support.

D. Electronic Devices/Other noise-making devices

Cellular telephones, beepers, and other noise-making devices must be turned off during class time. If this policy is not adhered to, you will be asked to leave the room to avoid further interruptions.

E. Safety Regulations

No firearms, weapons, tobacco products, alcoholic beverages, or illegal drugs are permitted in the classroom. In the event you do not adhere to this policy, you will be asked to leave the classroom and expulsion from the college is possible.

F. Academic Integrity

Louisiana Delta Community College upholds standards of academic integrity of its students and faculty. Academic integrity is essential to assure learning through assessment. Students are responsible for being aware of and adhering to academic rules and regulations for the college

and classroom as defined in the *Delta Academic Catalog* and *Delta Student Handbook*. Academic dishonesty includes but is not limited to cheating, fabrication, plagiarism, interference, misrepresentation, violation of class rules, and fraud. Identified instances of academic misconduct or dishonesty warrant disciplinary actions by the instructor or college. Please refer to Delta's *Student Handbook* for more information.

LOUISIANA DELTA COMMUNITY COLLEGE CODE OF STUDENT CONDUCT

All members of the College community are expected to respect the principles of honesty and mutual trust embodied in the honor code. Students are responsible for preparing their own written work in every class unless specifically permitted by the instructor to combine efforts on an assigned project. Students are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared. Furthermore, students are expected neither to sanction nor tolerate violation of the honor code by others.

Students will not give or receive any unauthorized aid on any examination or paper. If a student witnesses anyone else doing so, that student must be reported immediately to the faculty member and/or the appropriate College administrator.

ACADEMIC MISCONDUCT

Types of Academic Misconduct (1.01)

Although all academic misconduct is wrong, premeditated acts of academic misconduct represent a greater threat to the integrity of the College than do unpremeditated acts of academic misconduct.

Categories of Academic Misconduct (1.02)

Cheating is the intentional use of inappropriate assistance, information, materials, or study aids in any academic exercise. Cheating includes the use of unauthorized assistance, information, or materials on tests, homework, quizzes, papers, projects, and all other academic assignments. Additionally, students who provide such unauthorized assistance are also guilty of cheating.

Fabrication is defined as altering official college documents, forging signatures of college officials or other individuals, or changing grades and other academic records. Fabrication also includes submitting false records to gain admission to the College. Furthermore, any oral or written misrepresentation of truth in any communication with College administrators, faculty, or staff is also fabrication.

Plagiarism involves submitting another person's ideas, words, data, arguments or sentence structure as the student's own without proper documentation.

Misrepresentation is intentionally presenting oneself as someone else, or intentionally misrepresenting a condition or situation to gain credit or concessions on academic work, including make-up tests, projects, and class assignments.

Violation of class rules is the intentional failure to follow the class policies concerning assignments and behavior.

Other forms of academic misconduct include **complicity**, the willing involvement with others in any academic misconduct; **software fraud**, the unlawful downloading and copying of computer software used in the creation of academic work; and **multiple submissions of work**, handing in academic work that was done previously by the student for another class, or by someone else.

Disciplinary Sanctions for Academic Misconduct (1.03)

Depending on the type of violation, the number of times a student has committed an offense, and the discretion of the instructor, penalties may include any combination of the following:

1. Loss of partial credit for the assignment.
2. Reduced grade for the course.
3. Grade of "F" for the course.
4. Zero assigned to test or assignment.
5. Academic Probation
6. Counseling
7. Academic Suspension
8. Expulsion

Administration of Penalties (1.04)

Instructors assign penalties to the student based on the above criteria. Student appeals of the penalty will be directed to the appropriate Academic Supervisor, or, if necessary, to the Dean of Instruction/VCASA.

Should the student's violation of the Academic Honesty Policy warrant probation, suspension, or expulsion, the matter will be referred to the **Admissions and Academic Appeals Committee**. **Appeals of penalties will be directed to the Vice Chancellor of Academic and Student Affairs.**

The complete Academic Misconduct policies and the Due Process Procedure (sections 1.05-1.06) are listed in the Student Handbook.

Appendix C

Class Climate	Faculty Evaluation [Copy]
Delta Community College	Fall 2009 Semester
Institutional Effectiveness	Faculty Evaluation

Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

We appreciate the time you have taken to fill out this survey. You may type in any other comments at the end of the survey.

1. Student Information

- 1.1 Gender Male Female
 1.2 Class level Freshman Sophomore Omit
 1.3 What grade do you expect to receive? A B C D Omit

2. Survey

- 2.1 The instructor clearly states the requirements for this course and provides an appropriate syllabus. Strongly Disagree Strongly Agree
- 2.2 The instructor starts and ends class on time. Strongly Disagree Strongly Agree
- 2.3 The instructor seems well prepared for class and demonstrates a clear understanding of the course material. Strongly Disagree Strongly Agree
- 2.4 The instructor evaluates and test on the material covered and assigned in class. Strongly Disagree Strongly Agree
- 2.5 The instructor makes clear and understandable presentation. Strongly Disagree Strongly Agree
- 2.6 The instructor creates a positive atmosphere in the class that promotes learning. Strongly Disagree Strongly Agree
- 2.7 The instructor returns assignments and exams in a timely manner. Strongly Disagree Strongly Agree
- 2.8 The instructor keeps posted office hours. Strongly Disagree Strongly Agree
- 2.9 The instructor is willing to work with me outside of class. Strongly Disagree Strongly Agree
- 2.10 The instructor's overall quality of instruction in this course contributed to my learning and my willingness to recommend this teacher. Strongly Disagree Strongly Agree

3. Comments

3.1 Please describe your opinion of this class.

SAMPLE

Appendix D

Class Climate	ELearning Faculty Evaluation [Copy]
Delta Community College	Fall 2009 Semester
Institutional Effectiveness	Online Faculty Evaluation

Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
 Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

4. Online Evaluation

- 1.1 What is your gender? Male Female
- 1.2 What grade do you expect to receive in this course? A B C I prefer not to answer
- 1.3 What is your class level? Freshman Sophomore I prefer not to answer
- 1.4 The instructor's explanations and syllabus describe this class's requirements accurately. Strongly Disagree Strongly Agree
- 1.5 The instructor posted material and/or assignments in a timely manner. Strongly Disagree Strongly Agree
- 1.6 The instructor was prepared and had a good command of the subject matter. Strongly Disagree Strongly Agree
- 1.7 The instructor summarized or emphasized important points through the use of a variety of instructional activities – summaries, lectures, illustrations, PowerPoint's, etc. – that helped you understand the course material. Strongly Disagree Strongly Agree
- 1.8 The tests and/or graded assignments covered the important aspects of the course. Strongly Disagree Strongly Agree
- 1.9 The lessons and assignments were appropriately paced so you had sufficient time to complete the work. Strongly Disagree Strongly Agree
- 1.10 The instructor was respectful and was willing to respond to your questions and concerns. The availability of expected help for this class, including class questions/office hours existed. Strongly Disagree Strongly Agree
- 1.11 The instructor provided regular feedback about your performance in a timely manner throughout the course. Strongly Disagree Strongly Agree
- 1.12 Does the overall quality of instruction in this course contribute to your learning and to your willingness to recommend this teacher to others? Strongly Disagree Strongly Agree

1.13 Please give any comments that you may have about this online course.

SAMPLE

Appendix E
LOUISIANA DELTA COMMUNITY COLLEGE
TEACHING AND INSTRUCTION FORM

Faculty Member: _____

Course: _____

Observer: _____

Title: _____

Semester _____ Year: _____

Rate the faculty member's performance using the rating scale indicated below for each item.

5=Outstanding	4=Exceeds Expectations	3=Meets Expectations	2=Needs Improvement	1=Unsatisfactory	N/O or N/A=Not Observed or Not Applicable
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CLASSROOM OBSERVATION OF FACULTY (A.1. 40%)

Date of Visit _____

Length of Visit _____

- ___ 1. Objectives of the lesson are clearly stated and/or displayed.
- ___ 2. Evidence of teaching to different styles of learning is facilitated using appropriate instructional activities and use of instructional resources (i.e., space, materials, and equipment) appropriate for the course, meeting time, and class objectives.
- ___ 3. Class presentation is appropriately sequenced, well organized, and delivered professionally, utilizing time effectively.
- ___ 4. Mastery of the content for this lesson is demonstrated.
- ___ 5. Important ideas are clearly explained. Used questions to monitor understanding.
- ___ 6. Relevant student participation/involvement is encouraged.
- ___ 7. Critical thinking and analysis are urged.
- ___ 8. Verbal and non-verbal communications are utilized in a way that aids student understanding. Positive interaction with students is displayed.

Total: _____/8

Average: _____