Noncredit Instructor Handbook
FALL 2015

Los Angeles Southwest College
Los Angeles Southwest College Mission Statement
The mission of Southwest is to facilitate student success, encourage life-long learning, and enrich the lives of its diverse community.

Bridges to Success Office Contact List
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STAFF
Marian Ruane
Noncredit Coordinator
323.242.5552 ruaneml@lasc.edu
Academic/Curriculum Matters, Class Schedules, Classroom Management, Safety

Melvin Chilin
Specially Funded Program Specialist:
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Student Services, Orientations, Support Staff

Roxana Guzman
Specially Funded Program Technician:
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CASAS Coordinator

Please direct any questions to the appropriate personnel. If the person that you need to speak to is not in the office, ask to be transferred to their voicemail or email them.

Department Communication

1. Instructor Mailboxes. Check your mailbox in the Bridges to Success (BTS) Office weekly. If any CASAS, attendance or other paperwork is incomplete, it will be put in your mailbox for you to correct and resubmit. Furthermore, college and department-wide announcements will be delivered there. Do not leave any mail for the department in the Academic Affairs Office.

2. Email Account. All LASC instructors are assigned a district email and that is the email where the college and program will send communication. Contact the program coordinator for the initial set-up for your LASC email account. If you need your password reset, please contact James Ferrer in IT at 323.241.5074 or email him at...
ferrerj@lasc.edu. If your account is not accessed for six months, you will need a request a new password.

3. Mail. You may receive college-related correspondence via USPS delivered to your home mailing address. Please let the program coordinator know if you need a change-of-address form.

Classroom Management

Start and Dismissal Times

You are required to begin conducting your class at the appointed start time. Instructors are expected to be in class, prepared and ready to teach at the start time, no matter how many students are in the classroom.

Never leave students in your classroom unattended. There may be supplies left in the classroom (chalk, dry erase markers or erasers) but it is the instructors’ responsibility to have their own supplies.

Below is the schedule of breaks allowed for each class meeting. Breaks are not to be taken at the end of class. Many students leave class early for various reasons but the class is not to be dismissed until the formal end time.

<table>
<thead>
<tr>
<th>Start-Stop Times</th>
<th>Total Clock Hours</th>
<th>Total Meeting Minutes</th>
<th>Total Break Minutes</th>
<th>Total Class / Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am</td>
<td>11:00 am</td>
<td>2.5</td>
<td>150</td>
<td>10</td>
</tr>
<tr>
<td>9:00 am</td>
<td>12:10 am</td>
<td>3.17</td>
<td>190</td>
<td>20</td>
</tr>
<tr>
<td>8:30 am</td>
<td>11:40 am</td>
<td>3.17</td>
<td>190</td>
<td>20</td>
</tr>
<tr>
<td>6:30 pm</td>
<td>8:45 pm</td>
<td>2.25</td>
<td>135</td>
<td>10</td>
</tr>
<tr>
<td>6:30 pm</td>
<td>9:00 pm</td>
<td>2.5</td>
<td>150</td>
<td>10</td>
</tr>
<tr>
<td>6:30 pm</td>
<td>9:40 pm</td>
<td>3.17</td>
<td>190</td>
<td>20</td>
</tr>
</tbody>
</table>
Reporting Absences

If you are unable to make it to your class on time or unable to teach your class session due to illness or an emergency, please follow the following procedure.

1. Call Academic Affairs 323.241.5284 to report your absence. Have your employee number, section number and classroom ready for the report. If no one answers, please leave a message so they have the time and date you called and can respond. **AND**

2. Call the Program Coordinator at 323.242.5552. If there is no answer or you get voicemail person please leave a message with the Bridges to Success Center staff at (323) 241-5281 as soon as possible.

3. The BTS Center will send someone to inform the students and post a notice on your classroom door.

4. There is no funding for substitutes, so instructors are asked to not cancel any classes outside of illness or unexpected emergencies. If time allows, we will try to call students and inform them of your absence. This is another reason to keep your roster up-to-date.

5. If you miss teaching a class session, you MUST complete an Absence Certification Request form and submit to the noncredit program coordinator for signature within 5 working days of the absence. The program coordinator will sign and submit the form. A copy will be placed in your mailbox. You can find these forms in the instructor area and on the noncredit instructors' web page.

**Sign-in Sheets and Positive Attendance Reporting**

- For the first two weeks of classes, copies of the sign-in sheets must be submitted after every day class and before the next meeting of an evening class. The sign-in sheets can also be scanned and sent to the Program Coordinator. When leaving the copies, please place them in the sign-in sheet folder, initial next to your name and note how many students can be called from the waiting list. If the sign-in sheet is emailed, please include the number of students to be called from the waiting list. Beginning the third week of the session, sign-in sheets need to be submitted weekly and continue to indicate the number of students that can be called from the waiting list.

- Sign-in sheets must include the section number, instructor’s name and the dates of the class meeting. This information must be legible and not tampered with, in other words, it need to be audit-proof. There is a template on the noncredit instructors' webpage that only needs the students’ names pasted on it from the faculty website and the section specific information added.
Within seven days of the end of the semester, instructors must submit the total number of attendance hours for each student to the Positive Attendance Roster (PAR) online. In addition, supporting documentation, original sign-in sheets, SLOs, EL Civics and any other assessments must be submitted to the Program Coordinator by the same deadline.

Facilities

LASC Classrooms

• Except for the SOCTE and Cox buildings, the classrooms should always be unlocked. You should arrive at your classroom in ample time to call the Sheriff department if your classroom door is locked. Call the LASC Sheriff Office 323.241.5311 to open it. If this happens more than once, please let the Program Coordinator know.

• There should be no food in the classrooms. Please remind students of this policy. Remind student to pick up after themselves and check for personal items before leaving.

• Erase the board when the class is over.

• Deliver any found articles (cell phones, personal items) to the campus Sheriff station.

• Conserve energy by turning off the lights in your classroom upon exiting.

Offsites

• Be respectful of the classroom in which you teach. Do not use any site equipment, books or materials unless given expressed permission by the site representative.

• Books and/or materials may not be housed at the site unless prior approval has been granted by the site representative. If permission is granted, books and materials must be stored securely in a cabinet or drawer designated for class use.

• Some off-site locations may provide access to a computer lab or a set of laptop computers with software. If the equipment belongs to the host site, be mindful of your site’s policies regarding computer use. Also observe any site-specific regulations about reserved lab time, etc.

• Observe the rules set by the host institution of your site.

• Report any changes in class meeting time or location to the Program Coordinator.
Classroom Policies and Safety

• Any classroom condition that interferes with instruction (spills, temperature, trash) should be first reported by the instructor to the Plant Facilities Department 323.241.5238 then inform the Program Coordinator.

• If students are making noise outside the classroom, please ask them to move. If the noise continues you can call the Sheriff Department 323.241.5311 and report the situation.

• Do not allow children into the classroom at any time. This policy is being strictly enforced.

Student Information Update
If students’ personal information (e.g., name, mailing address) changes at any point in the term, they can fill out a Personal Information Change/Correction Form. Students may also use this form to correct errors (e.g., misspelled name in registration records). The Personal Information Change/Correction Form is available at the BTS Office. You may pick up several of these forms and bring them to your class for students to fill out. Submit them to the BTS Office.

Low Attendance
Please be aware that in accordance to the 11-14 AFT contract a class can be cancelled if there are less than 15 students in attendance, including the first meeting. The first 10% of a regular semester is 2 weeks.

*Article 12F. Similarly, the Vice President may cancel the class for low attendance at any time during the first two weeks of a standard academic semester (or the first 10% of the term-length for a class scheduled for a period that is shorter than a standard academic semester) if the number of students actually attending is fewer than fifteen.*

Program Orientation
Before the start of the Fall and Spring semester, incoming students attend a brief program orientation after they take the placement exam. During the orientation, students learn about the courses and services available to them. You may expect occasional brief interruptions from a BTS staff member who will enter your class to discuss on-site student services and other educational opportunities.
Student Counseling
LASC Counselors are available to meet with your students to discuss academic and career goals. Counselors can help students set and achieve goals. This process ultimately has a positive impact on learner persistence and in developing a habit of lifelong learning. The Counseling Office is located in SSB 227. The telephone number is 323.241.5200.

Noncredit ESL only - EL Civics
We are moving towards evidence-based learning. The EL (English Literacy) Civics program provides ESL students with instructional activities and information related to important topics such as consumer economics, community resources, and employment. Through EL Civics instruction, students learn how to use English successfully to accomplish tasks related to a high-interest topic (e.g., banking, pharmacy, educational system). This has positive repercussions that ultimately improve the quality of life of students, their families, and their communities. If your class is selected for EL Civics, you will be given a module of lessons and activities written by the district Noncredit ESL discipline committee. You will be given curriculum to integrate the materials into your daily instruction and assess students. EL Civics topics are chosen annually from a state-approved list on the basis of the results of a locally administered student survey. Therefore, students are directly involved in the process of prioritizing topics of interest.

SLOs (Student Learning Outcomes) – all classes
In order to document student learning, all classes have SLOs. These SLOs were developed by the Curriculum and SLO Committee. Noncredit ESL, ESL Civics and Basic Skills instructors assessments are administered on a three to four semester cycle, depending on the course. The class SLO must be included on the course syllabus. If your class is due to be assessed, the assessment should be administered as an end-of-unit activity of the appropriate unit. The lesson and assessment will be provided to the noncredit instructors by the Program Coordinator.

CASAS Testing
What is CASAS?
CASAS, or the Comprehensive Adult Student Assessment System, is a diagnostic reading test used to assess how well students have acquired certain life skills (e.g., counting money, interpreting an advertisement). It is not an achievement test, nor is it a placement test.

Why is CASAS important?
CASAS is a state-approved assessment system we use to obtain funding and program validation from the state.
How does CASAS affect my teaching?
After the pre-test is administered and scored, you will receive a breakdown of your students’ performances usually within a few weeks. Do not share students’ individual scores with them. Instead, use the reports to identify specific competencies (e.g., telling time) that you can address in your daily teaching. This way, students will hopefully score better on the post-test.

IMPORTANT: CASAS is not a pass/fail exam. It is simply a diagnostic tool used to assess how well students can apply English for everyday tasks.
For more information on CASAS, visit www.casas.org. Effective Spring 2015, all instructors must complete the CASAS Implementation Training online yearly.

Syllabus

All students must be given a hard-copy of the class syllabus at the first class meeting or their first day of attendance, no matter when in they enroll in the session. The course syllabus should not be complex and lengthy. Rather, a one or two page syllabus is appropriate. When designing a course syllabus, consider your audience. The goal is to allow new and continuing students to quickly grasp the general purpose and structure of the class. Students need to know what you plan to accomplish with the class over the term, important dates, your contact information and important policies and rules. A class syllabus can have a positive effect on learner persistence. Assignment information and the syllabus template will be emailed to all instructors before the start of the semester. Before printing and distributing your syllabus, send it to the Program Coordinator for comments and approval.

Book Loan – Noncredit ESL, ESL Civics and Basic Skills

Our grant funding allows the Bridges to Success Center to purchase classroom texts to loan to Noncredit ESL, ESL Civics and most Basic Skills students. Students can borrow a copy of most of the textbooks by completing a form in the BTS Center. This has been very well received by the students. Please reiterate to your students that they cannot write in any borrowed textbook or they will need to replace the book. If a student does not return a book or replace a damaged book, they are no longer eligible to participate in the program. The textbooks are not available in the LASC Bookstore for purchase.
Audio-Visual

The Audio-Visual Technician can be reached at 323.241.5079 or by email at taubrav@lasc.edu. As of this date, his hours are Monday – Friday 8:00 am – 4:30 pm. If you need an overhead projector, training for the smart classroom equipment, TV/VCR or DVD player please make arrangements with him. Be reminded to plan ahead as same day requests are not accepted.

Reprographics

Copy requests can be submitted online to LASCReprographics@lasc.edu or in person in Cox 117. Online or in-person requests need to be accompanied by the Copy Request form found on the Noncredit Faculty website www.lasc.edu/bts. Copy requests submitted online or in person must adhere to copyright regulations. to the Please remember that the department is EFL or #4. Your department is not Bridges to Success. Contact the Program Coordinator for a form to add funds to your copy card.

FLEX Day/ Professional Development Obligation

All faculty are required to participate in Professional Development activities. A complete explanation of the obligation is available on the LASC website. The 2015 -2016 hours are due June 1, 2016. The forms have changed since last year so please review them at www.lasc.edu—Employee Resources – Staff Development to get the forms. click on Faculty and Staff

Noncredit Classes are taught in a variety of schedules. You assignment may be 1 standard hour but you teach 3 hours a week for 6 weeks. A standard hour is 18 hours of instruction. When calculating your professional development obligation, please use the following:

You can keep your own record of your obligation here

Fall assignment ____________standard hours

Spring assignment __________ standard hours

Total 2015-16 standard hour assignment - ____________(Fall + Spring )

/2 = _____________Flex obligation
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Standard Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Prep 005CE</td>
<td>3</td>
</tr>
<tr>
<td>ESL 040CE</td>
<td>10</td>
</tr>
<tr>
<td>ESL 041CE</td>
<td>10</td>
</tr>
<tr>
<td>ESL 042CE</td>
<td>5</td>
</tr>
<tr>
<td>ESL 011CE</td>
<td>3</td>
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<tr>
<td>ESL 012CE</td>
<td>3</td>
</tr>
<tr>
<td>ESL Civics 010CE</td>
<td>1</td>
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<tr>
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<tr>
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<tr>
<td>Basic Skills 002CE</td>
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<tr>
<td>Basic Skills 035CE</td>
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</tr>
<tr>
<td>Voc Ed 003CE</td>
<td>3</td>
</tr>
</tbody>
</table>

For example if you taught a late start ESL 040CE (5) in the Fall and ESL 011CE (3) in the Spring, your total hours of Professional Development activities would be 4 hours (5+3 /2 = 4). Please contact the Program Coordinator with any questions regarding your standard hour obligation.