



**ST. CLAIR**  
**COLLEGE**

# PART-TIME AND SESSIONAL INSTRUCTOR GUIDE



**2017 – 2018**

# Table of Contents

Welcome .....	4
Acknowledgements .....	5
Vision and Mission Statements.....	6
Administrative Staff and Departments.....	7
ST. CLAIR ONE.....	8
On Campus Computer Access .....	8
Off Campus Intranet Access.....	8
Email.....	8
Blackboard.....	10
Extend Use Form.....	10
GETTING READY .....	11
Academic Calendar .....	11
Classrooms.....	12
Contracts .....	12
Dress Code.....	12
Enrolment .....	12
Keys and Swipe Cards .....	13
Office Hours.....	13
Office Space .....	13
Reporting Absence .....	13
Schedules and Class Rosters.....	14
Security.....	14
Staff Mailboxes .....	14
Teaching Supplies .....	14
Telephone Extensions .....	14
Textbooks and Teaching Materials.....	15
CREATING A POSITIVE LEARNING ENVIRONMENT.....	16
COURSE ORGANIZATION .....	17
Course Outline.....	17
Essential Employability Skills .....	18
Syllabus.....	20
PLANNING THE FIRST DAY.....	23
Attendance .....	23
Classroom Etiquette .....	23
Class Time and Breaks.....	23
Day One .....	24
Lesson Plans .....	24
CONFLICT RESOLUTION .....	25
Classroom Challenges.....	25
Conflict.....	25
Stages of Conflict Resolution.....	26

ACADEMIC CONDUCT .....	27
Academic Misconduct and Academic Integrity.....	27
Plagiarism .....	27
ASSESSMENT .....	28
End of Semester Assessment.....	29
Midterm Assessment .....	29
Review .....	29
Standards for Grading.....	29
ACADEMIC ACCOMMODATION PLANS.....	31
The Academic Accommodation Plan .....	31
The Process.....	31
Accommodated Testing .....	31
Times Testing and Lab Evaluations.....	31
How to Submit a Test to the Proctor .....	32
Sending Tests/Exams via Email .....	33
Test Updates/Changes/Corrections.....	33
Pick-Up of Test by Faculty .....	33
How Does a Student Write a Test in Student Services? .....	33
Make-Up Tests .....	34
Appointments.....	34
Administration of Tests .....	34
Reduced Course Loads .....	34
INSTRUCTIONAL FEEDBACK SURVEYS (IFS).....	36
KEY PERFORMANCE INDICATORS (KPIs).....	37
LIBRARY RESOURCE CENTRE (LRC) .....	38
Electronic Resources .....	38
Copy Policies .....	38
PARKING.....	40
South and Thames Campuses.....	40
St. Clair College Centre for the Arts and MediaPlex .....	40
MAPS AND CAMPUSES .....	41
GUIDELINES FOR PHOTOCOPYING .....	42
Printshop South Campus .....	43
Printshop Requisition Sample .....	
INSTRUCTOR TRAINING .....	44
Training.....	44
STUDENT GOVERNMENT .....	46
Student Representative Council Windsor.....	46
Thames Students Incorporated Chatham .....	46

## WELCOME

---

The Senior Administration at St. Clair College offers a warm welcome to both new and existing part-time and sessional instructors.

You are an integral part of our programs and we thank you for the commitment, expertise, creativity, and enthusiasm you bring to the students and to the campus community.

This *Part-time and Sessional Instructor Guide* is an essential document that outlines the policies, procedures, resources, and expectations required by employees of St. Clair College. It will serve as a reference point to support you during your teaching appointment; however, it is not intended to be all inclusive.

Additional information can be found on the [St. Clair College](http://www.stclaircollege.ca) website and in the policies and procedures documents on the [www.stclaircollege.ca/intranet](http://www.stclaircollege.ca/intranet)

New instructors should become acquainted with their Chair, the Coordinator of the program and their Administrative Assistant. They will provide academic facilitation for the coordination of courses, programs and they will support and answer questions and address concerns during the academic year.

New instructors should also become familiar with all St. Clair College policies and procedures such as the:

- [\*Code of Student Rights and Responsibilities\*](#);
- [\*Policy on Academic Integrity\*](#).

We hope you will find working with us a truly rewarding experience!

## ACKNOWLEDGEMENTS

---

The Senior Administration extends its appreciation to the following individuals who have contributed to the development and revision of the *Part-time and Sessional Instructor Guide*:

Eva Beattie  
Phil Cohen  
John DeCaro  
Linda D'Errico  
Laurie Hart  
Linda Hill  
Terri Lawrence-Tayler  
Wendy L. Liebing  
Catherine Linner  
Jody Merritt  
Rose M. Mousaly  
Pat Papadeas  
Patrick Redko  
Dan Rorai  
Elizabeth Strutt-MacLeod  
Shelley Waronchak  
James Lapeer  
Monica Tighe

## VISION AND MISSION STATEMENTS

---

### Vision

Striving for excellence in all we do, St. Clair College is accessible and responsive to its community.

### Mission

St. Clair College strives to create a respectful and welcoming educational environment that will:

- Assist individuals in developing skills, knowledge, and values to support chosen careers or to support involvement in their communities.
- Provide students with an accessible, dynamic, and supportive learning environment which adapts to their changing requirements for quality, lifelong learning.
- Provide leadership and develop partnerships that support our community by a continual thrust towards competition.

### Values

At St. Clair College, we will fulfill our mission by using the following core values to guide our actions and decisions:

- Accessibility;
- Passion;
- Caring;
- Excellence;
- Quality;
- Relevance;
- Mutual respect;
- Community drive;
- Leadership development;
- Flexibility;
- Sustainability.

### End Statement

Striving for excellence in all we do, St. Clair College is accessible and responsive to its community.

- To that end, we will graduate people with employable skills.
- To that end, we will provide opportunities to develop individual interests, skills, and knowledge.
- To that end, the learner will value the education received.

## ADMINISTRATIVE STAFF AND DEPARTMENTS

---

<i>Senior Administration</i>	
Patricia France	President
Dolph Barsanti	Vice-President, Student Services & Administration
John Fairley	Vice-President, Communications & College Relations
Waseem Habash	Vice-President, Academic
Dr. Ken Blanchette	Associate, Vice-President, Academic
Ron Seguin	Vice-President, International Relations, Training & Campus Development

<i>Department Chairs – South Campus</i>	
Monica Tighe	School of Health Sciences
Robert Chittim	School of Skilled Trades, Construction and Services
Lido Zuccato	School of Skilled Trades, Industrial and Transportation
Darryl Danelon	School of Engineering Technologies
Randal Semeniuk	School of Community Studies
James Marsh	School of Business & Information Technology
Linda Watson	School of Nursing

<i>Department Chairs – Downtown Campus</i>	
Lorna McCormack	School of Media Art & Design

<i>Department Chairs – Chatham Campus</i>	
Mark Benoit	School of Academic Studies
Linda Watson	School of Nursing
Monica Tighe	School of Health Sciences

## ST. CLAIR ONE

---

St. Clair College's Identify Management System is *St. Clair ONE*. It provides staff and students with access to email, Blackboard, Windows, and Office 365, using one Username (your college-issued email address) and Password.

1. *St. Clair ONE* Password Management Portal:
  - a. My Questions and Answers Profile;
  - b. Forgot My Password;
  - c. Manage My Passwords;
  - d. My Notifications.

Passcodes are issued by the IT Help Desk if you have forgotten your personal security challenge questions.

2. *St. Clair ONE* Identity Management Portal – *Staff Only*  
Request to subscribe/unsubscribe from college mailing lists, e.g., Sports, Community (formally Announce), etc.

*St. Clair ONE* can be accessed in the following ways:

- [St. Clair College Home Page](#);
- [St. Clair ONE Password Management Portal](#).

### On-Campus Computer Access (Windows)

To log in to a college computer, use your *St. Clair ONE* Username and Password.

If you have set up your personal security challenge questions but have forgotten your password, click on the "forgot password" link on the login page and reset your password. Contact the IT Help Desk at Ext 2500 if you continue to experience difficulties.

### Off Campus Intranet Access [www.my.stclaircollege.ca](http://www.my.stclaircollege.ca)

This is a single sign on access manager for web based applications and allows you to access our "intranet" documents and files from anywhere outside the college. Your username is your St. Clair email address (ie. first initial last name@stclaircollege.ca).

### Email

St. Clair College uses Outlook as its email application. When your employment contract is processed, your account becomes active one week before the start of your contract and ends one week after the expiry of your contract. To access your email account, log in to [Outlook Web App](#).

Prior to receiving a college account, provide the Administrative Assistant with an alternate email address. When you have a St. Clair College email account, all college-related emails will be directed to that account.



Most information at the college is sent electronically. Students should be encouraged to check their accounts on a regular basis for all internal communications.

On occasion, your administrator may ask that you forward important information to your students.

## Blackboard

Blackboard Learn is a virtual learning environment and course management system that allows faculty to communicate with students online.

Blackboard allows students to retrieve information from any Internet connection and provides immediate feedback and group tools to students such as:

- Teaching resources – lesson plans, course outlines, syllabi, etc.;
- Access to assignments;
- Access to grades;
- Online testing;
- Instructor/administration announcements;
- Discussion forums;
- File exchange.

To set up courses in Blackboard, contact Richard Driedger: [rdriedger@stclaircollege.ca](mailto:rdriedger@stclaircollege.ca) or (519) 966-1656, Ext. 4233.

To log in to Blackboard, use your *St. Clair ONE* Username and Password.

Blackboard can be accessed in the following ways:

- [St. Clair College Home Page](#);
- [Blackboard Login Page](#).

Blackboard on demand tutorial link:

- [Blackboard Tutorials for Essential Functions and Features](#)

## Office 365

Office 365 allows staff and students to install most Office MS tools used at the college on up to five PCs or Macs and Office apps on mobile devices. This plan also includes 1TB of OneDrive storage which is managed by the college.

To log in to Office 365, use your *St. Clair ONE* Username and Password.

Office 365 can be accessed in the following ways:

- [St. Clair College Home Page](#);
- [Office 365 Login Page](#).

## Extend User Forms

The Extend User form is used for part-time college employees whose contract is being extended beyond the current contract end date. The extension start date cannot overlap with the current contract end date; at the earliest, it can be extended one day after the expiry date of the current contract. This request is subject to approval.

- Extension to part-time contracts can be requested using the online Extend User form.

## GETTING READY

---

### Academic Calendar

Monday, August 28

Monday, September 4

Tuesday, September 5

Monday, October 9

Monday, November 6 - Friday, Nov 17

Monday, December 11 - Friday,  
December 15 (last day of term)

Friday, December 22, 5:00 PM -

Monday, January , 2018 (inclusive)

Tuesday, January 2

Monday, January 8

Monday, February 5 to 16

Monday, February 19

Monday, March 12 - Friday, March 16

Monday, March 19 - Friday, March 30,

Friday, March 30

Monday, April 23 - Friday, April 27 (last  
day of term)

Monday, May 7

Monday, May 21

Wednesday, May 23 - Friday, August 10

Monday, June 4 – Friday, June 15

Friday, June 22

Monday, July 2

Monday, August 6

Monday, August 13 - Friday, August 17  
(last day of term)

### Fall 2017 Semester

Faculty return from holidays

Labour Day - the College is closed.

All post-secondary classes start.

Thanksgiving Day - the College is closed.

Advanced KPI Student Satisfaction Survey for 2017-2018  
and Fall IFS Instructional Feedback Survey

Final exams are normally held the last week of the  
semester during the regularly scheduled classes.

The College will be closed at 5:00 pm Friday, December  
22, 2017 for the Holiday Break.

### Winter 2018 Semester

Staff is due back from holidays.

All post-secondary classes start.

2016/2017 KPI Student Satisfaction Survey

Family Day - the College is closed.

March Break (No classes scheduled).

Winter IFS Instructional Feedback Survey.

Good Friday - the College is closed.

Final exams are normally held the last week of the  
semester during the regularly scheduled classes.

### Spring 2018 Semester

Post-secondary classes start.

Victoria Day - the College is closed.

Spring & Summer (Various end dates) IFS Instructional  
Feedback Survey

TENTATIVE – Advanced KPI Student Satisfaction survey  
for 2017 / 2018

Last day before Faculty begin holidays.

Canada Day - the College is closed.

Civic Holiday - the College is closed.

Final exams (15 week programs) held the last week of the  
semester during the regularly scheduled classes.

Academic dates refer to full-time postsecondary programs unless otherwise indicated.

Although it is the intent to adhere to the dates as they are listed, the College reserves the right to make required changes.

St. Clair College accommodates religious observances on major Holy Days by exempting students and staff from attending on such days.

NOTE: Adult Training registration will take place for most programs on a weekly basis (normally a Monday morning) throughout the year. Other Adult Training programs will begin as scheduled intermittently. Day apprenticeship registrations will take place as scheduled throughout the year (normally a Monday morning).

The last day for TUITION REFUND for a post-secondary program is the tenth class day after classes begin.

### Classrooms

A schedule of your assigned classrooms and times will be available. The days and times of your classes cannot be changed. If there is a conflict or problem with your schedule, see your Administrative Assistant or Coordinator.

Check your assigned classrooms before your first class to verify the availability of multimedia equipment and other supplies you may need.

### Contracts

A written contract will be prepared for the duration of your assignment. Human Resources will determine your salary based on several factors:

- Academic qualifications;
- Teaching experience;
- Work experience.

It takes approximately two to three weeks for the paperwork to be completed. The Administrative Assistant will let you know when your contract is ready to be signed and will provide you with your employee number.

Part Time contracts are used for teaching assignments of <6 hours per week

Partial Load contracts are used for 7 – 12 hours per week

Sessional contracts are used for 13 – 18 hours per week

### Dress Code

“Dressing for success” allows instructors to establish themselves as authority figures, to gain and maintain credibility and respect, and to set a positive example for students. Business casual dress is expected from faculty.

***NB: Open-backed shoes are not to be worn on College property.***

Review the [Footwear Policy](#) online.

### Enrolment

Verify that students who are in attendance are registered in the program or have written permission from the Chair or Coordinator. Be supportive of students who have missed classes to make certain that they catch up on any missed assignments/tests.

In programs with several sections of a course, students are assigned to a section by the Registrar's office. Students who wish to change a section must see the Coordinator first. Changes to sections are allowed:

- If there are special circumstances;
- If there are students in other sections who will switch.

### Keys and Swipe Cards

If you are using a classroom, lab, and/or office, the Administrative Assistant will request keys/swipe cards for you. All classrooms are usually left unlocked and labs are locked. Contact security if a classroom is locked and they will assist you.

Return all keys to the Administrative Assistant when your contract has ended. Lost keys must be reported immediately to the Administrative Assistant and to Security. There is a \$25 fee for lost swipe cards.

### Office Hours

Instructors should be as accessible as possible to students:

- To be available in person, by phone, or by email
- To discuss availability and access on the first day of class
- To post the required information on Blackboard.

All instructors should have office hours. Part-time instructors may wish to add an hour before or after classes to meet with students. If you are part-time and wish to have regular office hours for drop-in students, make arrangements to use the part-time office if available.

Sessional instructors should have at least three scheduled office hours per week.

### Office Space

Office space is very limited, but most departments have offices equipped with phones, computers, desks, etc., for part-time and sessional instructors. Speak with the Chair or Administrative Assistant for availability.

### Reporting Absence

1. Illnesses or Unexpected Emergencies  
Call and/or email the Chair and Administrative Assistant to report your absence prior to 7:00 AM.
2. Previous Obligations  
If previous obligations cannot be rescheduled, you may not cancel or re-arrange class days and times yourself. Contact the Chair and Administrative Assistant, and they will try to reschedule classes.

Post an announcement of your absence, as well as directions to complete assignments, on Blackboard. Send emails to all students as soon as possible.

Visit [Absence Policy](#) for additional information.

### Schedules and Class Rosters

Prior to day one, the Administrative Assistant or Coordinator will provide you with a schedule and class roster for your class. All students attending your classes must be registered by day 10, the last day when courses can be officially added.

Although attendance is not mandatory, it is recommended that attendance records be kept for reasons that may include:

- Confirmation that students are in the correct classes;
- Missed assignments;
- Possible grade appeals.

Contact your Administrative Assistant or Coordinator for updated class rosters after day 10. It is not unusual for there to be updates on class rosters and/or schedules during the first week or two of classes. Notice of such updates may be posted, put in your mailbox, and/or emailed to you. Do not distribute class rosters which include student names and student numbers at any time.

### Security Ext 4911

Security will assist you if you have a classroom emergency or if you need a door unlocked. Contact information for Security is as follows:

- South Campus – Located in the main lobby. Call Ext. 4310; after hours, call (519) 972-2741.
- SCCCA – Located in C-LOB. Call Ext. 4909.
- MediaPlex – Located in the main lobby. Call Ext. 5400.
- Chatham Campus – Located at the front entrance. Call Ext. 3300.

### Staff Mailboxes

You will be provided with a personal mailbox. See the Administrative Assistant for the location. Check your mailbox regularly for all inter-office correspondence.

Avoid using your mailbox as a drop-off point for students to submit assignments; promote the use of Blackboard for assignment submissions.

### Teaching Supplies

Teaching supplies and stationery items – e.g., pens, markers, file folders, exam booklets, lined paper, etc. – are available from the Administrative Assistant or Coordinator.

### Telephone Extensions

If you are a part-time or sessional employee and have not been assigned a work space, you may request a “phantom extension” for students to leave you messages.

Any college phone may be used to make out-going calls. Dial “9” first to get an outside line. An access number is required to place business-related, long distance calls.

### Textbooks and Teaching Materials

Assigned textbooks and teacher resources will be provided for you. Students are responsible for purchasing all required textbooks and support materials. Before the start of the semester, contact the bookstore or your Coordinator to confirm that there are enough copies of the textbook available for the students.

There may also be books and resources on file for students in the library. Speak with your Coordinator and/or faculty for ideas and suggestions.

Return all resource books, textbooks, test banks, outlines, etc., to the Chair or Coordinator upon completion of your contract.

## CREATING A POSITIVE LEARNING ENVIRONMENT

---

Creating a positive learning environment is a fundamental step to enhance student motivation. By using a variety of teaching techniques and building strong connections with students, instructors can inspire adult learners to strive for their personal best.

Five basic principles for effective learning will be referred to throughout the guide:

1. Setting the stage for learning;
2. The lesson plan;
3. The use of time in teaching;
4. How adults learn;
5. Respectful interactions for conflict resolutions.

To create a “sense of community” conducive to student success, it is necessary to understand the role of motivation in the learning process.

Motivation involves four major components:

1. Intrinsic motivation – curiosity to know more about oneself and the environment;
2. Relevance – connection to important personal needs, values, or goals;
3. Expectancy – perceived likelihood of success;
4. Satisfaction – combination of extrinsic and intrinsic rewards.

Students must see the connection between what they are learning and what they will accomplish in the work world. Experiential learning activities which allow students to explore, to experiment, and to guide their own learning are necessary. A carefully planned lesson allows for active participation of the learners.

Be prepared to accommodate all learning styles – auditory, visual, and tactile. Be creative and use what works for both you and the students.

*NB: Review the course outlines to understand the outcomes which you are expected to achieve by the end of the courses.*

*Connect with colleagues who have taught/are teaching the same courses:*

- ✓ *Share and discuss methodologies that have reliably led to desired or optimum results.*
- ✓ *Support one another and allow for consistency.*

Your Chair or Coordinator can provide you with the names of faculty who have previously taught/are teaching these courses.



## COURSE ORGANIZATION

---

### Course Outline

A course outline is a document which provides students with an overall plan for a course to enable them to function efficiently and effectively.

Some of the central elements of the course outline include:

- Essential Employability Skills (EES);
- Course Learning Outcomes (CLO);
- Assessment.

The course outcomes are supported by and connected to skills, knowledge, and performances that are required in the working world.

The Chair or Administrative Assistant will provide you with an approved course outline for your course. When mapping out your lesson plans, ensure that assessments match the expectations on the course outlines and that they are detailed in your syllabus, providing a time frame of delivery.

*NB: Students anticipate knowing the expectations for the course to understand what they will be learning and doing.*

- ✓ *Post a copy of the course outline in Blackboard.*
- ✓ *Review the course outline with the students on the first day of class.*
- ✓ *Supplement the information in the course outline with more detailed information later in the course.*

Instructors who teach different sections of the same course are advised to work together to coordinate delivery and content to guarantee continuity and consistency.

## Essential Employability Skills

“Essential Employability Skills (EES) are skills that, regardless of a student’s program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning. The teaching and attainment of these Essential Employability Skills (EES) for students in, and graduates from, Ontario’s colleges of applied arts and technology are anchored in a set of three fundamental assumptions:

1. These skills are important for every adult to function successfully in society today.
2. Our colleges are well equipped and well positioned to prepare graduates with these skills.
3. These skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.”

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories, and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential” (Frameworks for Programs of Instruction, Ministry of Advanced Education and Skills Development, 2017).

At St. Clair College, the EESs are embedded into the vocational courses. The 11 Essential Employability Skills learning outcomes appear on every course outline, usually on the second page. Faculty teams determine where the 11 learning outcomes will be taught, assessed or reinforced. EESs are reinforced when there is an opportunity to practice the skill in class without the assessment of that skill. The plans for assessing employability skills are found on every course outline under the Assessment heading, along with the assessment name, frequency, assessment description and list of learning outcomes assessed. In the example below, the students are to be assessed on EES#s 4, 5, 6 and 7 on their first assignment.

Assignment 1	10.00%
Frequency: 1	
Description: Students will analyze case studies and legal article reviews on topics relating to Administrative law. Instruction related to the completion of these assignments will be provided in class.	
Outcomes Assessed: 1, 2, 4, 5, 6, 7, 8, 9, 10	
EES Assessed: 4, 5, 6, 7	

To learn more about how the EESs are required in your vocation, check out the resources compiled by the Government of Canada at [https://www.jobbank.gc.ca/es\\_all-eng.do](https://www.jobbank.gc.ca/es_all-eng.do). Use your vocational title or your National Occupation Code (NOC) to search for the “skills profile” that corresponds to your program of study. “The skills profiles contains a list of example tasks that illustrate how each of the 9 essential skill is generally performed by the majority of workers in an occupation. The estimated complexity levels for each task, between 1 (basic) and 5 (advanced), may vary based on the requirements of the workplace” (Government of Canada, 2017). Instructors may find the complexity levels helpful in determining which tasks are best suited for students in their first year of study versus those tasks better suited for students who are in their final year of the program.

The defining skills in the chart below will help faculty teams decide which EESs fit best with the courses in a program of study. It is important to remember that the 11 EES must be “explicitly” taught and “authentically” assessed in every program of study. **If we are to close the EESs gap, we must begin by narrowing the gap between how we teach and assess these skills in the classroom and what our graduates are required to do in the workplace.**

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
COMMUNICATION	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> <li>• Presenting</li> <li>• Visual literacy</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i></li> <li>2. <i>respond to written, spoken, or visual messages in a manner that ensures effective communication.</i></li> </ol>
NUMERACY	<ul style="list-style-type: none"> <li>• Understanding and applying mathematical concepts and reasoning</li> <li>• Analyzing and using numerical data</li> <li>• Conceptualizing</li> </ul>	<ol style="list-style-type: none"> <li>3. <i>execute mathematical operations accurately.</i></li> </ol>
CRITICAL THINKING & PROBLEM SOLVING	<ul style="list-style-type: none"> <li>• Analyzing</li> <li>• Synthesizing</li> <li>• Evaluating</li> <li>• Decision making</li> <li>• Creative and innovative thinking</li> </ul>	<ol style="list-style-type: none"> <li>4. <i>apply a systematic approach to solve problems.</i></li> <li>5. <i>use a variety of thinking skills to anticipate and solve problems.</i></li> </ol>
INFORMATION MANAGEMENT	<ul style="list-style-type: none"> <li>• Gathering and managing information</li> <li>• Selecting and using appropriate tools and technology for a task or a project</li> <li>• Computer literacy</li> <li>• Internet skills</li> </ul>	<ol style="list-style-type: none"> <li>6. <i>locate, select, organize, and document information using appropriate technology and information systems.</i></li> <li>7. <i>analyze, evaluate, and apply relevant information from a variety of sources.</i></li> </ol>
INTERPERSONAL	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Relationship management</li> <li>• Conflict resolution</li> <li>• Leadership</li> <li>• Networking</li> </ul>	<ol style="list-style-type: none"> <li>8. <i>show respect for the diverse opinions, values, belief systems, and contributions of others.</i></li> <li>9. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i></li> </ol>
PERSONAL	<ul style="list-style-type: none"> <li>• Managing self</li> <li>• Managing change and being flexible and adaptable</li> <li>• Engaging in reflective practices</li> <li>• Demonstrating personal responsibility</li> </ul>	<ol style="list-style-type: none"> <li>10. <i>manage the use of time and other resources to complete projects.</i></li> <li>11. <i>take responsibility for one's own actions, decisions, and consequences.</i></li> </ol>

Source: The Frameworks for Programs of Instruction. Ministry of Advanced Education and Skills Development, 2017

## Syllabus

A syllabus is like a roadmap: It is a guide that provides students with an overview of the course and the directions to arrive successfully to the end of the semester.

Go through the syllabus with the students on day one. Make note of key information:

- Weekly topics and reading assignments;
- Important dates when tests/exams, assignments, and papers are due;
- Contact information;
- Class expectations;
- Rubrics for assessments (if included).

The structure of the syllabus must complement the course outcomes and the duration of the program; be prepared to make changes on how much time and detail are allocated to each component of the course.

- State “Subject to Change” on the syllabus to allow for necessary changes.

*NB: Review the Academic Dates for the semester prior to developing your syllabus.*

Example of Syllabus: *Tentative Schedule, Subject to Change*

NB: This syllabus is for a course taught over two days a week.

Week	Date	Agenda
1	Sept. 8	Welcome! Introduction: Course Outline/Syllabus/Goals Introduction to Diversity
	Sept. 9	Introduction to Diversity cont'd
2	Sept. 15	Chapter 1 Police Culture in a Diversity Context
	Sept. 16	Reflection 1 Journal Writing Article/Reading/Debate – 2%
3	Sept. 22	Chapter 2 Diversity Ideologies & Policies
	Sept. 23	Reflection 2 Journal Writing Article/Reading/Debate – 2%
4	Sept. 29	Chapter 3 Human Rights & Freedoms
	Sept. 30	Reflection 3 Journal Writing Article/Reading/Debate – 2%
5	Oct. 6	Review: Jeopardy & Diversity Videos, Muslim & Hindu
	Oct. 7	Reflection 4 Journal Writing Article/Reading/Debate – 2%
6	Oct. 13	Guest speaker Mr. Jones
	Oct. 14	Reflection 5 Journal Writing Article/Reading/Debate – 2% Guest speaker evaluations – 5%
7	Oct. 20	Chapter 4 Host Communities & Immigration Policies
	Oct. 21	Chapter 4 Host Communities & Immigration Policies cont'd
8	Oct. 27	Presentation, group paper, & interview assignments given
	Oct. 28	Review for midterm (Chapters 1 – 4)
9	Nov. 3	<i>Midterm Exam (Chapters 1 – 4) – 25%</i>
	Nov. 4	Chapter 5 Cultural Diversity Values, Beliefs & Practices
10	Nov. 10	Chapter 6 Religious Diversity Interview assignment due – 10%
	Nov. 11	Work on presentations and group papers Assist groups with presentation preparations

11	Nov. 17	Chapter 7 Policing Diversity – Motivated Beliefs & Practices
	Nov. 18	Presentations start – 10% Group paper due – 20%
12	Nov. 24	Chapter 8 Policing with Diversity Presentations – continued
	Nov. 25	Presentations – continued
13	Dec. 1	Chapter 9 Policing Family Violence/3 Presentations
	Dec. 2	Presentations – continued
14	Dec. 8	Chapter 10 Policing Mental Illness Presentations – continued
	Dec. 9	Presentations Concluded Peer evaluations – 5%
15	Dec. 13	Review for final exam (Chapters 5 – 10)
	Dec. 14	<i>Final Exam (Chapters 5 – 10) – 25%</i>

## PLANNING THE FIRST DAY

---

### Attendance

Even though students are not required to attend classes, it is helpful to take attendance in the first few weeks of class. Circulate a sign-in sheet during each class. If there are inconsistencies, have the students add their full names, student numbers, and telephone contact information to your class list and instruct them to check with the Registrar's office as soon as possible. All student contact information include student numbers should remain confidential.

Accurate class lists facilitate the coordination of student retention efforts and create permanent records for future references. Confer with your Coordinator regarding mandatory attendance for labs, clinical placements, etc.

The [Student Attendance Policy](#) can be found on the college intranet.

### Classroom Etiquette

Classroom management may be one of the biggest challenges you face. All instructors and learners have a right to a positive environment conducive to teaching and learning.

If you encounter disruptive students, and if you are unable to manage their behavior, ask them to leave the classroom. If you feel threatened in any way, security can be called from the phone in the classroom.

Classes will commence at the times scheduled; students are expected to be in their seats at this time. Late arrivals should enter the classroom in a quiet fashion to avoid disrupting the lecture.

All cellular phones and electronic devices must be on vibrate/silent mode or turned off. During tests and exams, they must be turned off and stored for academic integrity issues.

### Class Time and Breaks

Classes and/or labs are usually scheduled in one, two, three, or four hour blocks. A class hour is 50 minutes followed by a 10 minute break. For a two hour class, the procedure usually is:

- Fifty minutes of teaching time followed by a 10 minute break;
- Fifty minutes of teaching time followed by dismissal at 10 minutes to the hour.

For classes longer than two hours, discuss breaks with the students. You can break every hour or negotiate a longer break after the first two hours and dismissal 10 minutes to the hour in the final hour.

- It is important that all students agree to the modifications in class length and break times.
- Many students travel from great distances to attend class, and many make personal arrangements for childcare.

*NB: Be respectful of the next class that requires your room.*

- ✓ *End class at the appropriate time to allow for the transition of students.*

*Be mindful of utilizing the full extent of your scheduled hours.*

- ✓ *Plan supplementary material in case the lesson is covered more quickly than scheduled or anticipated.*

*Be prepared for technology issues.*

- ✓ *Have a backup plan of action for course delivery.*

For additional information, refer to: [Code of Student Rights and Responsibilities](#).

### Day One

The first day of class sets the tone for the semester, and it can greatly influence students' perceptions about the course and the instructor for the remainder of the semester.

By the end of the first day, all students should have:

- The course outline;
- The syllabus;
- Your contact information;
- Your classroom rules/expectations/classroom etiquette;
- Your schedule of office hours.

### Lesson Plans

It is recommended that you use a lesson plan as a guide to deliver your course content. There is no standard format to follow; use what is best for you. Sample templates can be found at [Preparing Lesson Plans – Ontariolearn.com](#).



---

## CONFLICT RESOLUTION

---

### Classroom Challenges

At times, you may be faced with various student behaviors that become disruptive to the teaching/learning environment. Consider ways to deal with these actions:

- A student enters the classroom late.
- A student enters the classroom late and begins talking to a classmate while settling into his/her seat.
- The class is noisy and does not seem to be paying attention to the lecture.
- Only a couple of students raise their hands to participate.
- In spite of your rule not to use cell phones and computers for non-class work, students use these devices.
- Contrary to your expectation that food and drink not be allowed in the classroom, students continue to eat and drink during the lecture.
- Students bring food and/or drinks into the lab.
- Male/Female students hold hands and put their arms around each other during the class.
- You are constantly interrupted by the same students.
- There are many students failing the course.

How you manage a situation determines whether it is functional or dysfunctional – productive or destructive.

- Be proactive and respond to the problems before they become challenging.
- Be supportive, sincere, and firm.
- Be conscious of verbal and non-verbal communication.

Maintain boundaries of professional conduct. Confidentiality is crucial when discussing student concerns. Contact your Chair or Coordinator if there are ongoing concerns.

### Conflict

Conflict is a normal part of any relationship, but there are instances when misinterpretations or misconceptions may occur. Conflict is an opportunity to practice the real-life skill of solving problems.

Learning how to deal with conflict in a respectful and positive way – rather than avoiding it – is imperative.

If conflicts occur, St. Clair College has a protocol for respectful conflict resolution.

- If the problem is related to the program, delivery of the program, students, books, classrooms or schedules, see your Program Coordinator first.
- If you are not able to resolve an issue with the Coordinator's assistance, speak with the Chair.

## Stages of Conflict Resolution

There are five basic steps to ensure that the solution is one that takes into account the perspectives and perceptions of all persons involved in the conflict; they must feel that their contributions will be valued and taken into consideration.

1. Approach the situation calmly.  
The problem solving process necessitates an open mind. Because conflicts trigger strong emotions, it is best to plan a time when everyone is likely to feel calm to discuss the problem.
  - By staying calm, you can more accurately read and interpret verbal and nonverbal communication.Set the stage for working together to minimize the chances that either person will feel threatened.
2. Acknowledge feelings.  
Emotional awareness is central to understanding yourself and others. Knowing how all parties feel and why they feel that way reinforces effective communication and conflict resolution.
3. Gather information.  
An important conflict resolution tool is the ability to go deeper than the surface to identify the underlying problem. To do this effectively, be objective, not personal. Identify the issues. Be clear and concise.
  - Listen with empathy. Put yourself in the other person's shoes to sincerely understand how the problem is affecting him/her.
  - Use "I" statements. Starting sentences with "you" might sound accusatory or lead to defensiveness. Convey how you feel and what you observe.
  - Clarify feelings and perceptions and refrain from assuming.
4. Ask for ideas for solutions and choose one together.  
Conflict resolution skills can only come into play when the true problem is identified. Collaborate together to brainstorm various options to solve the problem. Once you've looked at a variety of ways to deal with the issue, work together toward a mutually agreeable solution.
5. Implement your solution and plan to meet again.  
You'll want to reconsider the problem and your chosen solution after you've had an opportunity to try it out. You may decide that things are working well and you'll stick with your current course of action, or you may have a new understanding of the problem and will want to alter your solution.

The ability to practice conflict resolution skills is a valuable component in education. Resolving conflict in a positive manner can:

- Lead to improved professional and personal relationships;
- Enhance students' social and emotional developments;
- Create a constructive learning environment;

## ACADEMIC CONDUCT

---

### Academic Misconduct and Academic Integrity

Academic Misconduct includes, but is not limited to:

- Cheating;
- Plagiarism;
- Impersonation;
- Disruption of instructional activities.

Academic Integrity includes the five fundamental values of:

- Honesty;
- Trust;
- Fairness;
- Responsibility;
- Respect.

Academic Misconduct may result in penalties from violations. Refer to the [\*Code of Student Rights and Responsibilities\*](#) for detailed information.

A video on academic integrity can be found on the college website.

<http://www.stclaircollege.ca/stclairspace/integrity/>

Confer with your Chair or Coordinator for more details relating to incidents involving Academic Misconduct and Academic Integrity.

### Plagiarism

SafeAssign is a tool in Blackboard used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources.

Turnitin, a web-based writing assessment tool available at St. Clair College, allows instructors to provide feedback to students through markup tools, rubrics, proofing tools, and originality reports to detect plagiarism. Contact your Coordinator for access to [\*Turnitin\*](#).

Academic Misconduct and Academic Integrity and Plagiarism should be reviewed on the first day of class and noted on your syllabus and Blackboard site.

## ASSESSMENT

---

The course outline explains the assessment for your course. It is up to the instructor to schedule assignments, tests, and exams.

Review the assessment with the students during the first class. Any concerns or clarifications regarding the assessment should be discussed with the Coordinator prior to the start of the semester.

When scheduling assignments, tests, and exams, it is recommended that instructors who are teaching the same courses discuss timelines. Take into account the workloads of your students and yourself. It is important to return assessed material to the students in a timely manner ie. one week.

*NB: Keep copies of all assessment materials, including tests/exams, on file for one year.*

<i>Example of Assessment Schedule</i>		
<i>Assessment</i>	<i>Due Date</i>	<i>% of Grade</i>
Reflection 1 Journal Writing	Sept. 16	2%
Reflection 2 Journal Writing	Sept. 23	2%
Reflection 3 Journal Writing	Sept. 30	2%
Reflection 4 Journal Writing	Oct. 7	2%
Reflection 5 Journal Writing	Oct. 14	2%
Guest speaker evaluations	Oct. 14	5%
<i>Midterm Exam</i>	Nov. 3	20%
Interview assignment due	Nov. 10	10%
Group paper due	Nov. 18	20%
Presentations – copies submitted	Nov. 18, 24, 25	10%
	Dec. 2, 8, 9	
Peer evaluations	Dec. 9	5%
<i>Final Exam</i>	<i>Dec. 14</i>	20%
<i>Total</i>		100%

### End of Semester Assessment

At the end of the semester, students are assigned their final grades in PeopleSoft, the Student Information System. Students will receive letter grades as outlined in *Grading Standards*. In some courses, such as field placements, the student will receive *Satisfactory* or *Unsatisfactory*.

Your Administrative Assistant will make available a step-by-step guide to complete the final grade report in PeopleSoft. Administration will provide timelines for posting grades.

### Midterm Assessment

Midway through the semester, you will complete a Midterm Progress Report in PeopleSoft. Your Administrative Assistant will make available a step-by-step guide to complete the midterm report.

Monitor student progress prior to the Midterm Progress Reports. If there are barriers to student success, meet with the affected student(s) to discuss the problem areas and to make suggestions for strategies for success – e.g., tutoring, completion of assignments, improved attendance, extra learning packages, etc.

### Review

There are designated review periods each semester. They can be scheduled on a weekly basis at the beginning of each class or in the weeks preceding major tests/exams.

The review phase provides an opportunity for students to:

- Get caught up;
- Receive additional academic support;
- Review material previously covered in class.

The syllabus will indicate when the reviews are scheduled. Ask the Chair or Coordinator for additional information regarding the expectations of the review period timeline prior to developing your syllabus.

### Standards for Grading

For most programs, the grading system is as follows:

Grade	Grade Points	%
A	4.0	80 to 100%
B	3.0	70 to 79%
C	2.0	60 to 69%
D	1.0	50 to 59%
F	0.0	< 49%

### Grading for Health Science Programs

Grade	Grade Points	%
A	4.0	80 to 100%
B	3.0	70 to 79%
C	2.0	60 to 69%
F	0.0	< 59%

A Grade Point Average (GPA) of 2.0 – C average – is required for successful completion of most programs.

Exceptions to the grading system include:

- A grade of “I” if the course is *Incomplete*.
  - This is assigned in consultation with the Coordinator and Chair of the program.
- A grade of “WP” or “WF” if a student has withdrawn after the 2/3 mark of the semester.
  - The student will receive a “WP” for *Withdraw Passing* or “WF” for *Withdraw Failing*.

Refer a student who needs to withdraw/drop a course to the Coordinator.

For additional information on grading policy, refer to the [College Policy](#).

## ACADEMIC ACCOMMODATION PLANS

---

### The Academic Accommodation Plan

An Accommodation Plan is created by a College Counsellor, in consultation with the student and upon review of appropriate documentation. The Plan outlines reasonable and appropriate learning accommodations and supports that may assist in overcoming disability related learning barriers. They do not include modifications to the student's program and courses.

Academic Accommodation Plans are prepared in accordance with the Accessibility for Ontarians with Disabilities Act (AODA) and the Ontario Human Rights Code.

### The Process

Students must self-identify with Accessibility Services and submit their documentation. The student and counsellor then meet to develop the Accommodation Plan which outlines the in-class, instructional, testing, and out-of-class accommodations to be provided by faculty and staff. If adjustments to the Plan or clarification regarding any accommodation are required, the student must arrange a meeting with the counsellor to discuss the Plan and its implementation.

Completed Accommodation Plans are emailed to the student's St. Clair College email account and their professors/instructors each semester with student signed consent. Accommodation Plans are dated and valid for a specific academic period.

### Accommodated Testing

Accommodated testing takes place in the Testing Lab in Student Services. Students write tests on the same day and time as the rest of the class. In order to be guaranteed the accommodated testing time, e.g. 1.5 times, it may be necessary for the student to begin their test earlier.

Use of assistive technology (Kurzweil, Dragon Naturally Speaking) is only available in the Testing Lab, in Student Services.

### Timed Testing and Lab Evaluations

If the student is entitled to extra time on tests, this includes all evaluations. Extended testing time takes the class time granted by the teacher and includes an extension, for example, an accommodation of extra testing time (x 1.5) for a 10 minute quiz, entitles the student to 15 minutes.

Although tests are usually written in the Student Services Testing Lab, students have the right to choose to write a test in the classroom instead, however extra time can only be guaranteed if writing in Student Services.

Extra testing time may include lab evaluations that are timed.

## How to Submit a Test to the Proctor

Note: All information attached to the Testing Services Instruction Form is provided to the student, so please do not send or attach the answer key to any test submissions, whether in person or via email.

### In Person

- Tests are to be dropped off at least 48 hours or 2 full business days prior to the test time. (i.e.: If a test is scheduled for 8 a.m. on Monday, the test must be dropped off by Thursday morning). The test can be dropped off to one of the Student Services drop boxes, respective to the office of which the student will write their test. (Listed below.)
- The Testing Services Instructions Form for accommodated students is a component of the Student Accommodation Plan sent to faculty by Student Services who are registered with Accessibility Services. This form must accompany the test for a student's accommodated test. All tests must be accompanied by a completed Testing Services Instruction Form. The form can be found online at:  
<http://www.stclaircollege.ca/studentsservices/testingservices.html>
- Make-up tests must be accompanied by a Testing Services Instructions Form. The student's name and student number must be on the form and the instructions to administer the test must be clearly marked or described. (i.e.: length of test which the class received, aids and resources allowed, special instructions, scantrons completed, etc.). If the Make-up test is for an accommodated student, be sure to use the Testing Instructions Form that was provided to you by Student Services and check off the "Yes" box in the "Make-up Test" field.
- Faculty should not drop off tests in bulk. Each student's test requires its own instruction form.
- Forms and envelopes can be found outside of Student Services:
  - Main Campus – Room 206
  - Chatham Campus – Room 133
  - Downtown Campus – St. Clair College Centre for the Arts - Room 127
- The Testing Services Instructions Form is also available online at:  
<http://www.stclaircollege.ca/studentsservices/testingservices.html>
- Faculty should place tests in the drop-box for the Proctor to retrieve.
- The method of booking make-up tests will vary by campus due to different operational needs.
- South Campus. Tests will be determined by the Testing Services Instructions Form submitted by faculty.
  - Fall and winter semester hours of availability for make-up tests at this campus will be: Monday to Thursday from 3:00 p.m. to 9:30 p.m. and from 12:00 p.m. to 5:00 p.m. on Fridays.
  - Spring and summer semester hours of availability for make-up tests at this campus will be: Monday to Thursday from 7:30 a.m. to 9:30 p.m. and from 7:30 a.m. to 4:00 p.m. on Fridays.
- SCCCA and Chatham Campus – The student or instructor will contact the proctor at their respective campus to initiate the booking process of a make-up test. The proctor will then confirm a day and time that is suitable for all three parties; the instructor will then submit the test and Testing Services Instruction form stating the agreed upon day and time.



## Sending Tests/Exams via Email

Tests and the Testing Instructions Form can be emailed within the appropriate timeline, as above, only via your St. Clair College email account to:

Main Campus - southproctor@stclaircollege.ca

Downtown Campuses (Mediaplex/SCCCA) – downtownproctor@stclaircollege.ca

Chatham Campus – thamesproctor@stclaircollege.ca

The Proctor email account will be checked by the Proctor daily.

## Test Updates/Changes/Corrections

Any test updates/changes/corrections will result in the need for a resubmission of the entire test and Testing Services Instruction sheet. The original submission that is no longer valid will be available for pick-up by the instructor, or may be shredded upon request. This applies to date changes or extensions as well.

## Pick-Up of Test by Faculty

South Campus - If faculty wish to pick-up a completed test on the same day it was written, the test will be available at the front desk after 12:00 p.m. for tests completed at or before 11:30 a.m., and after 3:30 p.m. for tests completed after 11:30 a.m. Otherwise completed tests may be picked up at the front desk on or after the next business day at any time.

SCCCA - Test pick-up must be coordinated with the Student Services office.

Chatham Campus – Test pick-up may occur between regular business hours of the Student Services Office.

## How Does a Student Write Their Test in Student Services?

**IMPORTANT:** Students are required to notify faculty with regard to their intent to write a test(s) in Student Services. Photo identification is required every time a student writes a test in Student Services. This could include a student ID card or government issued identification such as a driver's license, passport, etc.

For accommodated tests: It is the student's responsibility to inform faculty of their intent to test in Student Services. Please keep in mind that faculty receive Academic Accommodation Plans via email from Student Services. Completed Testing Services Instruction Forms are submitted by faculty on the student's Academic Accommodation Plan along with the test to be written, directly to the proctor at the campus where the student attends. The faculty submission confirms the test appointment in Student Services. Accommodated tests are to be written on the same day and time as classmates, otherwise it is called a make-up test.

For make-up tests: Permission must be sanctioned by faculty for a make-up test and arrangements are required to be authorized by the faculty.

South Campus – During the fall and winter semesters, make-up test appointments are available to be scheduled after 3pm Monday through Thursday or after 12noon on Friday. During the spring and summer semesters, make-up tests can be written Monday through Friday after 7:30 a.m.

St. Clair College Centre for the Arts – Make-up test appointments are only by appointment and based on proctor availability. Faculty should contact the student services office directly to determine a mutually available time for their student to write the make-up.

Chatham Campus - Make-up test appointments are only by appointment and based on proctor availability. Faculty should contact the student services office directly to determine a mutually available time for their student to write the make-up.

### Make-Up Tests

There is a \$25.00 charge for each make-up test administered in Student Services. Students will be required to pay the \$25.00 fee in advance at the Finance Office, Room 345 at Main Campus; at the Student Services Office at the downtown campuses; or at the Registrar's Office in Chatham. Payment forms can be found at one of the Student Services offices, respective to the office of which the student will write their test.

The Director of Student Services may waive the fee for make-up tests based on medical or compassionate grounds or for extenuating circumstances with sufficient documentation. Faculty can do this through email to the Director of Student Services or the student may complete the form and attach adequate information (i.e. a note from a physician, in accordance with the Student Attendance Policy).

The student will be required to present their receipt of payment to the Proctor upon writing the test. The Proctor will keep a copy of the receipt for Testing Services documentation.

If the student is unable to pay in advance of the test, the test will not be delayed in any way, however there will be a \$25 encumbrance applied to the student's account – the student must then apply payment to their account to remove the encumbrance.

### Appointments

Make up Test appointments at Chatham and Downtown Campuses are based on proctor availability and is to be coordinated in conjunction with faculty, student and proctor; either in person, by phone, or electronically.

Main Campus – No booking required. Faculty submitted Testing Services Instruction form will confirm date/time.

### Administration of Tests

Each Testing Services Instruction Form accompanied by a test that is received by the proctor will be entered as an appointment booking – accommodated tests occur at the same day/time as the class

test. NOTE: make-up tests, whether accommodated or not, require the authorization of the faculty and submission of Faculty Instructions Form accompanied by test.

Once the test is received and processed, the Proctor will organize the tests for the day, alphabetically by student's last name.

If a student comes to write a test and the test is not here, the Proctor may take steps to try and procure the test. If this is not reasonable or the test cannot be provided the test will need to be rescheduled once the faculty member has provided the test and appropriate documentation (Testing Services Instructions Form, etc.).

The Testing Services Instructions Form will be initialed by the Proctor receiving the finished test. The Receptionist will file the tests in the appropriate file folder for faculty to pick-up, filed by faculty's last name. The Proctor may do this when available.

Students must write tests at the campus where the class/course takes place. Only under extenuating circumstances may a student request to write a test at an alternate campus, with the approval of the Director, Student Services.

Please Note: It is not the responsibility of the Student Services staff or students to request faculty to bring the test to the Testing Lab. If the student arrives to write the test and it has not been received, the test may need to be rescheduled once the test and appropriate documentation has arrived. It is the responsibility of the student and faculty to determine a mutually agreeable day/time; once agreed upon, it is the responsibility of faculty to ensure the Testing Services Instruction Form and test are provided to the proctor in the designated time period.

### Reduced Course Load

Many students require a reduced course load in order to be successful in their program. This means that the number of courses in which the student is registered in a semester is less than a full load. It does not mean that the student will do less work/assignments/evaluations within each course. Students must complete all program courses and requirement in order to graduate.

Students should consult with their coordinator and the Registrar's Office regarding the implications of a reduced course load on OSAP, tuition or program course selection.

For more information see the Student Equity, Inclusion and Accessibility Policy:

<http://www.stclaircollege.ca/student-services/documents/2017/Student-Equity-Inclusion-and-Accessibility-Services-Policy-7-4.pdf>

## INSTRUCTIONAL FEEDBACK SURVEYS (IFS)

---

Instructional Feedback Surveys, completed by students each semester, are a source of data and documentation for the purposes of measuring teacher effectiveness on student learning and of providing information and feedback on course content and delivery. The surveys are confidential and anonymous.

The IFS information is analyzed and interpreted, and results are shared with instructors the following semester. They benefit both instructors and administrators:

- Instructors review how others interpret their teaching methods, thereby improving their instruction practices.
- Administrators use the information to assess overall effectiveness of instructors.

Your Administrative Assistant will provide the surveys, with instructions and timelines for having them completed.

## KEY PERFORMANCE INDICATORS (KPIs)

---

Since 1998, colleges have been mandated by the Ontario government to collect and report performance data to measure how well Ontario colleges are meeting the needs of students, graduates, and employers. The KPI initiative uses five indicators to measure college performance:

1. Graduate Satisfaction;
  2. Student Satisfaction;
  3. Employer Satisfaction;
  4. Employment Rate;
  5. Graduation Rate.
- The Graduate Employment and Graduate Satisfaction Surveys are conducted in March, July, and November.
    - These telephone surveys are completed six months after graduation to determine graduates' employment experiences and their satisfaction with their college education.
  - The Student Satisfaction Surveys are completed in June, November, and February by colleges across the province.

St. Clair College uses the information collected from the surveys to ensure that students receive a superior and meaningful education to prepare them for the job market. The information gathered is also used to enhance program quality and service excellence.

More information on the [\*Key Performance Indicators \(KPIs\)\*](#) is available on the college website.

---

## LIBRARY RESOURCE CENTRE (LRC)

---

The college Library has numerous resources available to faculty and students. Audio-visual equipment is accessible to faculty at only the Chatham campus.

- South Campus – Call (519) 972- 2727: Ext. 2739 for the Library.
- Chatham Campus – Call (519) 354-9714: Ext. 3232 for the Library and Audiovisual.

### Electronic Resources via Library Services

Off-campus use of all licensed electronic resources is restricted to full-time and part-time faculty in post-secondary programs and credit programs via Continuing Education. New faculty must visit the LRC to be assigned a “459xxxx” number in Windsor and a “550xxxx” at Thames which will enable them to access all e-resources off campus.

You can **share** the following works at St. Clair College with staff and students:

- Your own works, including photographs and images
- Works in the public domain or otherwise ineligible for copyright protection
- Works published under an open access model
- Works which you have written permission to post
- Copyright-protected e-resources licensed through the library—ask library staff to help with the do’s and don’t’s of electronic resources and to create stable links for full text electronic resources which may be posted on the college’s course management system per semester.
- Online content—legitimately posted, no digital locks, no notices prohibiting educational use

Visit the LRC 2<sup>nd</sup> Floor Main Building for complete information and hours of operation or point your browser to the library homepage at:

<http://www.stclaircollege.ca/student services/library>.

### Copy Policies

#### 1. Access Copyright

Access Copyright is a non-profit, national organization that represents the works of Canadian writers, visual artists and publishers, and foreign creators and publishers.

For nearly 25 years, Access Copyright has facilitated the remixing and sharing of content combined with an assurance that original creators and publishers also benefit and continue creating new and innovative works.

## 2. Access Premium

St. Clair College has an Access Premium license that permits the copy and distribution of sections of more than 100 million published titles in Access Copyright's extensive repertoire. Available titles can be found at [access©](#)

The Premium license allows you to copy a maximum of 20% of a book or of an entire article (20 to 25% on a pay-per-use basis) from a magazine, journal, or newspaper. This can include a complete chapter, short story, poem, or an entire artistic work. There are no limits on the quantity of copies you can reproduce or the overall volume of copying.

Copies may be photocopied, scanned, printed, faxed, uploaded to a secure network, or saved to a hard drive or USB stick.

You may distribute copies by printing handouts, sending emails, or uploading to a secure network. You may also create copies for print and digital course collections and classroom display. You must credit the sources.

You may request permission to copy beyond the restrictions of an individual book or periodical. To request permission for pay-per-use pricing or to learn more about Access Copyright, visit [access©](#).

To contact Access Copyright, visit [Contact Us](#).

## PARKING

---

### South and Chatham Campuses

At both the South and Chatham Campuses, parking is only permitted in a space or area that has been clearly marked, posted, signed, and/or designated as a parking space. All persons parking their vehicles on St. Clair College property must pay for parking permits.

1. Purchase a Pay and Display Permit in Visitor Lots; or
2. Purchase a General or Staff Parking Permit from the Parking Department.

General or Staff Parking Permits must be purchased in person at the Parking Office. A completed [Parking Application and Payment Form](#) may be faxed to the Parking Office, (519) 972-2735. General Permits can be purchased by the month, by the semester, or by the full academic year expiring at the end of August. All Permits must be clearly displayed so that the expiry time/date is visible.

For full details, visit [Guide to Parking – Windsor Campus](#) and [Guide to Parking – Chatham Campus](#).

### St. Clair College Centre for the Arts (SCCCA) and MediaPlex

There is a parking lot on Riverside Drive across the street from the SCCCA and a public parking garage directly south of the SCCCA. You have the option of paying on an hourly, daily, weekly, or monthly basis.



## MAPS AND CAMPUSES

---

### South Campus, Windsor

- 2000 Talbot Road West  
Windsor, ON N9A 6S4  
Phone: (519) 966-1656  
Fax: (519) 972-3811  
Map: <http://www.stclaircollege.ca/docs/WindsorCampusMap.pdf>

### St Clair Centre for the Arts (SCCCA)

- 201 Riverside Drive West  
Windsor, ON N9A 5K4  
Phone: (519) 252-8311  
Fax: (519) 973-4976

### MediaPlex

- 275 Victoria Avenue  
Windsor, ON N9A 6Z8  
Phone: (519) 972-2727

### Chatham Campus

- 1001 Grand Ave. West  
Chatham, ON N7M 5W4  
Phone: (519) 354-9100  
Fax: (519) 354-6941  
Map: <http://www.stclaircollege.ca/programs/postsec/thamestour/>

For more information about each campus, visit: <http://www.stclaircollege.ca/contact/>.

## GUIDELINES FOR PRINTING

---

### Printshop South Campus

There are two options available to submit material to the Printshop for printing requests:

- 1) Email your print job as an attachment to [printshop@stclaircollege.ca](mailto:printshop@stclaircollege.ca). Include all printing instructions including (ie. how many copies, color of paper, double or single sided) and your account number. See the Administrative Assistant or your Coordinator to obtain the account numbers for your course and/or program.
- 2) Complete a Printshop Requisition and attach it to the original documents. Deliver them personally to Room 44 (basement) or drop them in the mail slot on the door of Room 44. Once received, the turnaround time is 24 – 48 hrs. If there is an urgency to have the printing completed sooner, an earlier time can be arranged.

When completed, all photocopies are placed in Room 51, a secure room for pick up by faculty and staff. Photocopy jobs are placed alphabetically, based on the last names of the instructors. Larger jobs may be in boxes and placed on a table across from the shelving.

Room 51 also contains photocopiers that can be used for rush emergency jobs by staff and faculty when Printshop facilities are not available. Your Administrative Assistant will provide the code of entry into Room 51.

*NB: This code is to be kept confidential since this room contains tests, exams, etc.*

✓ *Students are not allowed in this room at any time under any circumstances.*



## INSTRUCTOR TRAINING

---

Part-time and sessional instructors are required to complete the following training online:

- Safe College Campus test;
- WHMIS test;
- WHMIS training record;
- Safe College training record;
- Employee Safety Orientation Employee;
- Workplace Violence and Harassment Program Training;
- Customer Service Training for People with Disabilities.

After reading the training material, print and complete the required documents within five days of your employment start date.

See [Training for Health and Safety, WHMIS](#).

Login information: Username *training*  
Password *training*

Send copies of your tests, training records, and the review form to your Chair who will forward them to Rebecca Demchuk, Manager of Occupational Health and Safety for St. Clair College. If you have any questions, contact the Administrative Assistant.

### Other Training

1. In-house Professional Development Workshops and College Meetings  
Attendance for part-time faculty in the following activities is not required; however, your involvement is greatly appreciated.
  - a. From time to time, the college will offer professional development workshops. Ask your Chair about the possibility of being involved with training.
  - b. Periodically, there are college wide academic meetings and other events organized through the offices of Senior Administration.
  - c. Departmental and/or program meetings may be held occasionally throughout the semester to assist with organizing and implementing new procedures, policies, programming, etc. Your involvement at these meetings is welcomed.

*NB: Promotions/marks meetings may be necessary to determine the advancement of students, and your input may be required.*

2. Instructional Skills Workshop (ISW) – Introductory Level  
This workshop is for both new and experienced instructors. It encourages reflection and examination of one's teaching practices. Feedback is focused on process rather than on specific content. You will have the opportunity to work

closely with peers to:

- Improve one another's teaching experiences.
- Practice a variety of instructional strategies and techniques.
- Experience the diversity of the contemporary classroom.
- Recognize the importance of establishing a positive learning environment.
- Increase awareness of self as an educator.

Each workshop runs for four full days, and attendance is mandatory for all four days. Speak with your Chair about participating in the next scheduled workshop.

---

## STUDENT GOVERNMENT

---



### Student Representative Council (SRC) Windsor

The Student Representative Council is an incorporated, government-like body which provides a variety of services to students and represents them in communications with agencies both inside and outside the college:

- Funding for student clubs;
- Campus restaurant-pub ([Griff's Cavern](#));
- The Saint – the student newspaper;
- Entertaining and informative events;
- Health coverage/prescription drug/rebate plan for full-time students who pay fees;
- Food bank for needy students;
- Management of the Student Centre.

Contact the SRC:

- Visit the SRC office in the Student Centre, Room 112.
- Phone: (519) 972-2716 (South Campus) or (519) 972-2727 Ext. 4823 (Downtown Campus).
- Go online: [www.stclair-src.org](http://www.stclair-src.org).

### Thames Students Incorporated (TSI) Chatham

Thames Students Incorporated is Chatham's student government-like body which acts as an alliance between students and college staff.



In addition to handling formal complaints and concerns submitted by students, TSI also offers a wide range of events and services including:

- Themed Pub Nights;
- Frosh Week and Orientation events;
- PigFest;
- Trips (Cedar Point, theatre, sporting events, etc.);
- Family Christmas party;
- Intramural sports and the Thames hockey team;
- Peer tutoring, class senators, bursaries, student photo ID card production, graduation photos, a student health/drug-rebate insurance, and food vouchers.

Contact the TSI:

- Visit the TSI office in the Student Centre.
- Phone: (519) 354-9100, Ext. 3721.
- Go online: <http://www.stclair-tsi.ca/>.

Class Reps are appointed/elected to act as liaisons to the SRC and TSI. They meet with officials to voice student concerns and suggestions and to obtain information about upcoming campus events.

All [Student Services](#) can be viewed on the college website.