

CENTER FOR TEACHING EXCELLENCE FACULTY GUIDE TO RESOURCES AND SERVICES

What is Available? Whom Do I Ask? What is the Policy?

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Dear Colleague,

This guide has been designed with your teaching needs in mind and we hope you find it a useful resource. The Center for Teaching Excellence (CTE), located in Room 324 of the Technology and Learning Center (TLC), exists to support and facilitate excellence in teaching. To this end, we have developed this guide to familiarize you with the teaching and learning resources and services available to you through the CTE and campus-wide. In addition, you will find a section on helpful teaching and learning tips.

I invite you to visit the CTE. We offer a variety of workshops, a specialized resource lending library, a faculty technology workroom with computers, scanners and other hardware and software, individual consultations, guidance in curriculum development and much, much more. Our facility offers comfortable surroundings and you will find our staff welcoming and dedicated to assisting you!

Yours in Teaching,

CTE Director

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Introduction

The purpose of *The CTE's Faculty Guide to Resources and Services* is to provide you with the information you will need to prepare for your role as a faculty member. While this guide was designed to meet the needs of new faculty, we believe experienced LCC faculty members will also find it useful. This guide is divided into five sections.

- *Section I* focuses on the resources and services available to faculty through the Center for Teaching Excellence (CTE).
- *Section II* covers general information about LCC.
- *Section III* explains how to access the many different systems LCC uses to operate the College.
- *Section IV* shares feedback from LCC students on how they learn.
- *Section V* offers teaching and learning tips.

Every effort has been made to provide the most up-to-date information, web links, and contacts as of July 2019. If you have a question this guide does not address, please call the CTE at (517) 483-1680, and our staff will do their best to direct you to the appropriate resource. If you find incorrect information in this document, please call to let us know. The *Faculty Guide to Resources and Services* is updated and reprinted every summer.

The Center for Teaching Excellence exists to help you create the most effective teaching and learning environment possible for you and your students. We hope this guide contributes to a productive and enjoyable experience for you at LCC.

SECTION I

The Center for Teaching Excellence

- “A Place for Faculty”
- CTE Services
- CTE Resources
- Frequently Asked Questions (FAQs) About the CTE

A Place for Faculty

Origin of the Center for Teaching Excellence

The Center for Teaching Excellence (CTE) was established in 1994 through the visionary work of a group of faculty, administrators, and staff who had been inspired by the 1989 International Conference on Teaching Excellence held in Austin, Texas. This planning group developed the mission and goals that would create “A Place for Faculty,” the purpose of which is to enhance teaching potential and effectiveness. Further, the vision earmarked the CTE as “a place for faculty” to exchange ideas and resources, receive assistance with course and lesson development, and have opportunities to learn new skills.

Over the years, the originating group evolved into the Leadership Team, which offers the opportunity for academic areas on campus to be represented. This advisory group provides direct access to faculty and gives advice to the Center on offerings and initiatives. Day-to-day operations are directed by an experienced group of faculty and staff with expertise in faculty development and instructional technology. Not only is the CTE closely linked to faculty, but it is also under the Academic Affairs Division, which provides support for all aspects of learning at LCC. With these critical linkages, the CTE is able to respond in a timely way to support a variety of faculty needs.

Mission Statement

The mission of the Center for Teaching Excellence is to inspire and enable faculty to enhance teaching potential and effectiveness so that students are more likely to achieve desired learning outcomes. The CTE uses a collaborative approach, building on faculty strengths, focusing on the tasks of instruction and learning, and bringing faculty in contact with excellent instructional practices and technology.

Goals

- Offer instructional strategies and support using a collaborative, problem-solving approach to improve learning.
- Encourage a focus on how students learn and how different teaching approaches can impact student learning.
- Demonstrate and facilitate the appropriate use of instructional technologies to enhance learning.
- Provide opportunities for faculty to come together to share teaching experiences and expertise.
- Assist faculty in developing student learning outcomes and designing appropriate assessment methods.
- Provide opportunities for renewal and growth in teaching to senior faculty.

A Place for Faculty (continued)

CTE Guiding Principles

- The CTE supports a campus culture that recognizes and values the faculty role.
- Participation in CTE activities is voluntary, confidential and developmental, rather than evaluative.
- The CTE attempts to develop a variety of ways to share the talent, energy and expertise of our instructors.
- The CTE attempts to increase communication about teaching and learning.
- The CTE provides a place for accessing resources and exchanging ideas on current teaching practices.
- The CTE does not engage in personnel-making decisions.



CTE Library/Lounge, TLC 324
(Technology & Learning Center Building)

New and Veteran Faculty

Among its various roles, the Center for Teaching Excellence serves as a welcoming place for new faculty - a place to meet colleagues and enhance teaching and facilitation skills. This function may be particularly critical for part-time faculty, many of whom tend to experience feelings of isolation and a lack of connection to the larger college community. Along with their department, the Center provides a concrete place where new faculty may connect and receive support. It is the one place on campus focusing solely on the teaching and learning experience, with assembled resources and services designed to support this endeavor.

The CTE has something to offer even the most experienced faculty members. Veteran faculty share their experiences with colleagues in seminars, develop and facilitate workshops in their areas of expertise or interest, and upgrade their knowledge base as cutting-edge ideas and technologies are presented in workshops. Additionally, veteran faculty expertise adds richness and depth to the total learning experience for all during their visit to the CTE.

The Center for Teaching Excellence has been designed as a place where faculty may gather and exchange ideas about teaching and learning, as well as connect with the resources they need to help their students achieve the learning outcomes in their courses.

CTE Services

Faculty Orientations

The goals of the Faculty Orientation sessions are to create a welcoming transition for new instructors and connect them to LCC resources and services. In addition to meeting new faculty, the following topics will be addressed:

- **Important Teaching Tips** such as active learning and effective use of PowerPoint.
- **LCC systems** that impact faculty, such as myLCC, Office 365, and Banner Web Self-Service.
- **Making your course accessible** to students with differing abilities.
- **Universal Design for Learning (UDL)** tips and techniques for curriculum and course development to address learner variability.
- **Open Learning Lab** is an online learning platform that goes beyond content delivery to focus on community, connectedness and student engagement.
- **The various resources and services** available through the Center for Teaching Excellence (CTE), IT Services, Police, Public Safety, and Parking, etc.
- **College policies**, such as the Enrollment Verification Policy, “W” (Withdraw) grades, etc. and use of the Concourse syllabus system and D2L gradebook.
- **Information on professional development opportunities**, such as the CTE’s 12-Week Course, *Transforming Learning through Teaching*, and the *LCC/CTE Teaching Online Certification Course*.

The Center for Teaching Excellence offers face-to-face orientation sessions at the onset of each semester, along with an online version, which is available throughout each semester. See our website at lcc.edu/

cte/workshops/orientation.aspx for more information and to register online, or call the CTE registration hotline at (517) 483-1977.

Transforming Learning Through Teaching Course

The CTE offers a 12-Week course, *Transforming Learning Through Teaching (TLTT)*, both Fall and Spring semesters. It provides faculty and interested staff the opportunity to:

- Experience teaching and learning techniques and strategies that can be adapted to their courses.
- Meet colleagues from across disciplines to share victories and resolve challenges.
- Try new teaching techniques with the support of colleagues doing the same.
- Learn more about LCC policies and practices that impact teaching and learning.

Additional Information

- To learn more about this course and to register, go to lcc.edu/cte/workshops/tltt.aspx.
- For more information, contact the CTE staff at (517) 483-1680.



CTE 12-Week Course in Progress, TLC 326

CTE Services (continued)

Workshops

LCC faculty have access to timely, ongoing workshop opportunities through the CTE. Our workshops offer practical techniques and strategies to strengthen teaching and learning. Faculty are also introduced to effective methods for incorporating instructional technology into the learning environment. These professional development opportunities are significant as the College continues to move to a learning-centered environment.

The majority of our workshops are offered in a one, two, or three-hour format. The workshop schedule is available at the onset of each semester and can be accessed via the CTE's website at <http://www.lcc.edu/cte/workshops/calendar.aspx>. Additionally, email reminders are sent prior to each workshop. You may register for workshops by responding to the registration form that accompanies email advertisements, by calling our registration line at (517) 483-1977, or by enrolling online at <http://www.lcc.edu/cte/workshops/registration.aspx>. There are no fees for CTE workshops taken by LCC employees. Note: For the most current list of workshops, go to our website at <http://www.lcc.edu/cte/workshops/registration.aspx>.

LCC/CTE Teaching Online Certification

As online enrollment continues to rise, so does the need for faculty who are prepared to teach online. Designing and teaching online courses requires skills that differ somewhat from those required of teaching face-to-face classes. To that end, this online course has been designed specifically for faculty who will be teaching online and/or hybrid courses and who have an understanding of the current LCC Course Management System. Upon completion, the successful participant will be able to:

- Apply basic skills and knowledge relevant to teaching in the online environment.
- Create a clearly designed Master Course in Desire2Learn that incorporates topics learned in this TOC course.
- Distinguish among and employ a wide range of assessment strategies.
- Gain knowledge of pedagogical approaches and student engagement techniques in the online learning environment
- Apply LCC's Course Management System Standards and Policies.
- Explore existing and evolving technologies, including communication and collaboration applications as well as educational technology systems and trends.
- Demonstrate proficiency utilizing the current Course Management System, Desire2Learn.

For information regarding the Teaching Online Certification course, and to register, contact the CTE staff at (517) 483-1680.

Why Participate?

The Center for Teaching Excellence (CTE) offers over 100 different learning opportunities each year. Based on your participation, the Learning Scholars Program will recognize your learning endeavors by awarding different levels of scholarship. Scholarship will be recognized on the CTE's website and on Faculty Appreciation Day.

Self-Paced Online Workshops

It is also possible to experience some of the CTE's workshops in a self-paced, online format via the CTE's website at: lcc.edu/cte/resources/self_paced/.

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CTE Services (continued)

Getting Your Class Off to a Great Start

Participants in this workshop learn a variety of icebreaker activities, how to create a positive environment, a technique called “problem posting,” how and what course policies to cover, as well as suggestions for introducing the course content on the first day of class.

Course Planning and Development

This workshop focuses on developing and writing outcomes, learning activities, and assessment methods. Elements of a course syllabus and textbook selection criteria are also examined.

Early Semester Student Feedback Techniques

Learn quick and easy student feedback techniques that may be used throughout the semester to determine what activities enhance and hinder student learning.

Online Teaching Support

The Center for Teaching Excellence acts as an on-going resource for faculty who are developing and implementing an online and/or hybrid course. Support is offered in numerous ways, including training on website and communication tools, along with a host of additional resources, such as:

- The “LCC/CTE Teaching Online Certification”
- Individual instructional technology support, available Monday through Friday, in TLC 324 during our open hours on a walk-in basis or by appointment
- Scanners
- CD/DVD burners

Videotaped Workshops

The CTE has a growing selection of videotaped workshops and presentations in an abbreviated format accessible at www.lcc.edu/cte/resources/workshop_videos.aspx.

Developing Your Teaching/Learning/Service Portfolio

In this section, developed by Psychology Professor, Sharon Hughes, learn what professional portfolios are and what is typically included in a portfolio. To learn more about portfolios, go to our website at lcc.edu/cte/resources/self_paced/professional_portfolio/.

Individual Consultation Services

For faculty members who want individual support from CTE staff, it is readily available in the following areas:

- Lesson planning and development.
- Instructional technology assistance from experienced faculty and technical support staff.
- Classroom management issues in the learning environment.

To find who can best meet your needs in the areas addressed above, contact the CTE at (517) 483-1680.

Faculty Appreciation Day

Although the CTE appreciates LCC faculty everyday, it does so in a grand way during the month of April, and hosts a very special day-long event celebrating faculty. Faculty Appreciation Day is always a relaxing experience shared with familiar and new colleagues. It is an event you will be glad you attended. The CTE advertises Faculty Appreciation Day activities during Spring Semester.

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CTE Services (continued)

IDEA Resources (Course Evaluations)

The course evaluations that LCC students complete at the end of each semester are a product of The IDEA Center, a non-profit organization whose mission is to serve colleges and universities committed to improving learning, teaching, and leadership performance. Course evaluations are completed entirely online using a platform called “Campus Labs.” To learn more about the IDEA Student Feedback Report, Campus Labs, and to view helpful video tutorials, visit lcc.edu/cte/resources/idea/index.aspx.

The Applegram Program

An Applegram is like a telegram. It is a message of appreciation, a way to say “thanks.” A student or LCC employee can send an Applegram to an instructor or staff member who has made a positive difference. It might be sent to compliment teaching methods, enthusiasm, preparation, classroom interaction, special help, etc. To send an Applegram, go to the CTE’s website at lcc.edu/cte/services_support/applegram/ and complete the online form. Since the CTE introduced the program in 1999, well over two thousand Applegrams have been sent to deserving LCC faculty and staff!

CTE Resources

The CTE Website

Visit our website at lcc.edu/cte. In addition to general information about the Center for Teaching Excellence and its staff, resources, and services, you will also find information regarding:

- The CTE's open hours for each semester
- New Faculty Orientations
- The workshop calendar
- The 12-Week Course, *Transforming Learning Through Teaching*
- The *LCC/CTE Teaching Online Certification Course*
- Teaching resources, services and support
- Teaching Tips
- Accessibility
- Open Learning
- Links to newsletters, articles, and journals related to teaching and learning
- Faculty Appreciation Day
- And much more!

Resources Available Online

In addition to the above, you will find the following valuable resources available via the CTE's website.

Teaching Tips

The CTE is always exploring ways to support teaching and learning at LCC. Teaching tips are archived on our website at lcc.edu/cte/resources/teachingtips/. If you have suggestions for teaching tip topics, do not hesitate to let us know via phone (517) 483-1680 or by email at cte@lcc.edu.

Dealing with Disruptive Behavior

This brochure provides background information on disruptive behavior, as well as suggestions for preventing and/or coping with it. For a copy of this invaluable resource, see the CTE's website at lcc.edu/cte/pdf/disruptive_behavior.pdf.

Classroom Strategies for Fostering Student Retention

This booklet includes 12 key strategies with specific examples for retaining students, which faculty can adapt to their courses. It can be accessed at lcc.edu/cte/resources/studentretention/.

CTE Faculty Technology Room (TLC 324H)

The CTE Faculty Technology room within the CTE provides a number of unique resources for faculty and staff. The Center's resources include state-of-the-art hardware and software. In addition, CTE staff are usually available to assist with your instructional technology questions.

Hardware and Equipment in the CTE

There are Windows computers along with one Mac, scanners, both a color copier/printer/scanner and a black & white printer, CD & DVD burners, and a 25 inch wide laminator available for faculty use.

Additionally, the Center has a collection of portable equipment which may be borrowed such as:

- Three Keyspan remote mice
- Three Personal Response Systems ("Clickers"). One system is an Infrared (line of sight), and the other two are radio frequency based. It is recommended that instructors arrange training with a CTE staff member (517) 483-1680

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CTE Resources (continued)

before attempting to use this resource.

- One digital recorder
- Phone charging station

Most equipment can be borrowed for one week and renewed for one week. However, the Keyspan can be borrowed for 24 hours and the “Clickers” can be borrowed for 48 hours. Special considerations for extensions are made.

Software Available to Use in the CTE

The computers in TLC 324H are loaded with a variety of software. While all programs are not available on all machines, a sign on each computer monitor lists the specialized software installed on that machine. Ask the technical staff on duty which computer has the specific software you need. A sampling of our software, grouped into broad categories, includes:

Multimedia Presentation

- Microsoft Office 2016
- iSpring (Converts PowerPoint slides to Flash. Two copies available.)

Accessibility

- ABBYY Reader
- JAWS
- MathType 6.9

Database

- Microsoft Access 2013

Graphics

- Adobe Illustrator CS5
- Adobe Photoshop CS5
- Adobe Photoshop Elements

Operating Systems

- Mac Snowleopard
- Microsoft Windows 10

Page Layout

- Microsoft Publisher 2013
- Adobe InDesign CS5

PDF Reader/Editor

- Adobe Acrobat Pro Reader/Writer
- Microsoft Word 2013 can be used to write to PDF formatted files.

Spreadsheet

- Microsoft Excel 2013

Video

- Camtasia

Web Design

- Adobe Dreamweaver CS5
- Microsoft SharePoint Designer 2013
- Adobe Flash CS5

CTE Resources (continued)

Presentation Room (TLC 326)

This room is the site for our workshops and 12-week course. This room may also be reserved for departmental/program meetings or trainings.

To reserve the Presentation Room (TLC 326), call the CTE at (517) 483-1680 after the onset of each semester.



CTE Presentation Room, TLC 326

“Teaching is a lifelong art, that...involves continuous learning, not just for the student but for the teacher as well.”

—Joseph Katz and
Mildred Henry

FAQs About the CTE

Questions about General Office Operations

When is the CTE open?

During Fall and Spring Semesters, the CTE is open from 8:00 a.m. to 6:00 p.m., Monday through Thursday, and 8:00 a.m. to 4:00 p.m. on Friday. During Summer Semesters, between semesters, and during Spring Break, the CTE is open Monday through Thursday, from 8:00 a.m. to 5:00 p.m., and 8:00 a.m. to 4:00 p.m. on Friday. During the final week of each semester, the CTE offers extended open hours to assist with grade entry. For more information on our extended hours, visit our website, or call (517) 483-1680.

Who will find the CTE helpful?

Faculty and staff involved with the teaching and learning process will find the CTE's resources and services valuable.

How do I reserve TLC 326, the CTE Presentation Room?

After the onset of each semester, TLC 326 may be reserved for special events and meetings by submitting a request through R25.

May I use the phone or the fax?

The fax machine is available for LCC faculty and staff use. The phones are for CTE staff use only.

Can someone in the CTE make copies, labels, and the like for my classes?

The CTE does not have the capacity or resources to do this type of work. However, if you are facilitating a workshop through the CTE, our staff can reproduce copies of your materials if received three to five working days in advance of the workshop.

Questions about the CTE Library and Computer Workroom

What types of resources and equipment do you have in the Center for Teaching Excellence?

Briefly, the CTE has:

- A reference library with various titles on teaching and learning
- A large variety of software (see page 20)
- State-of-the-art equipment for use in the Center, including an Apple Computer and several PCs, scanners, CD & DVD burners and a color copier/printer
- Portable equipment for checkout including remote mice, and Classroom Response Systems ("Clickers")
- Personnel to assist with using the equipment and software programs

For more information about the CTE's resources and services, see our website at lcc.edu/cte. The site also includes information about our library and allows users to search for and check the availability of books at lcc.edu/cte/lib_tech/library.aspx.

Who can check out books and equipment from the CTE? How long may I keep items I check out?

The Center loans materials to LCC faculty and staff who have a valid form of identification. Books are checked out for three weeks. Multimedia are checked out for two weeks. Technology equipment is checked out for one week or less, depending on the item.

FAQs About the CTE (continued)

May I suggest new books for the CTE's library?

Yes, suggestions for new material for the CTE library can be made via our website at http://lcc.edu/cte/lib_tech/library.aspx.

May I renew books or other materials that I have checked out?

Yes, you may either send an email to the Center for Teaching Excellence at cte@lcc.edu or call us at (517) 483-1680. Books and videos are renewed for two weeks. Most technology equipment is renewed for one week unless it has been reserved by another patron.

Questions about the CTE's Technical Resources and Services

Where are the computers, printers, and scanners for visitors located?

They are located in the Faculty Technology Room, TLC 324H, to the left of the reception desk.

Where is the laminator and what arrangements do I need to make to use it?

The laminator is located behind the CTE front desk in TLC 324. Please call the CTE at (517) 483-1680 at least 30 minutes in advance, so that our staff can prepare the laminator for your use.

How many Apple Computers and PC's are there in the Faculty Technology Room?

There is one iMac, and nine Windows 10 computers.

What version of Microsoft Office do you have?

The computers in the Faculty Technology Room, TLC 324H, have Microsoft Office 2016, which includes:

Word, Excel, PowerPoint, Access, Outlook, Visio, and Publisher. Please see the software listing on page 20 for a sample of many other types of software that are loaded on the computers in TLC 324H.

Do you have a color copier/printer?

Yes, a Konica C280 copier/printer, which is available to use for small (5-10 pages) printing and copying jobs. For larger print jobs, speak to your department.

Do you have a scanner? If so, how do I scan pictures or text?

The CTE has three scanners, all of which are capable of high resolution scanning. A set of directions (QuickStarts) for scanning pictures and text have been prepared and are available in TLC 324H. If the QuickStarts do not meet your needs, as always, staff members are available to assist you. The Konica C280 copier can also function as a sheet-fed scanner, and a QuickStart is available for this as well.

Questions about the CTE Workshops

When are the upcoming workshops? Where do I get the schedule?

The workshop calendar is established prior to each semester. The workshop calendar is distributed via postal mail, email, and is available on the CTE's website. Workshop schedules are also available in the CTE, room TLC 324. Once the semester is underway, the CTE's website (lcc.edu/cte/workshops/registration.aspx) has the most up-to-date information, including room changes and cancellations.

FAQs About the CTE (continued)

What do I need to bring to workshops?

All you really need to bring is a desire to learn from, and share with your colleagues.

Who is responsible for the scheduling of workshops and preparation of materials?

Several staff members contribute to the Center's workshop scheduling and delivery.

If you would like to develop and facilitate a CTE workshop, please visit lcc.edu/cte/workshops/workshop_proposal.aspx to submit a proposal.

May a Program/Department/Division request a specific workshop on a particular day, date and time?

Yes. Simply call the CTE at (517) 483-1680, and discuss the topic, day, date, and time. Every effort will be made to honor requests tailored to specific needs.

“Education is not the filling of a pail but the lighting of a fire.”

–William Butler Yeats

SECTION II

General LCC Operational Information

- College History / Strategic Plan
- Guided Pathways
- College Divisions
- Student Demographics
- Off-Campus Learning Centers
- Technology Terms
- College Services & Resources: Faculty
- College Services & Resources: Students
- College Policies that Affect your Courses
- Additional College Info You Need to Know
- Frequently Asked Questions (FAQs) About LCC

College History / Strategic Plan

The History of Lansing Community College

Lansing Community College was established on April 8, 1957, by the Lansing Public Schools through the vision of the founder and first president, Dr. Philip J. Gannon. LCC officially opened its doors to 425 students Fall Term, 1957. The initial programs, which included mechanical, electrical and civil technologies, apprenticeships and licensed practical nursing, were taught by sixteen faculty members. Today, students may choose from more than 250 degree and certificate programs which are taught in various formats - from traditional classrooms to the online environment.

Over the years, the College has evolved into the third largest Community College in the State of Michigan. LCC has a Board of Trustees who are empowered by the State Legislature to oversee long-term changes and decisions at LCC. Additionally, the Board works with and evaluates the President who is responsible for day-to-day operations.

Strategic Plan

At its July 2017 meeting, the Lansing Community College Board of Trustees adopted the College's Strategic Plan for 2017-2020. Developed through a series of conversations with LCC stakeholders, the plan sets our intentions to address internal and external challenges while ensuring that our students have access to relevant, rigorous curricula and the support that will help them reach their educational and career goals.

The plan describes how the College will position itself for the future by focusing on five areas:

- Engaged Learning and Student Success
- Leadership, Culture and Communication
- Community Engagement

- Competitiveness and Innovation
- Resource Management and Fiscal Responsibility

Within each of these areas, specific strategies are described that will help us prioritize students and their success, maintain the integrity of our programs, provide high quality and innovative learning experiences, and meet our community's needs.

Guided Pathways

Guided Pathways is a reform initiative with a student-centered approach that will increase the number of students earning LCC credentials, while closing equity gaps. Rather than working with a designated subset of students, Guided Pathways is a College-wide undertaking that provides the framework for integrating other initiatives.

Guided Pathways provide students with clear, educationally coherent program pathways that include specific course sequences, progress milestones, and program learning outcomes. These pathways are aligned to knowledge and skills required by four-year institutions and also to the labor market, thus ensuring that students can continue their studies and advance in their careers with attention to cost and time.

Academic Senate

The Academic Senate was chartered in December 2012. The inaugural meeting was held on March 1, 2013. There are currently 43 senators with faculty comprising 75% of the total. The remaining senators are administrators and students.

Purpose

The purpose of the Academic Senate is to provide faculty input and advice to the administration concerning issues of College-wide educational philosophy, College-wide academic policy, and priorities in the College-wide deployment of capital or financial resources, except as covered by the scope of collective bargaining. The Senate will be proactive and collaborative in its approach, seeking consensus whenever possible, and will foster and support effective and transparent communication with the College community. Student learning is the ultimate goal of this body.

For more information on the Academic Senate, visit internal.lcc.edu/provost/senate/index.aspx.

College Divisions

Below is a list of LCC divisions. For information on specific departments and programs, please see LCC's website at <https://www.lcc.edu/services/directory>.

Academic Affairs

Administrative Services

Arts and Sciences

Community Education and Workforce Development

Financial Services

Health and Human Services

Human Resources

Information Technology Services

Office of Finance, Administration and Advancement

Office of the Provost

President's Office

Student Affairs

Technical Careers

“In seeking wisdom, the first step is silence, the second is listening, the third is remembering, the fourth practicing, the fifth teaching others.”

—Ibn Gabirol

Student Demographics

The following demographics were provided by the LCC Center for Data Science and are accurate as of Fall 2018.

Residential Status

- ▼ 11,771 Enrolled
- ▼ 61% In District
- ▼ 37% In State
- ▼ 1% Out of State
- ▼ 1% International

Age of Students

- ▲ 8% Under 17
- ▲ 48% 18 – 21
- ▲ 28% 22 – 29
- ▼ 10% 30 – 39
- ▼ 4% 40 – 49
- ▼ 2% 50 or Over

- ▼ 23.8 Average Age

Enrollment by Gender

- ≈ 53% Female
- ≈ 47% Male

Educational Status

- ▼ 63% Part-Time
- ▼ 37% Full-Time

Ethnicity

- ≈ 1% American Indian or Alaska Native
- ≈ 3% Asian
- ▼ 9% Black or African American
- ▲ 8% Hispanic/Latino
- ≈ 0% Native Hawaiian or Pacific Islander
- ▲ 69% White
- ≈ 4% Two or More Races
- ▼ 4% Race and ethnicity unknown
- ≈ 2% Nonresident alien

Off-Campus Learning Locations

In addition to the Main Campus in downtown Lansing, and the West Campus in Delta Township, classes are offered at Off-Campus Learning Locations. Full-service Centers are located in two communities: Livingston County Center at Parker Campus, Howell (LIVCEN), and Lansing Community College East, East Lansing (LCCEAST). In addition to classes being held at these sites, LCC offers numerous additional services, including registration, selling textbooks, and computer access for LCC classes and services. Registration, computer access and academic advising are also available at the Center for Workforce Transition - Capital Area Michigan Works! (CAMW).

LCC Operated Off-Campus Locations

Lansing Community College East, East Lansing (LCCEAST)

2827 Eyde Parkway
East Lansing, MI 48823
(517) 483-1860

Livingston County Center at Parker Campus, Howell (LIVCEN)

402 Wright Rd
Howell, MI 48843
(517) 545-3522
(Entrance to LCC is located on County Road D19)

Center for Workforce Transition - Capital Area Michigan Works! (CAMW)

2110 S. Cedar St
Lansing, MI 48810
(517) 492-5580

For more information about LCC's Learning Locations, contact Community and Continuing Education at (517) 483-1860 or go to their website (internal.lcc.edu/cewd/).

“Teaching is primarily a matter of love. The rest is, at best, ornamentation.”

—William Ayers

The University Center

The University Center is a partnership between Lansing Community College and five, four-year universities, and is located on LCC's main campus. Our partner universities offer junior and senior level courses leading to over thirty Bachelors degrees, and several post-baccalaureate certificates and Masters degrees.

All community members as well as current and former LCC students may take advantage of the convenience of the Center located at the corner of Capitol Avenue and Shiawassee Street on the LCC downtown campus.

Interested students who need more information about admissions, course offerings, and financial aid may contact the university of their choice directly, or call the University Center at (517) 483-9700.

Partner Universities

Ferris State University (FSU)

(517) 483-9723

Northwood University (NU)

(517) 483-9725

Siena Heights University (SHU)

(517) 483-9726

University of Michigan–Flint (UMF)

(517) 483-9727

Western Michigan University (WMU)

(517) 483-9728

LCC East

LCC East is located in East Lansing to serve MSU guest students and people who live and work in East Lansing, Haslett, Okemos, and Williamston. The East campus offers many courses from the Michigan Transfer Agreement (MTA), as well as business, computer technology, and pre-health care courses. The building has twelve classrooms including two computer classrooms, a science room, an art room, and a physical activity room. Student amenities include ample free parking, a computer lab, wireless network access, and student commons areas. Most student services are offered including admission and registration assistance, placement testing, academic advising, tutoring, and student records. Faculty have access to a workroom, office hour space, kitchen, mailboxes, course make-up testing, and on-site staff both daytime and evening.

Community Education

The Community Education Department provides learning experiences across the lifespan for its two programs: Adult Enrichment and Youth Programs.

Adult Enrichment

Adult Enrichment classes are designed for individuals to keep learning (internal.lcc.edu/keeplearning)! Exciting high quality educational programming provides opportunities for adults to pursue a new hobby, discover the latest parenting techniques, learn personal protection, prepare for retirement, gain the tools and motivation to pursue a healthy lifestyle and much more. Participate at any time, non-credit classes are scheduled continuously throughout the year.

Youth Programs

The LCC Youth Program offers A+ and GATE (Gifted and Talented Education) classes to youth 2nd-12th

grade. A variety of classes in science, technology, engineering, math and the arts are offered 3 times per year: spring, summer and fall. These hands-on courses are taught by certified College instructors and are developed in a way to excite, engage and educate the students! Visit their website at lcc.edu/seriousfun for more information.

Directions to LCC East Campus

LCC East is located just east of the MSU campus, one block south of the Hannah Plaza at 2827 Eyde Parkway, East Lansing 48823. From the downtown LCC campus, drive east on Saginaw Highway into East Lansing. At the Frandor shopping area, follow the fork to the right onto Grand River Avenue. When you are past downtown East Lansing, turn right onto Hagadorn Road. When you are past the MSU dormitories, turn left at the blue LCC East sign onto Eyde Parkway. The building is a quarter mile down the road on the right.



West Campus

LCC's West Campus is the home for many of the College's Technical Careers programs. Classes to develop and increase the region's first responder workforce of police, firefighters, and corrections officers are also offered at the West Campus.

Employers can also utilize the Michigan Technical Education Center (M-TEC) at LCC's West Campus to create customized training programs for their businesses. The M-TEC offers the unique flexibility of being able to train individuals at any time and anywhere in Mid-Michigan. In addition, businesses and local organizations, like the State of Michigan, have access to meeting space within the Conference Center's 150-seat auditorium and breakout rooms. The Fitness Center is used primarily for LCC's Police and Fire programs, but is available for community use through physical fitness classes offered by LCC.

Student Services

The West Campus Student Services serves as a conduit for all units of the West Campus. The friendly staff will provide directions and do their best to answer your questions related to West Campus. They assist faculty by holding information for students who are unable to connect with them during their normal campus hours. In addition, LCC library materials that are ordered online by students, faculty, and staff are available for pick up at West Campus Student Services. Books and materials for the open entry modules are also distributed by Student Services. Group tours are arranged via Student Services and must be scheduled in advance by calling (517) 267-5452.



West Campus (continued)

Technical Training Center

The Technical Training Center provides state-of-the-art instructional labs and equipment, and increased space for training students in a variety of technical and public service careers, and more. The Technical Training Center is an essential component of LCC's ability to provide high quality, relevant education for our future workforce with an eye on tomorrow. Training is provided in several areas:

- Construction Management and Maintenance Technologies
- Manufacturing Technologies
- Aviation Technology
- Computer Information Technologies
- Robotics and Automation
- HVAC/R
- Electrical Technologies
- Civil Technology
- Architecture
- Welding
- Paralegal
- Automotive Technologies
- Fire
- Police
- Criminal Justice

Directions to West Campus

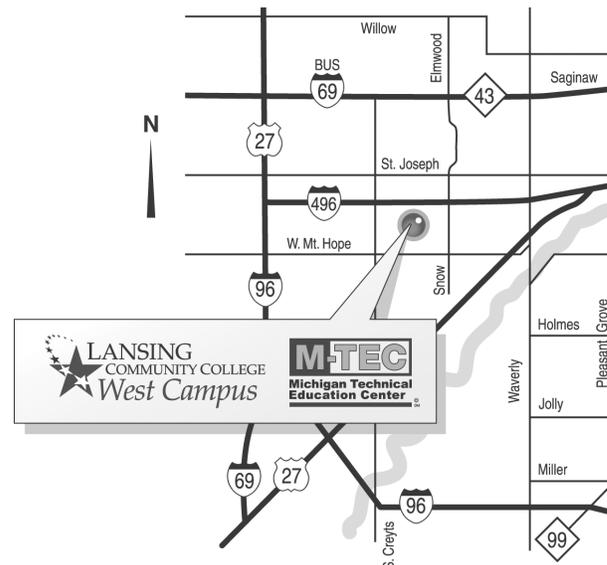
5708 Cornerstone Drive
Lansing, MI 48917

Exit I-496 at Creyts Rd South.

Turn South on Creyts Rd to Mt. Hope.

Turn Left on W. Mt. Hope and continue eastbound for about 1/2 mile.

Turn Left onto Sanders Drive to Cornerstone Drive.



Technology Terms

Abbreviation /Name	Definition
Desire2Learn: (D2L)	Desire2Learn is a web-based course management system (CMS) available to all LCC faculty and students. It is the standard for delivery of online courses and is optional for all other courses. Its capabilities include lesson planning, rubric management, a gradebook, distribution of course documents in downloadable form, email, discussion boards, online assessments, blogs, and a chat room. Before each semester, a Desire2Learn “site” will be created for each course section. For CMS policies and standards, see eLearning’s website at internal.lcc.edu/elearning .
Concourse	Concourse is LCC’s online syllabus system that offers a common organization of course information.
C ² OW	Computer Classroom on Wheels turns any classroom into a 24-seat networked computer classroom. To reserve a C ² OW for your classroom, contact IT Services at (517) 483-1670.
Microsoft Office	Software package of integrated programs, for which LCC offers technical support: Access, Relational databases; Excel, Spreadsheets; SharePoint, Web Design; PowerPoint Presentations; Publisher, Page Layout; Word, and Word Processing.
Office 365	Office 365 is the system that provides LCC faculty and staff with email, calendar, and file sharing capabilities.
Username	Used to access Desire2Learn and to login to myLCC. All faculty and students are assigned a unique Username.

College Services & Resources: Faculty

Scheduling a Room

The College uses a computerized system of assigning classrooms based on the class size and equipment requirements called Resource 25 (R25). Various staff from each department are trained in the use of this software. If you need a meeting room, or would like to request a different classroom, your Departmental Secretary or Lead Support is the person to contact.

Information Technology Services Dept. (Including AV Services and Classroom Video)

IT Services offers a wide array of services to support student learning and promote College goals. Our department provides exceptional solutions to media-related issues throughout the College.

Classroom Video, a section within IT Services, provides delivery and setup of AV equipment as well as a media library of over 3,500 titles that can be played through your classroom television. In addition, Classroom Streaming Video is available in the Arts & Sciences building by calling (517) 483-1690.

AV Services can assist you with equipment delivery, teaching station support, microphone setups, etc.

IT Services Department (TLC 330): 483-1670
Main Campus AV Services (TLC 016): 483-1715
West Campus AV Services (WCB U219): 483-1954
Classroom Video (TLC 046): 483-1690

For assistance with:

- a video/film: 483-1690
- with equipment: 483-1715 - Main Campus, or 483-1954 - West Campus
- a computer: 483-5221 (Help Desk)

Employee Assistance Program (EAP)

EAP administers the plan designed to provide professional assistance to employees and their household members wanting help with a wide range of personal problems. Initial evaluation of your personal problem by a EAP professional is free. If long-term counseling or other help outside of EAP is required, employees may have to pay part or all of these costs. Contact FEI at 800-638-3327 or access information online at www.feieap.com by using the Username: lcc.

Course Testing for Faculty

The Testing Services-Course Testing Center, currently located in TLC 104 at Main Campus, proctors LCC course exams for online and hybrid courses, lecture makeup exams and students with accommodations for testing. Please limit lecture makeup exams to 5 per test/per class. Students in online courses can also take their proctored exams at West Campus, the Livingston County Center in Howell, or an approved non-LCC testing site, typically another college testing center. Please visit our Testing Support Office, TLC 120, or visit lcc.edu/testing for more information on Testing Services at LCC.

College Services & Resources: Students

A number of services/resources have been initiated at LCC to promote student success. Many of the services, such as counseling, are readily available by appointment; others, such as the use of the computers in the computer lab, (TLC 100) have walk-in open hours. Below is a sampling of the services and resources available to LCC students, including a short

description of each area on the pages that follow. Several of these programs and services are located in the Gannon Building (GB) StarZone to establish a “one-stop shopping” experience for students. A more extensive list of services and phone numbers can be found in the schedule book each semester.

StarZone Services (GB) (second floor)

Adult Resource Center	(517) 483-1199
Advising	(517) 483-1904
Admissions	(517) 483-1200
Center for Student Access (Disability)	(517) 483-1924
Counseling	(517) 483-1924
Financial Aid	(517) 483-1200
Placement	(517) 267-5508

Other Campus Resources

Testing Services	(517) 267-5500	TLC 104
Office of Student Compliance	(517) 483-1261	GB 1210
Student Life	(517) 483-1285	GB 2202
Success Coaches	(517) 483-1422	GB StarZone
Veteran and Military Affairs	(517) 483-5246	HB 1 st floor

Learning Support Services

The Learning Commons	(517) 483-1206	A & S 1313
Library Information Services	(517) 483-1657	TLC 2 nd floor
The Writing Studio	(517) 483-1206	A & S 1313

Technology Services

TLC Computer Lab	(517) 483-1038	TLC 100
eLearning	(517) 483-1839	TLC 123

Main Campus Dining Options

Einstein Bros. Bagels	The Commons - upper floor
Subway	The Commons - lower floor
Pizza Hut Express	The Commons - lower floor
Grand Avenue Market	The Commons - lower floor

College Services & Resources—Students (continued)

Academic Success Coaches

Academic Success Coaches are responsible for ensuring that students receive persistent, proactive, individualized mentoring, academic coaching and support throughout their time at Lansing Community College. We believe in working with students to help them identify and utilize their strengths while empowering them to succeed at LCC and accomplish their academic goals.

During our meetings we will learn about the students' experience at LCC, identify obstacles that may be barriers to their academic success and help strategize solutions and next steps. Some of the topics addressed may include: study strategies, goal setting, time management, self-awareness, campus engagement and resource attainment.

Starting Fall 2018, all new, incoming students will be assigned an Academic Success Coach upon completion of Orientation. Either during in-person Orientation or following Online Orientation, students will be given their assigned Coaches profile page with contact information. Orientation serves as the first point of contact in establishing an ongoing supportive relationship.

The Academic Success Coaching team will continue to use an Early Alert system to identify students in academic jeopardy. This technology allows faculty to identify students who are in academic and non-academic jeopardy and connect them with a coach to provide targeted intervention.

The Early Alert

The goals of the Early Alert program are to increase retention, persistence and success. When an Early Alert is submitted, it is automatically sent to the Academic Success Coach (ASC) management team. Upon receipt of the referral, the ASC management

team will assign the student to a coach who will reach out to the student. If the coach is unsuccessful in connecting with the student, the referral source will be notified.

Once a referral is made, please encourage the student to check their email for communication from the coaching program.

The Process:

1. Faculty submit an Early Alert Referral during the required timeframe.
2. The referral is received by the Early Alert Intervention Team.
3. Early Alert Intervention Team first assigns student to a Success Coach, then connects student to appropriate resource for outreach and assistance.
4. Success Coach reaches out to student and resource referral to check status and close any gaps.
5. Success Coach or Early Alert Intervention Team follows-up with faculty referrer.

Early Alert Submission Deadlines:

Week 2 through the end of Week 5

Week 8 through the end of Week 10

Faculty should attempt to provide classroom or private interventions for their students prior to submitting an Early Alert

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College Services & Resources—Students (continued)

Please complete an Early Alert throughout the semester to identify those students who are not attending class or who are otherwise showing signs of difficulty that could negatively affect their success in the class.

- To access and submit your report, log in to myLCC and click on Banner in the upper right side of the screen
- Under the Faculty Services tab, click **Student Engagement**
- The system will default with a term code (current semester) though this can be adjusted by the faculty member.
- The CRN dropdown will show all classes for which the faculty member has been assigned as the primary instructor. Select the proper class.
- From the current roster, flag the student(s) who need referral to an Academic Success Coach (ASC).
- Within the Early Alert, you will identify any student who should be referred to an Academic Success Coach (ASC). You first select the student by name, and then assign an alert category (Academic, Non-Academic, Attendance) for that student's situation.

To view the complete document, go to <https://internal.lcc.edu/cte/pdf/EAP-Faculty-Guide-Fall2018.pdf>.

Advising and Counseling

Advising

Advisors assist students with information and course selection. Advising for specific curricula is also available in departmental offices. Advising provides services such as:

- Assisting students with basic skills evaluation, course selection, and schedule planning.
- Online advising via email (eadvising@star.lcc.edu).
- Referring students to departments for specific program advising.
- Planning successful transfer transition to four-year institutions for degree completion.

Counseling

Lansing Community College Counseling Services help students by providing alternatives to dealing with life controlling issues. State licensed professional counselors are available to confidentially help students manage stress, personal loss, career uncertainty, personal relationships, time, substance abuse, and separation from family. Professional counselors can provide confidential services that will help students get back the power and control they need to put balance back into their lives.

For more information, contact Counseling at (517) 483-1924 or stop by the StarZone in the Gannon Building.

Testing Services

The Testing Services is available to faculty who require their student(s) to take an exam outside of

(Continued on next page)

College Services & Resources—Students (continued)

the classroom. If you teach an online course or have a student who needs to make up an exam you can utilize the resources of the Testing Services.

Services for Faculty:

- Online Course Test Proctoring
- Make-up Tests
- Proctor Setup for Students Testing Off-Campus

For more information, call (517) 267-5500 or visit internal.lcc.edu/assessment/.

Center for Student Access (CSA)

The Center for Student Access (CSA) recognizes disability as an integral component of diversity. They consult with students, faculty, and staff to support the ongoing development of an accessible college.

The Center for Student Access works closely with faculty, staff, and partners from the community to ensure continued professional development on disability. Additionally, CSA provides services and accommodations to students with disabilities when accessible options aren't readily available.

Financial Aid

The Office of Financial Aid is committed to helping students obtain the financial resources needed to meet their educational goals. Over half of all LCC students receive some type of financial assistance through grants, loans, scholarships and work-study. Students can explore their financial aid options by visiting www.lcc.edu/admissions-financial-aid/ or by calling the main financial aid line at (517) 483-1200.

Office of Student Compliance

The Office of Student Compliance (OSC) at Lansing Community College exists to enforce the Student General Rules and Guidelines and Student

Code of Conduct. Every student attending LCC must abide by these regulations and failing to do so will result in due process. OSC also assists students in utilizing LCC's appeal process and provides counsel, information and directions for resolving issues.

The following violations of the Student Code of Conduct are just eight of the many that will result in OSC intervention:

- Disruption or obstruction of College activities
- Physical abuse, assaults, threats, intimidation and harassment (FYI: this includes messages sent via text, emails, or any other electronic format)
- Theft or other abuse of computer facilities and resources
- Violation of any College policy, rule or regulation, or syllabus
- Dishonesty - Cheating and plagiarism are not tolerated at LCC
- Conduct that is disorderly, lewd or indecent
- Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties

To view LCC's Student Guidelines and Code of Conduct go to internal.lcc.edu/studentaffairs/student_judicial_affairs/guides/.

For more information call, (517) 483-1261, or visit internal.lcc.edu/catalog/policies_procedures/studentrulesguidelines.aspx.

College Services & Resources—Students (continued)

Student Life Office

The Student Life Office enhances student success and leadership development by offering diverse educational, cultural and social student engagement events and opportunities. These programs include: student clubs and organizations, Student Leadership Academy, student involvement opportunities, volunteer opportunities, etc.

Veteran and Military Office

The Veteran and Military Office's mission is to provide the best possible services to veterans by making Lansing Community College a home away from home, and providing a safe learning environment that each alumnus will take with them in pursuit of a better future.

They are responsible for providing services to veterans, active military personnel, spouses and dependents enrolled at the College. Some of these services include:

- Providing certification of enrollment for benefits to veterans and dependents. The certification includes enrollment for the Montgomery GI Bill, and the Vocational Rehabilitation and Employment Program (VR&E).
- Advising veterans concerning the Department of Veterans Affairs (DVA) requirements for maintaining satisfactory progress and assistance in keeping on track in their degree program.
- Counseling students by discussing the curriculum and approving course selection for compliance with DVA regulations directly related to the requirements specified for a major program that leads towards an Associates degree.

Adult Resource Center

The Adult Resource Center is for people who may be considering returning to school, exploring career options, or needing support in life transitions. All services are available to both men and women, and are FREE of charge. Services provided include: one-on-one appointments, academic advising, tuition and childcare grants, calculator lending program, on-going student support, referral to community resources, registration assistance, and community presentations. Targeted populations include re-entry adults, parents, single parents, displaced homemakers, and non-traditional career students. Appointments are strongly recommended.

Learning Support Services

The Learning Commons

Through a supportive and interactive learning experience, The Learning Commons assists Lansing Community College students in becoming independent learners who can then go on to achieve their personal goals. The Learning Commons offers many options for tutoring, such as scheduled appointments, walk-in tutoring, supplemental instruction, study groups, and workshops.

Students are encouraged to request tutoring as soon as possible because reserved, weekly, one-on-one appointments are in high demand and fill up quickly. For more information, visit internal.lcc.edu/tutorial/.

Library Information Services

Located in the Technology and Learning Center (TLC) building, the LCC Library offers resources and services both on campus and from the library

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College Services & Resources—Students (continued)

website. In addition to a large physical collection, the Library provides 24/7 web access to thousands of full text electronic books, journal articles, government documents and reference materials in support of LCC's academic programs. Faculty librarians offer face-to-face, email, text, and 24/7 chat service, as well as assignment-based library and internet instruction for LCC classes. Library services include book and article delivery for online and off-campus students, interlibrary loan, course reserve service, group rooms and single use rooms with computers and multimedia equipment. In addition, faculty and staff have access to research guides, workshops, research tutorials, Films on Demand, checkout equipment, and much more! For more information, visit the Library's website at lcc.edu/library/.

The Writing Studio

The LCC Writing Studio is committed to providing high quality assistance to LCC students with writing projects in courses across the curriculum. Peer Writing Assistants (PWAs) are LCC students who are experienced writers and who have been specially trained to assist students with their writing. The Writing Studio can help students with:

- brainstorming ideas
- generating a rough draft
- polishing your writing
- developing more effective strategies for writing

Students can expect the following services from the Writing Studio:

- individual assistance on writing issues of concern

- helpful, courteous, and competent Peer Writing Assistants
- support for writers at all levels of experience and at any stage in the writing process
- improvement in overall writing ability after repeat visits

The Writing Studio offers face-to-face and online assistance. To setup an appointment, or for more information, call (517) 483-1907, or visit internal.lcc.edu/tutorial/writingstudio/.

Technology Support Services

eLearning

The eLearning Department is responsible for the administration of LCC's Course Management System (CMS), currently D2L. Support is provided to students and Instructors by developing, implementing, and managing needs surrounding electronically supported education. eLearning provides support through both in-person and on-demand resources to meet the teaching and learning needs of a diverse and growing community.

D2L

D2L is used for the delivery of courses and course content for face-to-face, hybrid and/or online offerings. Courses utilize D2L for providing course content and lectures, communication in courses through discussions and email, assessments such as quizzes and uploading assignment submissions and for providing grades and feedback. D2L training, help videos and step-by-step tutorials are available for students and Instructors through the [Student Resource site](#) and [Instructor Resource site](#).

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College Services & Resources—Students (continued)

Computer Labs

The TLC Computer Lab is located on the first floor of the Abel B. Sykes Technology and Learning Center in Room 100. Currently enrolled students, faculty, and staff have access to more than 70 computers and a wide variety of software applications used to support the many academic program areas across campus.

The West Campus computer lab is located at WCB 123 and can be reached at (517) 483-1638. It is available to all LCC students and has the same programs as installed on the main campus lab.

Computers are available on a first-come basis. Hardware, software and technology support are available during the lab's open hours; Lab staff are also available to help users with all types of questions.

Email

All LCC students and staff are automatically provided with an Office 365 email account. The email address follows the following format:
Username@star.lcc.edu (employees) or
Username@mail.lcc.edu (students).

College Policies that Affect Your Courses

Accessibility

The Accessibility Initiative at LCC has been established as a way to encourage access for everyone. Since the elements of accessible design are universal in nature, they enable everyone to better access the material. The Americans with Disabilities Act (ADA – Amended, 2008) is a law which prohibits discrimination of persons with disabilities, therefore the College continually works to create an accessible environment which minimizes the impact of disabilities. LCC has embarked on a massive project to ensure all of our courses, documents, forms and materials are accessible.

Under the Americans with Disabilities Act (ADA), LCC cannot discriminate against anyone on the basis of a disability. According to the ADA, “disability is defined as having an impairment which substantially limits one or more major life activities” (ADA, 2008). This means all of our resources must be available to all students and employees. Beyond this legal requirement for the College, ensuring our students and employees have accessible materials is simply the right thing to do and in line with our mission as an institution. More information about LCC Accessibility can be found at <https://www.lcc.edu/services/access/initiative.html>.

When developing course materials, it is the responsibility of the instructor to make those materials accessible. All face-to-face and D2L (online) courses and course materials should be designed with accessibility requirements in mind to ensure courses are accessible for all students.

In cases where materials cannot be made accessible, the Center for Student Access (StarZone, (517) 483-1924) must be contacted so appropriate accommodations can be made for students.

At a broad stroke, consider this:

- Word documents, PowerPoints and PDFs need to be readable by a screen reader or other assistive technology.
- Images need alt-text (or an alternative) to describe the picture.
- Videos need to be captioned.
- Third-party software used for instruction, like MyMathLab or Quizlet, needs to be accessible.
- Online forms need to be navigable using only a keyboard.
- Materials created in openlcc.net are accessible by nature, however, all embedded videos must be captioned.

For help making your course materials accessible: For CTE Accessibility Tutorials, see <https://internal.lcc.edu/cte/accessibility/>. The CTE is located in TLC 324, phone (517) 483-1680.

For eLearning Accessibility help, see <https://elearning.openlcc.net/cms-accessibility/>. eLearning is located in TLC 123, phone (517) 483-1839.

Placement

LCC assesses student placement using a Multiple Measures approach. This is a key component of the student intake process. Placement testing is administered only if the student does not qualify for college-level English and Math from other measures. The following measures are utilized for placement:

- Test Scores - SAT, ACT, AP, CLEP, GED, & ASVAB
- HS GPA for students who have

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College Policies that Affect Your Courses (continued)

graduated HS within the last three years

- Other College Coursework
- Placement tests (if needed)

Placement testing is untimed and generally takes about 30 minutes per subject. Students must have a valid picture ID in order to test. Placement testing is available in the GB StarZone, West Campus, East Campus, the Livingston County Center in Howell, and Capital Area Michigan Works (CAMW). For more information, please call (517) 267-5500.

Embedded Academic Support

The LCC Developmental Education Resolution was passed on January 22, 2018, by the Board of Trustees. Efforts are underway to incorporate the *Six Core Principles for Transforming Remediation Within a Comprehensive Student Success Strategy* (http://www.insidehighered.com/sites/default/server_files/files/core_principles_nov5.pdf) for student support at Lansing Community College. The Embedded Academic Support (EAS) Team of faculty, staff, and administrators from across the College was formed in February 2018. A timeline of target milestones for various elements of the plan, spanning from April, 2018 through August, 2020 is planned as follows:

Embedded Academic Supports beginning Fall 2018:

- Test Prep Sessions for Accuplacer/Writplacer
- Refreshers – short, intensive review courses for math, reading and writing

- Supplemental Instructor leaders in gateway courses
- Academic Success Coaches assigned to all incoming students
- Collaborative/integrative student support workshops and services throughout the semester
- Co-required courses and labs designed to best meet student needs

This is an ongoing project and the next steps include: individual program planning, more effective student placement, and identifying embedded academic support that fosters student success.

Late Registration

Students may not register for a class after it begins. This is designed to promote student success by ensuring students are in the classroom for the entire length of a course. Special circumstances may be considered after consultation with faculty and with final approval from the Academic Dean. See the registration page for more information.

Off-Campus Assessment Locations

In addition to main campus, assistance with admissions, placement testing, advising, and registration are available at off-campus locations.

Enrollment Verification Policy

All faculty are required to verify enrollment for each of their courses, in Banner, no later than the

(Continued on next page)

College Policies that Affect Your Courses (continued)

deadline established by the Registrar's office. Email reminders for deadline dates are sent to all faculty at the beginning of each semester and these dates can also be found on the Enrollment Verification tab in Banner. LCC is required to verify enrollment to the Federal government for purposes of financial aid, making it a requirement for faculty to submit this verification, even if all students are attending. Only students attending are allowed to receive financial aid. When non-attending students are withdrawn from the course via Enrollment Verification, they will receive a 100% refund for the course.

Steps for completing Enrollment Verification:

1. From LCC's home page (<https://internal.lcc.edu/>), click "My LCC"
2. Click the "Banner" tab, then click on "Faculty Services"
3. Click on "Enrollment Verification"
4. Select CRN (a submission must be made for each current CRN)
5. Select students that have not attended, then click "Submit"

NOTE: If all students have attended, just click "Submit", as this is documentation that enrollment was checked and verified.

Course Prerequisites and Waiver Requests

The prerequisites policy language states that student success in a particular course sometimes requires background knowledge in addition to certain levels of math, reading, and/or writing ability. Consequently, some courses have enforced prerequisites. The responsibility for establishing

prerequisites and approving waivers lies with the Departments/Divisions.

All students—whether new, returning, visiting, or even LCC faculty—must meet the prerequisites for their desired courses in order to register for them.

For information on waiver requests, please visit <https://internal.lcc.edu/advising/waivers.aspx>.

LCC Grading Standards

The following numerical grading system is used in many courses and programs at LCC to evaluate academic work. Some Departments/Programs have amended the grading scale, and these scales are clearly defined as departmental or instructor-specific in the course syllabus. This is a recommended guideline only.

College	Narrative	Percentile
4.0	Excellent	91% - 100%
3.5	Good	86% - 90%
3.0		81% - 85%
2.5		76% - 80%
2.0	Satisfactory	71% - 75%
1.5		66% - 70%
1.0	Poor	60% - 65%
0.0	Failure	00% - 59%

Additional information about grading issues is available in LCC's Catalog, at internal.lcc.edu/catalog/policies_procedures/academic.aspx.

Incomplete (I) Grade Policy

LCC instructors may utilize "Incompletes" as temporary placeholders for grades. "Incompletes" will not be counted toward the establishment of an earned

(Continued on next page)

College Policies that Affect Your Courses (continued)

grade point average (GPA) or toward graduation from Lansing Community College.

This policy applies to a student who is unable to complete a course for a specific, good, and serious reason, such as incapacitating illness, legal involvement that cannot be rescheduled, or changing work obligations. Additionally, the student will have demonstrated successful progress in the class. The final decision for issuing an “I” grade lies with the instructor. An instructor may approve a student-initiated request for an incomplete if only a small portion of the work remains (for example, only 20% of the work remains) and the reason for the request appears sound. After the instructor issues an “I” grade, a written “I” grade form will be provided to the student and the instructor’s supervisor. The form will indicate what work needs to be submitted, the grade that will be assigned if no further work is completed, and the deadline for completion of the work. All incompletes must be made up by the end of the next regular semester (summer semester is excluded) or earlier if an earlier date is established by the instructor or department. An extension may be granted if requested in writing by the student and approved in writing by the instructor and department by the last day of the deadline; otherwise, the “I” grade will be converted to the grade specified if no further work is completed.

Note: A student may not register for the same course until the “I” grade is resolved.

LCC instructors are responsible for processing the documentation for incompletes and the change in grade through their divisional or instructional offices. The College Registrar is responsible for the issuance of the grade.

Withdrawal (W) Grade Policy

Student and Administrative Initiated Withdrawal

The Withdrawal Policy allows students to withdraw from (drop) a semester-length class prior to the end of the second week of the semester without instructor approval and with no course recorded on the academic record.

Before withdrawing from a course, a student is strongly encouraged to discuss her/his situation with her/his instructor to see if other options exist. A student should withdraw from a course only as a last resort and only for a substantial reason. For example, she or he might be facing a severe work or life crisis or might be having consistent, irremediable learning-related challenges in the course. Whatever the reason, before withdrawing from a course the student is strongly encouraged to discuss her or his situation with the instructor and/or academic advisor to see if any other remedies (other than course withdrawal) might be available. Ultimately, if a student finds it necessary to withdraw from a course or from courses, she or he must follow the procedure specified by the College. Any student who is administratively withdrawn may appeal the withdrawal following the procedure specified by the College.

- A. Subject to applicable procedures, the College may initiate a withdrawal for one or more of the following reasons: (1) the student lacks the appropriate prerequisite(s) for the course; (2) the student’s attendance or participation in the class fails to meet the programs licensure/accreditation requirements; (3) the student has engaged in behavior that interferes with the instructional process determined by the Office of Student Compliance; (4) course participation verification requirement, the student has not participated in an

(Continued on next page)

College Policies that Affect Your Courses (continued)

academically-related activity in the first two weeks of class or faculty determines that the student never participated in the course at the time of grading; (5) the student is not in good financial standing with the College.

Whether the student withdraws from a course or is withdrawn from it, the following conditions apply:

1. If the withdrawal takes place within the established refund period for the semester, a student will receive a refund. Otherwise, the student will not receive a refund.
2. If the withdrawal from a semester-length course occurs prior to the end of the second week of the semester (or other equivalent dates as specified for variable length courses), a final grade will not be issued, and the withdrawn course will not be recorded on the student's academic record.

3. If the withdrawal from a semester-length course occurs between the first day of the third week of the semester and the last day of the fourteenth week of the semester (or other equivalent dates as specified for variable length courses), the student will receive a grade of "W" for the course.
4. The deadline for College-initiated withdrawals is the last day of the fourteenth week of the semester (or equivalent dates as specified for variable length courses). Except in exceedingly rare cases and for exceptionally good reasons, neither student-initiated nor College-initiated withdrawals will occur after the last day of the fourteenth week of the semester (or other equivalent dates as specified for variable length courses).
5. The College will retain a record of all withdrawals.

Wks	Student-Initiated	Administrative
1	NO COURSE ON RECORD	
2		
3	W, no faculty signature required	W, faculty initiated
4		
5		
6		
7		
8		
9		
10		
11		
12		
13	NO WITHDRAWAL ALLOWED	
14		
15		
16	NO WITHDRAWAL ALLOWED	

B. Withdrawal for Military Students

Upon presentation to the College of deployment or extended training orders, students who are on military status and must withdraw from a course or from courses shall receive a 100% refund of tuition and course fees. The refund will be based on the form of payment method used by the student (cash, scholarship, tuition assistance, and the like). Students who experience a military withdrawal will not have the course or courses listed on their academic transcript.

Students who are on military status and who are receiving financial aid should be aware that withdrawing from a course or courses could impact their financial aid status. They are therefore strongly

(Continued on next page)

College Policies that Affect Your Courses (continued)

encouraged to consult with the LCC Financial Aid office as well as the LCC Veteran and Military Affairs office. Students who are on military status and receiving veteran benefits should be aware of the following:

1. *LCC will be responsible for sending the refunded payment to the VA on behalf of the student for Chapter 33 or Chapter 30 benefits.*
2. *BAH payments for Chapter 33 or Chapter 30 will be stopped as of the drop date and the student may not be responsible for repaying BAH.*
3. *Chapter 1606 students will not be effected by this policy due to the payment of a monthly stipend only.*

Students who are receiving financial aid should be aware that withdrawing from a course could impact their financial aid status. They are therefore strongly encouraged to consult with Financial Aid before withdrawing from a course.

Any student who is administratively withdrawn, may appeal the withdrawal following the procedure specified by the College. Information regarding Student Appeals and complaints can be found on the LCC website at internal.lcc.edu/student-services/student-judicial-affairs/appeals/.

Official College Syllabus Policy

To assure that students have a uniform educational experience and are provided with adequate information, all LCC courses have an official syllabus that follows a specified format. The official syllabus addresses the needs of, and forms a contract with, the student. It also provides

4-year institutions with the required information for transferability purposes and provides employers and other stakeholders with information on course content. **Faculty in all divisions are required to use the Concourse system to post their syllabus. It is located in all D2L course shells.** Official Course Syllabus information is generated by College administrators and is automatically placed in your Concourse syllabus template. All sections of a course must adhere to information on the official syllabus regarding course topics, learning outcomes, expectations of students, and methods of student evaluation. Individual instructors may supplement the official syllabus with information specific to his or her section(s). A copy of the section syllabus should be available the first day of class, and no later than the 1st week of class. You can also access Concourse in the Employee toolbox found on the Work tab at myLCC.

Online training for Concourse is available through the Talent Management System. If you need assistance with editing your Concourse syllabus, you may contact the Center for Teaching Excellence at (517) 483-1680. For assistance with technical issues regarding Concourse, contact the Help Desk at (517) 483-5221.

Proposing a New Course

Departmental offices can provide direction on the process for developing a new course.

Course Management System (CMS) Usage Policies

- [Access Policies](#)
- [Gradebook Policies](#)

(Continued on next page)

College Policies that Affect Your Courses (continued)

- [Quota Policy](#)
- [System-Wide Announcements Policy](#)
- [System-Wide Groups Policy](#)
- [Third Party Software CMS Integrations](#)

To view these policies online, go to <https://elearning.openlcc.net/course-resources/cms-standards-policies/cms-usage-policies/>. eLearning staff are available to assist faculty with managing their course(s) and can be reached at (517) 483-1839.

Gradebook Policy

D2L is provided to all faculty to use for the purpose of recording grades electronically. D2L use is expected and encouraged, and **the following criteria must be satisfied by all faculty:**

1. The section syllabus (Concourse is required and found inside each D2L course) must clearly inform students how to access and interpret the grades, scores, and marks posted in the gradebook. Interpretation of scores, grades, or other marks listed in a gradebook requires knowledge of the individual course syllabus, especially during mid-semester.
2. Whenever practical, results for graded items, prior to course completion, should be posted electronically within 48 hours after the instructor has completed the grading process for the items. Final grades for the course should be entered no later than the specified grading day.
3. Results for all graded items in all sections will be electronically accessible to students 24/7 during the semester. Faculty members who

plan to post grades outside of D2L, must get pre-approval from their direct supervisor and use a secure site, where the grades are not accessible to other students or the general public. Further, if a non-D2L site is being used for grades, faculty members must post final grades in D2L, as well as Banner, for matters of record-keeping.

4. In addition to being accessible to the student and the grading instructor, the graded items posted in the gradebook must be accessible to designated LCC personnel so that continuity can be maintained if, for any reason, the faculty member is not able to serve as instructor of the section for the entire duration of the course.

Faculty should work with their direct supervisors to ensure that the above criteria are met. The goal is to provide timely and meaningful feedback to students on their progress. Nothing in this policy/process is to be interpreted as saying that feedback can only be provided by graded items.

Labeling Gradebooks with Dates

To assist LCC in complying with Department of Education Title IV funding requirements of providing the last date of participation for students who have withdrawn from courses, we are asking faculty members to make a slight modification in how you label your grade entries in D2L. This will allow Financial Aid to determine the last day of participation without requiring faculty who use D2L to submit documentation to the Financial Aid Office. When you create a new grade item in D2L, we ask that you please use the standard format below:

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College Policies that Affect Your Courses (continued)

Assignment name due date

Or

Exam 1 date given

Or

Quiz 1 date given

eLearning has created a video to assist you in learning how to add dates to D2L grade item names: [Adding Dates to D2L Grade Item Names](#). The 'due date' or 'date given' should be listed in six digits. For example, January 4th due date should be listed as 010419. This practice began with the Spring 2019 semester and is required for face to face as well as online courses. Please contact your supervisor if you have any questions.

Grade Record/Retention Requirements

Student records must be maintained in accordance with the following guidelines. Grade records must include the scores/grades of all assessments used to determine the final grade.

1. Instructors must keep, for a period of one semester following the semester of student enrollment, all assessments/evaluations that students are not allowed to keep permanently. Examples of these materials include, but are not limited to, tests, projects, quizzes, final exams, and portfolios. Unreturned assessments/evaluations should be kept through the end of the following semester.
2. Each semester, instructors must submit in electronic format grade records including their grade weighting formula to department offices no later than five (5) business days after the date grades are due for the course.

eLearning automatically downloads and archives D2L gradebooks then sends an archive to the appropriate department. Some departments/programs still ask faculty to submit gradebooks other ways. Check with your department support staff for specific information.

3. Academic divisions collect and maintain grades for a period of three years.
4. Faculty should maintain a record of student attendance when filing grades, faculty must provide a "date of last attendance" for students who receive an "I," "Z," or "0.0" grade..

Additional College Info You Need to Know

Department of Police, Public Safety, and Parking

Main Campus Office Location

Gannon Building, Room 2110

Phone: (517) 483-1800

lcc.edu/police

West Campus Office Location

Room: N181

Phone: 483-1800

Making Emergency Phone Calls

When calling 911...

1. Dialing 911 from an on-campus phone connects with LCC's Police and Public Safety Department.
2. Dialing 911 from a cellular or pay phone will connect with the local dispatch (e.g., Lansing Township Police).
3. In non-emergency situations, dialing 1800 from an on-campus phone, or 483-1800 from an off-campus phone, connects with LCC's Police and Public Safety.

Services

LCC Police and Public Safety officers are available 24/7. Officers provide crime prevention and control, investigate criminal incidents, supervise traffic and parking, ensure physical plant security, give emergency first-aid treatment, coordinate disaster situations, and maintain public order. Essentially, Public Safety should be called whenever the safety and security of anyone on campus is threatened. This is true whether an incident is a medical emergency or one where you are confronted with abusive behavior.

Other services include jump-starting batteries and opening locked cars (minimal fee), escorting you to and/or from your car or from building to building, presenting safety and law enforcement talks to groups, maintaining LCC's Lost and Found, opening doors in emergency situations after hours, etc.

Emergency Notifications

LCC's Police and Public Safety publishes an Emergency Procedural Manual for students, faculty and staff with specific instructions on "what-to-do" in unexpected emergency situations. It also includes approved and unapproved shelter areas. Emergency situations include:

- Blood and bodily fluid exposure
- Bomb threats, and/or hostile intruders
- Chemical exposure and "Right to Know"
- Fire evacuation
- Serious injury or illness
- Utility emergencies

When an evacuation alarm sounds in your building, leave your classroom immediately using the nearest exit, even if you are administering an exam. Have your students stand clear of the building. An officer will let you know when you may re-enter the building.

Notifications may also be made through these means, which allow students and employees at their homes, traveling to the College, or who are at other locations to receive messages:

- The LCC homepage
- The Emergency Star Alert System (emergency email and text messaging system)
- Televisions in building lobbies

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Additional College Info You Need to Know (continued)

- The College's radio station WLNZ, as well as other radio and television stations
- Campus Communication employee email and LCC student email accounts

Emergency manuals should be available in your department and/or from the Department of Police and Public Safety.

Additional Safety Tips

- In all cases, when an injury becomes known to LCC faculty and staff, it should be reported to LCC Police and Public Safety.
- Secure all valuables. Lock them up and out of sight.
- Personal information and student personal information must be kept secure.
- When you leave your office, even for a few minutes, lock your desk, files and office door. Never leave your belongings unattended, even for a few minutes.
- If you work after hours or on the weekends, please contact LCC Police at (517) 483-1800 so they know you are in the building if an emergency occurs.
- Report all thefts immediately to LCC Police.
- When using the gym or fitness facilities, always secure your belongings in a locker with a padlock.
- When leaving your vehicle, always roll up the windows and lock all doors.
- Any valuables in your car should be kept out of sight, preferably locked in the trunk.
- If you cannot find someone to walk you to your car, call LCC Police at 483-1800 to request an escort.
- If you are being bothered or followed, call 911, walk to a College office and ask them to call 911, or ask a passerby to call 911. Do not go to your car or to a remote area.

- Report suspicious persons or activity to LCC Police immediately.
- All lost and found items on Main Campus and West Campus are to be turned over to LCC Police. Items can either be taken to the LCC Police office (GB 2110 on Main Campus; Room N181 at West Campus), or contact LCC Police Dispatch at 1800 to request an officer to retrieve the items.
- Emergency phone boxes are located throughout Main and West Campus. They can be used to report any type of incident to LCC Police, or to request assistance. A campus map showing the locations of emergency phones is available on the LCC Police website at: internal.lcc.edu/police/emergency_call_box/.

FAQs about LCC

As a faculty member, to whom do I report?

Officially, Associate Deans have ultimate responsibility for all aspects of departmental leadership, including staffing decisions. In some areas of the College, team leaders (also known as lead faculty), academic Program Directors or Program Faculty Chairs perform administrative functions associated with their programs. Among their wide-ranging responsibilities are scheduling courses each semester, communicating with faculty, mentoring new faculty, and participating in hiring adjunct faculty. These individuals can also answer your questions regarding syllabi for the courses you're teaching, whether there are instructional support aids for those courses, if there are prepared departmental handouts, tests, or other support materials you may or should utilize, and other related information.

What are the duties/expectations of a faculty member, i.e., office hours, meetings?

Essentially, full and part-time faculty at community colleges are hired to facilitate learning. Additional responsibilities are detailed in the Master Agreement between the LCC Board of Trustees and the Michigan Association of Higher Education (MAHE), which can be viewed at internal.lcc.edu/hr/labor_contracts/MAHE/MAHE-Contract-2017-2020.pdf. Office hours, meetings, etc., are generally determined by the faculty member and the person to whom s/he directly reports.

Who is responsible for meeting course and syllabus requirements?

Each faculty member, in partnership with the program leadership and other faculty who teach the same course, has responsibility for the integrity of the course by ensuring that the learning outcomes and other departmentally-established requirements

stated in the syllabus are fulfilled. Typically, the program leadership will either establish or approve departmentally-based requirements in the syllabus.

How much flexibility do I have in following the official course syllabus?

The degree of flexibility in adhering to the official course syllabus will vary with the discipline. In all courses, the established learning outcomes must be addressed. Some disciplines are very structured in the way courses are taught, and allow for very little variance from the established course curriculum. In other disciplines, there is a great deal of flexibility. In these cases, an instructor may introduce additional learning outcomes, may revise the sequence of the course content, may select various instructional methodologies, and may select how to evaluate his or her students. In most cases, the program leadership will inform you of your ability to be flexible in following the syllabus. For Components of the official course syllabus, see "Official Course Syllabus" on page 79.

In courses that allow for flexibility with the syllabus, do I have to give mid-term and final exams?

Mid-term and final exams may or may not be required by the program. Check with the lead faculty to determine the whether or not there are required exams. Each official course syllabus lists the methods of evaluating student achievement/progress. Methods may be required or optional and a percentage range is indicated that an instructor may use for each method. For a significant number of courses, there may be better ways to determine whether or not the student has achieved the learning outcomes for the course. Some of the other options could be actual skill demonstrations, portfolios, projects, and the like.

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FAQs about LCC (continued)

What is the appropriate chain of command for review of student complaints?

Before initiating the formal appeal process at the divisional level, students are encouraged to first meet with the initial decision-maker involved (i.e., the instructor) to attempt to resolve issues in an informal manner.

Students will have until the end of the 6th week following the end of the course to appeal a grade. At each level of appeal, a student will have up to ten (10) calendar days (except campus closures) to appeal a decision after notification of that decision at a prior level. Appeals received after the tenth calendar day may be dismissed for “failure to submit an appeal on a timely basis.”

When a student wishes to lodge a formal complaint regarding a person, except in cases of sexual harassment/discrimination (which is found in the College’s Discrimination and Complaint Process at <https://www.lcc.edu/appeals-complaints/>), the student must use the following line of appeal:

1. Approach their faculty member, StarZone, any service areas located on all campuses, or the LCC Ombudsman, see <https://www.lcc.edu/campuslife/studentlife/index.html>.
2. If the complaint cannot be resolved, please contact the Director or Associate Dean of the respective department or area of concern.
3. If the Director or Associate Dean is unable to resolve the issue, please contact the Academic Dean. The Provost (or designee)

If a student appeals beyond the instructor, the student must submit the appeal in writing by completing the online Student Appeal Form.

For a detailed account of the appeals process, refer to “Student General Rules and Guidelines” on LCC’s website.

What supplies are available to me and my class? How do I get them?

Departments have all sorts of classroom supplies. Check with your department support staff for available supplies and how to obtain them.

What kind of clerical assistance is available to faculty?

In most cases, photocopying and word processing of course materials is available for faculty. Campus departments have established their own policies for lead time required to get your materials back in a timely manner, as well as cover sheets with work instructions, etc. Departmental support staff will be able to provide you with the information, as well as show you where to place work requests.

How do I get classroom and office keys? Where do I pick up my mail?

Instructors need keys to their classrooms and possibly to their department office. Your department Lead Support Staff should have the forms you need to complete in order to obtain classroom keys, as well as your parking permit.

Faculty members have a mail folder or other receptacle where on campus mail and correspondence sent to you is delivered. Ask your department support staff where yours is located.

Parking

In order to park in a campus lot, you will need a parking sticker to place on your windshield. For up-to-date information on parking lots, parking fees (where applicable) and policies, visit internal.lcc.edu/parking/. Police, Public Safety, and Parking is located in the Gannon Building (GB), Room 2110, and can be contacted at (517) 483-1798.

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FAQs about LCC (continued)

How do I get my faculty ID and my parking permit?

The LCC Star Card serves as your:

- Student or Faculty Identification Card
- Library Services Card
- Computer Lab Access Card
- Fitness Center Access Card

In order to get a Faculty ID (Star Card), you must get a Star Card Access Card Form from your Supervisor. Once you have completed the form, take it to Police, Public Safety, and Parking (GB 2110) along with your driver's license or picture ID. They will take your picture and issue you a Star Card. To receive a parking permit, visit Police, Public Safety, and Parking with your Employee Number and Username. They will have you complete a form and issue you a parking permit, along with information on where you can park. For more specific information, visit internal.lcc.edu/parking/starcard/.

How are faculty contracts managed?

The Board of Trustees at Lansing Community College negotiates a master agreement with the Michigan Association of Higher Education (MAHE) for contracted benefits. Generally, MAHE represents the bargaining unit of full-time and part-time Teaching Faculty, Lab Instructors, Librarians, Counselors, etc. During negotiations, pay and benefit parameters are negotiated. Once hired, the Human Resources Department determines how the new faculty member's education and experience translate into a salary.

If I am ill, will my department get a substitute or cancel my class(es)?

If you are ill, your department needs to be informed and consulted regarding getting a substitute. There may be a form available in your departmental office to complete when you are requesting a substitute.

How can I learn about full-time faculty (or other) positions at the College?

Lansing Community College, as well as many other community colleges, relies heavily on part-time faculty. On average, Lansing Community College has about 80% part-time faculty. For those adjunct faculty who are interested in a full-time teaching (or any other) position, visit https://internal.lcc.edu/hr/job_openings/.

I need to use a computer and MMP (Multimedia Projector) for some or most of my classes. How do I gain access to these resources?

Nearly all of LCC's classrooms on the Main Campus, West Campus, and the off-campus learning centers have this type of resource already available.

If you have an ongoing need for this type of resource, have your department staff add this as a "characteristic" when scheduling your class for the semester. Be sure to check with your department regarding lead-time for such requests. If you have an occasional need, you can request to schedule these classrooms for particular days, again using your departmental staff. Also, laptop computers and MMP's are available for checkout from AV Services. The laptops are available for a 24-hour checkout.

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FAQs about LCC (continued)

I need to schedule a classroom where all my students have a computer available during the class, how can I meet this need?

First, try and schedule a computer classroom with the assistance of your departmental staff. Once again, be sure to check with your department regarding lead time for the request. If computer classrooms are not available, Computer Classroom on Wheels (C²OWs) can provide a temporary computer classroom, and are available for checkout from the AV Services department (517) 483-1715.

Who are the resource people in my division and department?

Person's Name	Phone
1. Dean _____	_____
2. Dean's Admin Support _____	_____
3. Associate Dean _____	_____
4. Faculty/Program Director _____	_____
5. Dept. Lead Support _____	_____

SECTION III

Tips for Using LCC Systems

- Office 365
- Using Desire2Learn and Your Username
- Banner Grade Entry

Office 365

Office 365 provides email, calendar, file sharing, and online conferencing services. This suite is the primary system used by the College to communicate with you, so it is important that you familiarize yourself with it as quickly as possible. These systems can be accessed through myLCC, or by utilizing Microsoft Office Outlook (versions 2007 and up).

To access your LCC email account, sign into myLCC and click on the Outlook Web link in the top right of your myLCC page. You will need to sign in again using your Username and password.

You may access the Office 365 Calendar through Outlook Web, or Microsoft Outlook. The web client (Outlook Web) and Outlook (Microsoft Office version) of the calendar have the ability to maintain and share your personal calendar. You may view multiple calendars on a single page. Additionally, you have the capability to easily schedule meetings with your LCC colleagues and find common open times to schedule meetings by viewing their calendars.

How to Obtain an Account

Accounts are automatically generated upon request. See “Using Desire2Learn and Your Username” on page 66.

Help Desk

LCC’s Help Desk provides technical assistance to faculty, staff and students 24/7. Resolve your technology needs by going to lcc.edu/helpdesk and submitting a service request form online or by email. You can also call (517) 483-5221 or toll free 1-800-644-4522 to speak with a Help Desk support person.

“One’s mind, stretched by a new idea, never goes back to its original dimensions.”

—Oliver Wendell Holmes

Using Desire2Learn and Your Username

All classes taught at LCC, whether online or face-to-face, automatically have a Desire2Learn course site available before the start of each semester. Students do not have access until the course start date and enrollments are updated on a daily basis. Faculty members are required to use the D2L Gradebook and the Concourse syllabus template. All other D2L functions are used at the discretion of the instructor.

Before one can access their Desire2Learn site, they must establish their Username. All LCC students and employees will use their Username to access other LCC systems, such as the campus network, and LCC Student email accounts. All students and employees are assigned an eight character (maximum) Username when registering for classes. This Username is permanent.

Activating Your myLCC Account

1. Go to the LCC homepage (internal.lcc.edu).
2. Click on the “myLCC Sign in” link at the top of the page.
3. Click on the “Activate my account” link.
4. Click on the “Activate your account now” button and follow the instructions.

Be sure to use a secure password, because anyone with access to your password has access to a large amount of your personal information.

Accessing myLCC and Banner

1. Access the LCC webpage (internal.lcc.edu).
2. Click on the “myLCC Sign in” link at the top of the page.

3. Type your Username and password into the boxes provided and click the “Login” button.

From this point, you have access to your personal employee information, D2L, Banner, Office 365, LMS, LCC Travel Center, and various forms.

To access D2L, click on the D2L link at the top right of the myLCC page. D2L can also be accessed directly without having to log into myLCC at myd2l.lcc.edu.

Banner Self Service (Banner) is a comprehensive online system that provides access to employee and academic information. You will need to access Banner when obtaining current class lists, entering final grades, performing enrollment verification, etc. To access Banner, click on the Banner icon in the top right corner of the myLCC screen.

For assistance, call the LCC Help Desk at 1-800-644-4522 from off campus, or 5221 when on campus. You may also email the Help Desk at LCC1@lcc.edu.

D2L Course Sites

D2L is used for the delivery of courses and course content for face-to-face, hybrid and/or online offerings. Courses utilize D2L for providing course content and lectures, communication in courses through discussions and email, assessments such as quizzes and uploading assignment submissions and for providing grades and feedback. D2L training, help videos and step-by-step tutorials are available for students and instructors through the [Student Resource site](#) and [Instructor Resource site](#).

Teaching Online with D2L

Online training in D2L is a training that features instructional videos to demonstrate how to use

(Continued on next page)

Using Desire2Learn and Your Username (continued)

D2L to set up course components. See <https://elearning.openlcc.net/course-resources/learning-opportunities/#trainings>.

CMS Accessibility Checklist and Revision Plan Training

The CMS Accessibility Checklist is designed to review and identify any ADA areas of concern within a D2L course(s). The checklist is a self-assessment tool to assist Instructors in the review of a course and course materials to ensure that the course is accessible for all students. This training provides an overview of how to apply the CMS Accessibility Checklist to a D2L course as well as develop a revision plan for revising course materials.

D2L Help Videos and Step-by-Step Tutorials

All-in-one site that provides easy access to a variety of useful D2L and online learning resources for instructors. See <https://elearning.openlcc.net/>.

CMS Course Design

Provides resources and tools related to effective course design practices for instructors. See <https://elearning.openlcc.net/course-resources/course-development-review/>.

CMS Policies

Developed and approved by the College, the Course Management System (CMS) Usage Policies provide instructor guidance concerning system wide access. See <https://elearning.openlcc.net/course-resources/cms-standards-policies/>.

CMS Standards

Developed by faculty and staff, the Course Management System (CMS) Standards provide guidelines for developing and teaching courses at the College. See <https://elearning.openlcc.net/course-resources/cms-standards-policies/>.

D2L Semester Tasks

The D2L Semester Tasks section provides resources and checklists designed to help instructors prepare a D2L course(s) before the semester, teach during a semester, and complete final tasks at the end of the semester. See <https://elearning.openlcc.net/course-resources/d2l-semester-tasks/>.

CMS Accessibility Checklist

All D2L courses and course materials should be designed with accessibility requirements in mind to ensure courses are accessible for all students. The following accessibility information, D2L resources, and accessibility tools are available to assist with meeting accessibility requirements. See <https://elearning.openlcc.net/cms-accessibility/>.

Office Hours

Instructional Designers visit various departments across all campuses to assist instructors with course design, multimedia and accessibility in D2L. Detailed hours and locations can be found at <https://elearning.openlcc.net/course-resources/calendar/>.

LCC/CTE Teaching Online Certification

LCC offers an eight-week online course through the CTE that certifies the faculty member as an “Online Instructor.” For more information, contact the CTE at (517) 483-1680, or see the CTE’s website at lcc.edu/cte/toc.

Banner Grade Entry

Access Information and Assistance

The ability to enter or change grades through Banner should be available on any computer that has web access:

- The computer should have a minimum of Internet Explorer 9.0 available.
- A high-speed connection is not a necessity (Dialup connections work).

Some possible work areas include:

- Center for Teaching Excellence (TLC 324) computers. The CTE extends its open hours during the last week of the semester, and the staff are trained to assist with entering grades.
- LCC office computers or department computers (where appropriate).
- TLC computer lab (TLC 100).
- TLC library computers.
- Laptop computers can connect wirelessly anywhere on campus.

Submitting Final Grades

Final grades are submitted electronically through the Banner system by LCC faculty each semester by the posted deadlines. It is essential that all faculty learn the procedures for online grade entry. If a student receives an "I," "Z," or a 0.0 grade, the instructor is required to submit the last day the student attended class, as part of the grade entry process.

Deadlines and General Information

Final course grades are due and must be submitted by 8:00 a.m. on the second business day after the last day of your course(s). Once the deadline

has passed, faculty will not be able to enter any more grades via the online systems. Any further grading will need to be done through the Lead Support Staff in the faculty member's respective department using a manual system. In addition, anyone who is in the middle of assigning grades when the deadline is reached should expect that their work will not be saved to the server, and manual grade entry will be the only alternative.

Missing Grades

If a faculty member does not submit a grade by the grade entry deadline, a grade of NR (not reported) is recorded in the student's record.

Incompletes

LCC policy requires that all incomplete grades be resolved to a number grade. To implement this policy, whenever a faculty member enters an incomplete grade, they must also indicate an expiration date and a default grade. The expiration date is that date where the incomplete is switched by the grade system to a number grade. The default grade is the grade the student will receive if no further work is done to resolve the incomplete.

Presently, a link to an electronic Incomplete grade is found at the top of each Final Grades form in Banner. Clicking the link will require you to login to a new browser page and submit the following information regarding the class, student, and the incomplete. This web page will request the following information:

- Department
- Student Name
- Student ID

(Continued on next page)

Banner Grade Entry (continued)

- Semester the course was taken
- Course Code
- CRN
- Instructor Name
- Coursework completion deadline
- Default grade if incomplete is not resolved
- Reason for incomplete
- Work to be completed
- Grade standards and weight info (if applicable)

Changing Grades

Grades may be changed at any time until the posting deadline. Once grades are posted (by ITS at 8:00 a.m. on the first Tuesday after classes end) to the grading system, the faculty member cannot affect any changes using online systems. All grade changes must be made by filling out a paper “Change of Grade” form, available through their respective department office.

Grade Entry Assistance and Training

The Help Desk offers phone assistance 24/7, and their number is (517) 483-5221.

Additionally, the CTE offers face-to-face grade entry support in TLC 324. You may also call us at (517) 483-1680 for phone support.

Note: If this is your first time entering grades, you may wish to do so in the CTE (TLC 324), in case you have questions or problems. Our staff has been trained to assist in grade entry and understands the nuances of the system.

“As gold which he cannot spend will make no man rich, so knowledge which he cannot apply will make no man wise.”

—Samuel Johnson

SECTION IV

What LCC Students Say About How They Learn

What Students Say

The CTE's 12-week course, "Transforming Learning Through Teaching," devotes one session to talk with students about what helps and what hinders their learning. Some of their responses, along with the questions asked, follow.

How early in the semester do you form an opinion regarding the effectiveness of an instructor?

Some students indicate that their opinions change depending on if there has been a quiz or a test on which questions were misleading, or if the material on the test isn't emphasized in class; other students indicate evaluation of an instructor is an ongoing process.

What makes a class interesting to you?

Many students refer to the influence of the instructor. They want an instructor who cares—someone who smiles and has an appropriate sense of humor, someone who makes the subject relevant, someone who is enthusiastic and confident. Other students talk about the teaching techniques that a faculty member employs, such as active learning.

How many hours per week do you study?

The comments about students' study time ranges from 5 to 20 hours per week. Others commented that it depends on the class, or it depends on tests or if it's finals week, and/or other responsibilities such as full-time jobs and family obligations.

How can a professor motivate you?

Some students state that a professor *can't* motivate them, while others say it depends on the subject. Students indicate that it is motivating for faculty to share their professional experience, to

use real life examples, to present the subject in an interesting way, etc. A few students share demotivating situations, such as when partial credit is not given and/or when an instructor is not accommodating for late assignments when there are legitimate reasons, or when too much emphasis is placed on exams versus other forms of assessment.

If you were the teacher, what would you do differently to help your students learn?

Responses included asking students how they learn best, use short quizzes or in-class writing activities at the onset of class to keep students from arriving late and to hold them accountable for the reading prior to class, send a personal email within the first month commenting on something unique about the student as a learner, and ask students to prepare a reading-based question prior to class.

What do instructors do that makes it difficult for you to learn?

- "Lecture continuously. My attention begins to decrease after a while."
- "Overload themselves, so they are short with students."
- Come to class late and/or unprepared (i.e., no syllabus on the first day, lacking returned papers, no class schedule, etc.). "If the instructor expects students to be prepared, then s/he should arrive on time and be prepared as well."
- Not returning graded assignments and exams in a timely manner.
- Trying to talk over sideline conversations.
- The "PowerPoint slideshows of death."

(Continued on next page)

What Students Say (continued)

- Getting off track for more than five minutes.
- Allowing other students to get the class “off track” and on tangents.
- “Teachers who give you no break or only give a three minute break in a two hour class and chastise you if you take longer.” (Please note: for every 50 minutes of instruction, students should be given a 10 minute break. This break resets their attention and enhances their ability to learn.)

What are your expectations when taking an online or hybrid course?

- A timely response from my instructor.
- Organized and easy-to-navigate course site.

Why are you going to school?

Students have a variety of reasons for continuing their education: to transfer to a senior institution, to be able to teach kids and see them excited to learn, to get a better job, to become more fluent in English, etc.

What can I do as a teacher to help raise your confidence level in a course?

Many students speak to the importance of faculty members caring about how they’re doing: “If instructors care, I’m not afraid to make mistakes.”

What is your opinion of small group learning?

Some students state that the benefit of collaborative learning is dependent on content and whether there are specific goals involved. Some mention the fact that it is easier for them to ask questions of their peers, and that it is very beneficial in specific courses like speech or writing. Others

mentioned that they don’t like trying to get other group members to participate. Students find the following helpful when working in small groups:

- Providing clear instructions, so everyone understands what is expected of the group.
- Setting time limits to help the group stay focused.
- Assigning different parts of a topic to different group members, so that they are held equally accountable, and can’t get the information from someone else.
- Using an ice breaker to help students feel more comfortable working together.
- Avoiding out-of-class group projects.

What type of exam questions, e.g., multiple choice, essay, short answer, etc., do you prefer and why?

Although a few students state their preference depends on the subject, others comment on specific types of questions, namely:

- Essay questions prove what you know; grading seems more subjective, etc.
- Multiple choice questions can trick you; are like the real world since you have a choice; allow you to memorize material.
- Short answer questions are good because you have to tell what you know versus just being able to recognize the right answer.
- True/False questions aren’t good.

(Continued on next page)

What Students Say (continued)

What do faculty have to do to earn their students' respect?

Students' replies range from respect me, respect yourself, address me by my name, show that you care, be on time, be prepared, and return tests and assignments in a timely manner.

From your perspective, what is the best way to handle a disruptive student?

Students' comments range from: "We pay to be in the class, so we shouldn't have to deal with disruptive behavior" to "Take the student aside in a polite way and address it right away." (As the instructor, it is your responsibility to create and maintain a climate conducive to learning. For more suggestions on classroom management issues, see page 83.)

What are your expectations of yourself as a student?

Students' comments regarding self-expectations are to do their best, get a job, forge ahead (with learning) – especially when their expectations and the instructor's are clear and agreed upon.

What do you most want to get out of college?

Some students comment on wanting very tangible things, such as a degree. Many are seeking more intangible outcomes like being able to apply what they learn to life.

Do you prefer more assignments or more quizzes in class?

Some students prefer quizzes because they feel they have to prepare more rigorously, and therefore retain the material longer. Assignments and/or projects are preferred by students who enjoy being able to share and demonstrate what they have learned.

What teaching style and/or delivery method do you prefer?

Students want faculty who talk to them as human beings at their level; don't lecture constantly, use small group or discussion methodologies, and use a variety of strategies to meet the needs of all learners.

How do you feel about instructors' use of online materials (i.e. handouts posted on course site, links to other sites, etc.)?

The majority report that they like having materials available online because it's an opportunity to double check and get clarification as needed. Many find online practice quizzes and handouts helpful.

Please note: A common complaint of LCC students is faculty's inability or difficulty using their Desire2Learn course site, particularly the Gradebook.

What are the characteristics of an ideal instructor?

Students consider the ideal instructor to be a person who is compassionate, respects who you are and your prior knowledge regarding the subject, is an interesting speaker, makes class interesting, involves the students, is not too smart to teach, is committed and dedicated to helping students learn, regardless of the students' skill levels, can be a part of the students' world by getting to know them, puts themselves in their students' shoes and respects each student as an individual, is approachable, is in control when disruptions occur, has high standards, and provides timely feedback on homework. "An easy 4.0 doesn't make an effective teacher."

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What Students Say (continued)

When are classes scary?

Students get nervous when they don't know what to expect, don't come to class, don't enjoy the class, don't understand the name of the class, and/or when the course has a reputation for being really difficult, boring, etc.

What was your worst learning experience?

Students cite various difficult situations, ranging from a "distant" instructor to instructors who don't acknowledge students' experiences.

What was your best learning experience?

Students cite various helpful experiences such as:

- Providing study guides/worksheets that students are accountable for completing prior to class.
- When the Socratic method is used with the instructor acting as a guide.
- Asking questions of students – particularly of their experiences related to the subject matter.
- Gaining hands-on experience.
- The teacher shows he/she is human.

How do you feel about the use of technology in the classroom?

Most students report that they like it, but not when it doesn't work and/or the instructor is unfamiliar with the technology. Some students report an over use of PowerPoint and tend to prefer it being used along with a variety of teaching methods.

How would you like your instructors to handle students that are chronically late to class?

- "Don't ignore it. Speak promptly and privately to the student regarding this issue."
- "Don't stop what you are doing or start over."
- "Administer a short in-class writing assignment at the onset of class that can not be made up."

"Theories and goals of education don't matter a whit if you don't consider your students to be human beings."

—Lou Ann Walker

SECTION V

Teaching Tips for Faculty

- Getting Started and Preparing for the First Day
- Managing the Classroom Environment
- Engaging Your Students in Learning
- Evaluation and Assessment
- Bringing Your Course to Successful Closure

Getting Started & Prep. for 1st Day

Preparing Your Section Syllabus

For information about the College's Official Course Syllabus policy, refer to page 52. In the Concourse system, in D2L, you will find an Official College Syllabus Template for each section that you are assigned to teach. Once updated, students and others can access any Official College Syllabus on the web through Concourse. In addition, instructors are expected to provide their students with supplemental information specific to their individual section of the course on the first day of class. Departments usually provide new faculty with models of a Section Syllabus appropriate to their area.

Following is a description of the type of information included in the Official Course Syllabus at LCC, as well as the type of information that a section instructor may wish to add.

Official Course Syllabus

(across all sections)

- Course code, course title, number of credits, lecture/lab/other
- Course Description
- Prerequisites for the course
- Instructional Materials
- Student Learning Outcomes
- Methods of Evaluating Students (if across all sections)
- Grading Scale
- Course Practices
- Transfer Potential
- Disability Statement
- Student Academic Integrity

- Other Course Information

Section Syllabus

(Includes information provided by the department and/or instructor)

- Section Course Reference Number (CRN)
- Instructor name and contact information, e.g., phone number, email, office location, office hours
- Instructional materials, e.g., books and/or other materials for the course
- Additional student learning outcomes (if desired)
- Methods of instructional delivery, e.g. lecture, lab, online, hybrid, etc.
- Methods of evaluation and the relative weight of each
- Additional course practices/policies per department and/or instructor
- Attendance and administrative withdrawal policy
- Detailed course outline/schedule
- A reference to the Official Course Syllabus
- A reference to the Student Code of Conduct
- A reference to the Student General Rules and Guidelines
- Any additional course information per department and/or instructor

For more information, see the Teaching Tip, "Developing a Good Syllabus," on the CTE's website at lcc.edu/cte/resources/teachingtips/developing_syllabus.aspx.

Getting Started & Preparing for the 1st Day (continued)

Preparing for the First Day of Class

Even for the veteran teacher, the first day of class often evokes both excitement and anxiety. Because first impressions are so powerful and long-lasting, it is particularly important to be well prepared so that impressions about you and the course are positive, and anxious feelings (of both students and instructors) are minimized. On the whole, students and faculty are looking for the same things on that critical, first day – appropriate information about the scope and requirements of the course, as well as a comfortable introduction to the instructor, one’s classmates, and the course content. The question is: “What is the best way to achieve those goals?”

There are many useful techniques such as icebreakers that will ease the introduction to the course and one’s classmates. Besides icebreakers, there are creative ways to review your syllabus and to begin coverage of course material. Below are some suggestions for establishing a positive learning environment on that crucial first day. You could also review the CTE self-paced online workshop, “Getting Your Class Off to a Great Start” at lcc.edu/cte/resources/self_paced/great_start/. For more icebreakers, strategies for learning students’ names, etc., see our Teaching Tips at lcc.edu/cte/resources/teachingtips/.

Creating a Positive Learning Environment

As already mentioned, at the first class session it is important to reduce anxiety, to create enthusiasm for the class, and to convey positive expectations. Selecting several of the actions below will help you create such an atmosphere.

- Wear clothing that makes you feel good and conveys a professional demeanor.

- Arrive early to ensure the room is arranged as you wish. To best facilitate interaction, a “U” shaped arrangement of tables is suggested.
- Write your name and the course name on the board.
- Tell students how you wish to be addressed, e.g., by your first name, Dr., Mr./Ms., etc.
- Personally greet students as they arrive.
- To learn more about your students, ask them to complete an index card with information, such as their name, a phone number, email address, educational experience, why they enrolled in the course, etc. Refer to the index cards often to learn their names and to allow you to connect their previous knowledge and/or experience to what is being learned.
- Provide markers and tented 5x8 cards and have students write their name on both sides. Ask students to bring the tented cards to class until you and the class have learned everyone’s names. Or, hand them out to the students at the beginning of each class to assist you in learning their names.
- Share appropriate background information about yourself, e.g., your educational background, professional experience, why you’re teaching the class, etc. If this is your first time teaching, avoid telling students. Instead, focus on your passion and enthusiasm for the subject.
- Review the syllabus and the course expectations.
- For every 50 minutes of instruction, students should take a ten minute break. Inform students where food and drink are available,

(Continued on next page)

Getting Started & Preparing for the 1st Day (continued)

and where the rest rooms are located. Breaks are important to enhance and “reset” students’ attention and to provide opportunities for students to interact with each other in an informal manner.

First Day Icebreakers

To help establish a positive environment and provide students with an opportunity to get to know one another, use an icebreaker activity during the first class session. Consider the following:

- Have students get into small groups and generate a list of five to eight questions they have about the class. While students are still in their small groups, distribute the syllabus. Ask the students to review it together to seek answers to their questions. When the class reconvenes as a whole group, answer any questions that remain unanswered.
- Develop a “survey” or a “bingo-like” card that has a number of different items on it (e.g., moved in the past year, speaks another language, has two or more children, etc.). Have students move around the room and check with other students until they have a different name after every item or in every box.
- Select a key word from the course title and have students do an “association exercise” by reporting what first comes to mind (perhaps in groups of two or three). Use their responses to provide an overview of the course and to address any concerns, trepidations, etc.

For more icebreakers, see our Teaching Tips at lcc.edu/cte/resources/teachingtips/.

More Suggestions for the First Day

In addition to setting the tone for the semester and getting students to interact with one another, there are various “housekeeping” tasks that need to be completed during the first class period. You’ll want to address the following on your first day:

1. Take attendance or have students sign in. This reinforces the importance of their being there.
2. Review applicable prerequisites for the course.
3. Review the syllabus with the class, or have students get into groups and identify questions or concerns regarding the syllabus. (See icebreaker above.)
4. Review the grading system and your policies regarding assignments, test taking, making up work and tests, attendance, etc.
5. Provide and review the class schedule and give an overview of the course.
6. To significantly minimize disruptive behavior, have the students generate a list of ground rules for the class. They are likely to generate the same list you would, but they will have more ownership for the rules because *they* developed them. With the students, review and revise the list on a regular basis. For more information on establishing ground rules, see our Teaching Tips at lcc.edu/cte/resources/teachingtips/.
7. Describe how you’ll spend class time (e.g., lecture, small group work, field trips, etc.).
8. Give your students ideas on how to study and prepare for your class.
9. Conclude the first class session by asking students to anonymously write their impressions about the course, as well as any questions and/or concerns they have regarding the course. Close the loop by beginning the next class session with a summary of these

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Getting Started & Preparing for the 1st Day (continued)

impressions and concerns, as well as potential solutions. You might also ask them to bring to your attention any special needs they may have, which they wouldn't be comfortable sharing with the entire class (i.e., Diabetes, Hearing Impairment, Learning Disabilities, etc.)

“Good teaching cannot be reduced to technique: good teaching comes from the identity and integrity of the teacher.”

—Parker J. Palmer

Managing the Classroom Environment

Managing Disruptive Classroom Behavior

Faculty are usually called upon to make decisions beyond what to teach and how students will best learn it. They must also decide how to manage incivility in the classroom. New and experienced teachers often ask questions about how to handle student disruptions and maintain control in the classroom.

Suggestions for Minimizing Disruptive Behavior

Classroom management goes beyond maintaining control over the classroom. It means establishing an environment where all students can learn and participate freely. Prevention is often the key to avoiding difficult classroom situations, and most problems can be avoided by establishing clear expectations on the first day of class and following these throughout the semester. The following are general suggestions for creating a positive learning environment:

1. Be extra firm on all matters the first day and week to set the “tone” (i.e., “mean ‘til Halloween”). You can always be more flexible later, but it’s very difficult to do the reverse.
2. Many problems can be avoided by being clear (in writing) regarding your expectations and policies on the first day of class and by employing participation or “ground rules.” Better yet, have the students develop the “ground rules” on the first or second day of class so that they feel ownership for them. See the Teaching Tip, “Establishing Ground Rules on the First (or Second) Day of Class” at lcc.edu/cte/resources/teachingtips/tip13.aspx.
3. Prior to developing ground rules, ask students how many of them have attended a class where one or more students’ behaviors ruined the class. List the types of behaviors they found disruptive on a flip chart or the

board and have them refer to this list as they develop a list of ground rules. (Pike and Arch 51)

4. Start and end class on time to prevent chronic tardiness and “packing up” behavior.
5. Keep in mind that those classmates who are disruptive, without consequences, become role models for other students.
6. Deal with disruptive students individually, outside of class, not during class where your credibility may be questioned.
7. Don’t ignore the disruptive behavior. Act early and quickly otherwise you can “lose control” (not that you want all of it, but you want some.)
8. If you are new to teaching, keep in mind classroom management is an acquired skill.
9. Avoid becoming defensive and/or overly emotional.
10. Remember that no two classes are alike. Each class has a collective behavior or class personality.
11. The instructor is obligated to address student behaviors that interfere with learning or endanger themselves or others.
12. Refer students with psychological, emotional, academic or financial trouble to the appropriate counselors. You can be empathetic, but becoming a student’s counselor is inappropriate.
13. Know all of your students’ names. Students are more likely to cause problems if they feel anonymous in the class. See the Teaching Tip, “What’s in a Name? Strategies for Remembering Student’s Names” at lcc.edu/cte/resources/teachingtips/whats_in_a_name.aspx.

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Managing the Classroom Environment (continued)

14. Plan a 10-minute break for every 50 minutes of class. Not only does it “reset” their attention, it also provides an opportunity to move around and release energy, talk to each other, and, if necessary, speak to a disruptive student privately.
15. Keep regular office hours and/or invite students to email you with questions and concerns. This can prevent many problems.
16. Seek feedback from students. There are a variety of methods. One suggestion is to schedule a Small Group Instructional Feedback Session (SGIF) mid-semester through the CTE. For more information on SGIFs go to our website at lcc.edu/cte/services_support/sgif/.

For more information and specific ideas on how to deal with sideline conversations, monopolizing, distracting, and withdrawing behaviors, see the Teaching Tip on the CTE website at lcc.edu/cte/resources/teachingtips/dealing_with_monop.aspx and the CTE’s comprehensive brochure “Dealing with Disruptive Behavior” at lcc.edu/cte/pdf/disruptive_behavior.pdf.

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Engaging Your Students in Learning

For more than a decade, the literature about teaching and learning has revealed that students “learn more and learn better when they explore a topic rather than when they watch and listen to a teacher” (Huba and Freed 153). Mel Silberman cites studies that report “... students in lecture-based college classrooms are not attentive about 40 percent of the time. Moreover, while students retain 70 percent in the first ten minutes of a lecture, they will retain only 20 percent of the last ten minutes” (2).

There has also been a significant amount of research enumerating which instructional methodologies promote deep learning and retention over time. A recent review of the literature again reveals that “when... teaching has been examined, lecturing – the most common type of instruction — turns out to yield only modest learning. That is, students retain less than 20 percent of what they were taught one week after the lecture” (Guskin 5). Below is a chart that lists a variety of common instructional methodologies and the average retention of course content after 24 hours.



Instructional Method and Average Retention Rate

Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Groups	50%
Practice by Doing	75%
Teach others and/or use of new learning immediately	90%

While a lecture is often not the best way to engage students in learning, using the following tips will better ensure that lectures are engaging, and that the drawbacks of lecturing are minimized.

Engaging Your Students in Learning (continued)

Tips on Lecturing

1. Identify the key topics/concepts, etc., you most want your students to remember and “chunk” them into three to four key points per 50-minute class session.
2. Organize your points in one of the following ways:
 - in chronological order.
 - in ascending or descending order.
 - by presenting a problem and then possible solutions.
 - by moving from the simple to complex, or from the familiar to unfamiliar.
3. Select and/or ask for relevant examples to help with understanding and remembering information.
4. Identify appropriate teaching materials to support your explanations.
5. Plan ways to verify students’ comprehension by using Classroom Assessment Techniques, such as the One-Minute Paper.
6. Provide a skeletal outline, map, or tree diagram of the lecture. Have students fill it in during the lecture.

Additional Thoughts on Lecturing

In summary, it is important to be mindful of the possible drawbacks of lecturing – particularly when it is used to the exclusion of other instructional methodologies. Lectures can be useful tools for conveying factual, background-type information. However, when your goal is to examine values and attitudes, to enable students to transfer knowledge to other situations, to develop problem-solving skills, etc., use techniques that actively engage learners. One

writer puts the situation to educators this way: “The real problem and challenge is to [create a learning environment] by restructuring the role of the faculty to maximize essential faculty–student interaction by integrating new technologies fully into the student learning process, by making use of peer interaction and collaborative learning strategies, and by substantially increasing the amount of time and effort students spend learning” (Guskin 6). For more tips on lecturing, see our self-paced online workshop https://internal.lcc.edu/cte/resources/self_paced/lecturing_techniques/.

Active Learning Techniques

Actively engaging students in learning has appropriately been defined as active learning, which refers to situations that “involve students in doing things and (as importantly) thinking about the things they are doing” (Bonwell and Eison 2). Active learning environments are characterized by students:

- doing, i.e., being actively engaged through such modes as discussing, writing, conducting an experiment, etc.
- developing their skills rather than the teacher transmitting information.
- utilizing the higher order thinking skills of analysis, synthesis, and evaluation.
- examining and exploring their own attitudes, values, how they learn, etc.

Active learning is a name for several different techniques in which the above characteristics are present and the students are doing most of the work. Following, are numerous ways to involve and engage your students in this way.

Engaging Your Students in Learning (continued)

Cooperative Learning

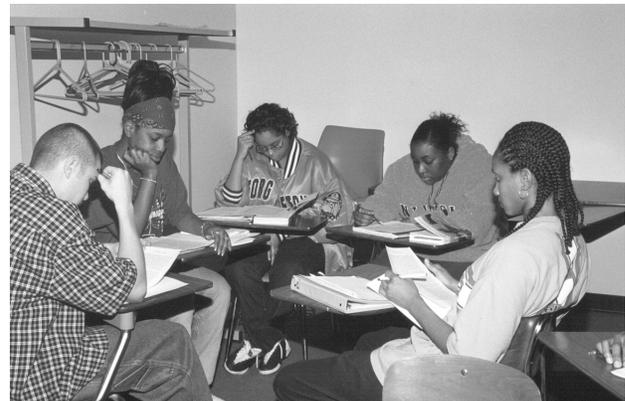
Many of the experiential learning strategies referenced above could be carried out in a cooperative learning environment. This is a type of learning situation which “places students within small groups to pursue outcomes that are mutually beneficial” (Lyons et al. 112). As compared to competitive and individual approaches to learning, cooperative learning has repeatedly been proven to have at least five advantages. Cooperative learning:

- encourages positive interdependence by fostering a sense of personal responsibility for the success of teammates.
- establishes accountability for one’s own learning, as well as that of one’s teammates.
- builds the necessary interpersonal skills for today’s workplace and for life in general.
- develops solutions that incorporate more perspectives, thus greater acceptance by more people.
- enables the faculty member to better manage the learning environment (Lyons et al. 112-113).

For information on utilizing small groups, see the CTE’s Teaching Tip, “Getting Small Group Learning Off to a Good Start” and “Small Group Learning Activities” at lcc.edu/cte/resources/teachingtips/.

Experiential Learning Strategies

Experiential learning strategies are those that enable students to “discover” information from their own efforts. It “occurs when a person engages in some activity, looks back at the activity critically, abstracts some useful insight from the analysis, and puts the result to work” (Pfeiffer 3). The critical role faculty have in this process is the post-activity debriefing, the purpose of which is to “engender personal reflection and an expansion of natural knowledge” in your students (Lyons et al. 116). Experiential learning strategies may be accomplished through numerous formats. Several of the strategies that follow would actively involve learners and promote an experiential learning environment.



Engaging Your Students in Learning (continued)

Facilitated Class Discussions

Research has shown small and large group discussions to be effective in many learning situations, such as those developing problem-solving skills, examining beliefs and attitudes, retaining information, etc. (Nilson 87; Lyons et al. 109). In order to produce these desired effects, discussions require thoughtful planning and monitoring by the instructor. You might prepare a set of discussion questions, assign particular roles within small groups, keep students on track by providing time parameters for discussion, inform the class that small group discussions will be followed by whole group debriefing, etc.

Additional recommendations and/or strategies for effective discussions are to:

1. Ask a question and give students a few minutes to write out their answers, have them share their answer with another student, and then ask for volunteers to share their responses.
2. Arrange the seating in a semicircle if you're engaging in a whole group discussion, or push tables together if engaging in small group discussions.
3. Discourage students who tend to monopolize the discussion by:
 - assigning roles/tasks when in small groups.
 - asking other students if they agree or disagree.
 - acknowledging time constraints.
 - posing a question and then asking how many students have a response to it before calling on someone.

4. Provide opportunities for students to talk/ share early in the semester so that they feel more comfortable during discussions.
5. Get large group discussions back on track by using statements such as, "We seem to have lost sight of our original point."

Evaluate the discussion by asking students to give their impressions of the day's class in writing.

"Interactive Lectures"

"Interactive" lectures are those that intentionally incorporate "change-ups" or "quick thinks" every 15 to 20 minutes during which students are actively interacting with the material and each other (Nilson 80). Ideas that work well include:

- **Pair and Compare:** Students are asked to work with a classmate to review and compare notes. This enables students to fill in any gaps and process the information.
- **Periodic Recall:** At various intervals in the lecture and without their notes, have students write down the major points covered up to that point. You could also ask them to jot down questions that they have, to "pair and compare" their recollections with another student, etc.
- **Case Study or Problem/Issue:** Distribute a case study or problem that is related to the lecture you just gave. Have students discuss/ solve it in pairs or groups. Then incorporate a whole-group feedback discussion about the case discussion or solution for the various situations.

For more "Change-ups," see the CTE's Teaching Tip at lcc.edu/cte/resources/teachingtips/tip2.aspx.

Engaging Your Students in Learning (continued)

Role Playing

Role playing is a learning strategy in which students are presented with either a hypothetical or real situation, along with a cast of characters for which students improvise a script. To appropriately enact a role play, instructors must:

1. Provide explicit background information and the context of the situation.
2. Explain the parameters of the role play.
3. Provide sufficient time for students to orient themselves to their role.
4. Ensure that “observers” of the role play have appropriate criteria from which to evaluate the interactions.
5. Facilitate a discussion about key learning outcomes (Lyons et al 115).

Problem-Based Learning

Problem-based learning strategies are those designed around real-life problems which can be open-ended or ambiguous (Fogarty 2). These problems are typically assigned to teams of students and should be very much like the types of situations that they'd encounter in their careers. Problem-based learning is another strategy where the instructor facilitates the process as it develops through coaching, counseling, and directing the students as needed.

Service Learning

“Service Learning is a method by which students acquire knowledge while working in volunteer, community service” (Nilson 108). It is a form of field study and, as such, enables students to deepen their learning through actual involvement. For more information on Service Learning, contact Tonay Bailey at (517) 483-1116.



Student Presentations/Debates/Panels

The commonality in these types of experiential learning strategies is that the instructor either assigns or allows students to select a topic, position, etc., to research. Students then work together to share what they've discovered via a presentation, weighing the pros and cons, or through a discussion made by several students who represent various facets of a situation.

To enable presenters and their classmates to derive the maximum benefit of any of these presentation models, faculty need to provide students with:

1. The goals and objectives of the assignment.
2. A detailed rubric that will be used to evaluate the presentation/debate/panel discussion. A rubric is a set of “scoring rules”. “It explains to students the criteria against which their work will be judged” (Huba and Freed 155).

Evaluation and Assessment

Over the last decade, colleges have been under intensive scrutiny to prove that students have achieved the learning outcomes identified for their courses and programs of study. Aside from the public demand, teachers have always been vitally interested in determining whether they are effective in their teaching. Until a few years ago, many educators considered tests and grades as verification for how well students learned what teachers taught. And while tests and grades are still common methods of evaluating students' learning, higher education has moved into the "age of assessment."

Many educators use the words evaluate and assessment interchangeably, but the two terms have different definitions and purposes as noted in the comparison below. Evaluation refers to "judging the value of evidence based on definite criteria" (Palomba and Banta 28) and typically results in a grade. Assessment, as defined by the Higher Learning Commission of the North Central Association of Colleges and Schools, refers to the "systematic collection, examination and interpretation of qualitative and quantitative data about student learning, and the use of that information both to document and improve student learning."

Evaluation

1. Is focused on the individual student.
2. Is done, primarily, to assign grades (although some instructors may use results to make changes in the curriculum).
3. Results in a grade that is often used outside the college for selection purposes, e.g., whom to hire, whom to admit to a course study, etc.

Assessment

1. Is focused on an aggregate of students.
2. Is done, primarily, to improve student learning.
3. Results are primarily for the institution's internal use to improve student learning and student academic achievement.

Using Classroom Assessment to Improve Learning

If you are a new faculty member, a faculty member teaching a new subject, or a veteran faculty member teaching a topic that has historically been difficult for students, you may want to consider using an assessment tool to see how you're/they're doing – before test day! One such method is called classroom assessment, "an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it" (Angelo, Thomas and Patricia K. Cross 4). In their book, *Classroom Assessment Techniques*, Cross and Angelo have brought

together 50 different techniques, which vary in the amount of time and effort required of the faculty member to implement them. Over the years, some have become very popular with faculty because they require little time to use and are easy to analyze, as well as effective in showing how well students are learning. Copies of this book can be checked out in both the CTE library and the LCC library if you would like to learn more about classroom assessment techniques. Also, see the self-paced online workshop, "Early Semester Student Feedback" at lcc.edu/cte/resources/self_paced/early_student_feedback/, for more assessment methods.

(Continued on next page)

Evaluation and Assessment (continued)

Note: Whatever assessment technique is used, it is critical that the instructor “close the loop” by following up with the students during the next class session. If part of this “loop” is missing, students will not respond thoughtfully to other assessment techniques.

The Minute Paper

This Classroom Assessment Technique (CAT) is by far the most popular and widely used. Taking no more than a few minutes, students are asked to respond anonymously to two questions.

1. What are the 2 (3, 4, 5. . .) most significant (useful, surprising, disturbing. . .) things you’ve learned in this session?
2. What question(s) remains uppermost in your mind?

Having collected this information from students, the instructor should compile the results and share any trends with his/her students. If done at the beginning of the next class session, it provides a nice refresher before introducing new material, as well as the opportunity to answer questions and clarify misunderstandings.

The “Muddiest” Point

Although a powerful tool, you’ll want to utilize this CAT judiciously. Focusing on what’s not understood is a negative spin and can be perceived as discouraging if used too often. The technique consists of one basic question:

- What has been the “muddiest” point or what topic remains unclear to you?

As with the Minute Paper, you should use the beginning of the next class to address these issues/questions before moving on.

One-Sentence Summary

This CAT asks students to use the framework of one sentence to summarize/synthesize particular amounts of material into one sentence. As with the other two techniques, summaries can be reviewed for accuracy and erroneous thinking can be corrected at the beginning of the next class.

Testing

“If they are used in a supportive, nonthreatening manner, tests can help students assess what they know and help the teacher know what the students have successfully learned” (Stark and Lattuca 261). Nevertheless, testing rarely seems nonthreatening, and often creates anxiety in both faculty and students. Students worry about test grades and “suffer when tests are punitive, vague, disconnected to the material, or capricious” (Lyons et al 127); faculty members may be concerned that (poor) test scores are a reflection of their teaching. All-in-all, an “effective examination” should be a learning, as well as an evaluative, experience. It should serve as a thorough review of the content emphasized, enabling students to deepen their mastery of the concepts included (Lyons et al 129).

Tips for Test Creation/Construction

Before reviewing some specific tips on test construction, a few general pointers are covered:

1. Test construction takes considerable time.
2. Base test items on the learning outcomes in your syllabus and on what you want students to retain and transfer.
3. Writing a valid, reliable, and balanced test is essential. A test is valid if it measures what it’s supposed to measure. Reliability refers to attaining accurate and consistent measures of student performance over time. Balance is

(Continued on next page)

Evaluation and Assessment (continued)

a concept relating to test-item construction being proportional to the emphasis the topic received in class.

4. To meet the needs of all learners, use a variety of question types, e.g., multiple choice, matching, fill-in-the-blank, essay, etc.

Some Finer Points of Test Construction

With these broad test-construction tips in mind, we'll turn to some finer points of test development below:

1. Consider how much time (typically) students will need to take the test. The guidelines below will assist in that determination. Plan for:
 - 30 seconds per true/false item
 - 1 minute per multiple choice item
 - 2 minutes per short answer item
 - 10-15 minutes for essay questions
 - 10-15 minutes for students to review their work
 - OR, allow three times as long as it takes you to take the test
2. Select/write items that at least 50 to 70% of the students can correctly answer, or are of average difficulty. You may not be able to make this determination until students have taken the test and you've performed an item analysis of how many students responded correctly/incorrectly to each question. If over 70% of the students fail a particular test item, some instructors opt to "throw out" that item and not count it towards a test score, or they count it as extra credit to acknowledge the effort of the students who answered correctly.

3. Assemble a professional-looking examination by keeping all portions of a test item together, i.e., keep the question stem and the various response options on one page.
4. Leave the appropriate amount of space for each item to be answered – too much space can mislead the student into thinking a longer response is required.

Tips for Specific Types of Test Questions

Following are some good practices for creating various types of test/exam questions. You will find more in-depth help by going to the CTE's self-paced online workshop entitled, "Testing Techniques" at lcc.edu/cte/resources/self_paced/testing_techniques/.

When writing multiple-choice questions:

1. Use positively stated stems. When using negatives such as not or never, underline or **bold** the print.
2. Attempt to keep response options homogeneous and nearly equal in length.
3. Place the blank space at the end of the stem versus the beginning or middle when using incomplete statements. (Placing it in the middle may require the student to spend an inordinate amount of time re-reading the statement.)

When using short answer and essay questions:

1. Indicate the number of points each question is worth.
2. Be as specific as possible in terms of what is being asked. For example, instead of stating "Describe asthma," state "Describe asthma and include in your response the etiology signs, symptoms, and treatment."

(Continued on next page)

Evaluation and Assessment (continued)

3. Be sure to allot the appropriate space to write.

In regard to **matching items**:

1. Keep items homogeneous.
2. Put dates in chronological order.
3. Include clear directions, such as whether or not an item may be used more than once.

For **true/false questions**:

1. Keep the true and false items the same length.
2. Consider asking students to write their reasoning for each true or false response.

Tips for Administering the Test

1. Let students know in advance of the test day if they can or cannot use any crib sheets, books, cell phones, etc., during the test. (Research indicates that students do not necessarily perform better with crib sheets, notes, etc.)
2. Be present without hovering, but do not leave the room.
3. Administer the test to yourself. If you find typos and/or have any changes to the test, announce them at the onset, and write them on the board. Better yet, correct them prior to Xeroxing/administering the test.

Tips on Returning Tests and Giving Students Feedback

1. Return tests/exams promptly, i.e., within one week. If this is not possible, post a corrected copy immediately after the test is completed by all students. This is especially critical to the novice learner.
2. To ensure confidentiality, when you return tests, make sure the score is not showing.

Either turn the test over, or put the score on the last page.

3. If you don't allow students to keep their exams, make sure there's a way they can review their tests (i.e., during office hours).
4. Do not respond to specific questions regarding the details of an individual student's answer in class. State at the onset of class that you will only discuss individual answers in your office or individually after class.
5. Consider having students prepare their case in writing if they want you to award credit for a question.

For many more ideas and suggestions on testing, see the CTE's self-paced online workshop at lcc.edu/cte/resources/self_paced/testing_techniques/ and the CTE's Teaching Tips at lcc.edu/cte/resources/teachingtips/.

"It is better to know some of the questions than all of the answers."

—James Thurber

Bringing Your Course to Successful Closure

As the end of a semester approaches, signs of exhaustion and loss of momentum often begin to appear. You may notice that some of your students begin to:

- be tardy or miss class altogether.
- submit assignments late and/or below their typical standard.
- act disengaged or disinterested in class discussions.
- lose spontaneity and their sense of humor. (Lyons et al. 158-59).

The key to managing “end-of-the-semester blahs” is to retain your sense of humor and commitment to the class. Additionally, this is surely the time to employ as much small group work and active learning as possible!

Suggestions for the Final Class Session

Endings are as important as beginnings. The thought and energy put into creating a great first impression should also be reserved for the “final” impression about you and the course. While there are numerous course-related and administrative tasks to complete, such as instructor evaluations, final exams or final projects, etc., it is a good idea to schedule some time for bringing positive closure to the course. If you are able to do so, you might consider some of the following activities:

- Hold a debriefing session where students provide feedback on the course. If you have been conducting a variety of classroom assessment techniques, you may have already received a great deal of advice on ways to improve the course. If not, you could use

this time to ask students what they would recommend to improve the course.

- Share what you’ve learned about the subject matter from your students.
- Ask your students to send you an email in a few months telling you one thing they learned and have actually applied.
- Ask students to write a letter to someone who will take the course, giving them advice on how best to succeed in the course. Share these recommendations with subsequent classes.

Share with your students how much you’ve valued their participation in the class, their efforts, and how much they seem to have learned. Finally, as students leave, be sure to say good-bye to each. All of us remember those teachers who went the extra mile. Making the last class sessions memorable will more likely make you one of those memorable faculty members! For more information on course closure, see our Teaching Tip, “Ending on a High Note” at lcc.edu/cte/resources/teachingtips/tip6.aspx.

SECTION VI

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