

SIDNEY COLLIER SITE
ACADEMIC ADVISING SYLLABUS

ADVISOR CONTACT INFORMATION:

Mrs. Lillie Fleury, Academic Advisor

All majors except those listed under advisors below

Office location: Sidney Collier Site (3727 Louisa Street, New Orleans, LA 70126), Bld. 3, Room 115-D

Email: lfleur@dcc.edu

Phone number: 504.941.8550

Office Hours:

Monday-Thursday from 8:00am-4:30pm

Ms. Monecia Moody, Program Advisor

Carpentry, Electrical Technology, HVAC/R, Industrial Maintenance, Precision Machining, Welding

Office location: Sidney Collier Site (3727 Louisa Street, New Orleans, LA 70126), Bld. 3, Room 115-E

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Phone number: 504.941.8560

Office Hours-Sidney Collier Site:

Tuesday & Wednesday from 8:00 am-12:00 pm and 1:30 pm-4:30 pm

Mr. Donald Davenport, Program Coordinator

Motor Vehicle Technology

Office location: City Park Campus (615 City Park Ave., New Orleans, LA 70119), Bld. 39B, Room 206

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Ms. Larisia Jones, Department Chair

Barber-Stylist, Cosmetology

Office location: Sidney Collier Site (3727 Louisa Street, New Orleans, LA 70126), Bld. 2, Room 101

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Ms. Dorothy Smith-Elder RN MSN Ed., Department Chair

Practical Nursing, Certified Nursing Assistant

Office location: Sidney Collier Site (3727 Louisa Street, New Orleans, LA 70126), Bld 2, Room 233

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THE RIGHT PATH PURPOSE: Develop a system-wide approach to advising that cultivates an environment where students learn to be self-directed in achieving realistic and attainable goals.

STUDENT LEARNING OUTCOMES:

Through the interventions of The *RIGHT Path* academic advising students will be able to:

- Describe their academic responsibilities.
- Identify their academic advisors and explain their advisor's role.
- Find and utilize college catalog.
- Explain important dates and policies as they relate to academic progress.
- Identify resources available at students' campuses and how to utilize those services.
- Describe educational, career, and personal goals.
- Select majors and identify how majors are appropriate for educational, career, and personal goals.
- Select courses based on programs of study and goals.

- Define general education requirements compared to General Studies degrees.
- Explain their curriculum.
- Define transfer credits and transfer requirements, if applicable.
- Illustrate effective decisions concerning their educational, career, and personal goals.
- Apply course sequencing for degree completion.
- Select courses and register through LOLA independently.

ROLE OF THE STUDENT:

- Complete any required testing and provide required educational documents, such as transcripts, test scores, etc. to Admissions for evaluation well before advising session.
- Be knowledgeable of graduation requirements and ensure eligibility the semester prior to graduation.
- Maintain regular contact with your advisor each semester.
- Ask questions if you do not understand an issue or have a specific concern.
- Keep a personal record of your progress toward meeting your goals.
- Clarify personal values and goals and provide your advisor with accurate information regarding your interests and skills.
- Accept responsibility for your decisions.
- Attend and participate in class, study, and take responsibility for final grade received.
- Complete your own online registration each semester after advisement if no holds in place preventing it. (<https://my.lctcs.edu/cp/home/displaylogin>)
- Pay attention to deadlines for registration, payment, drop dates, graduation application, financial aid, scholarships, etc. (<http://calendar.dcc.edu/>)
- Become aware of and follow institutional policies, procedures, and requirements. (<http://www.dcc.edu/catalog/default.aspx>)
- Follow through with any plan of action suggested during each advising session in a timely manner.
- Seek academic assistance, tutoring, or other help as needed.
- Contact your transfer institution early to confirm you are completing proper courses toward intended upper level major.
- When communicating with an advisor, include your name, LOLA number, major, and other pertinent information in the first email sent when asking a question or requesting other assistance.

ROLE OF THE (ACADEMIC) ADVISOR:

- Follow Master Academic Advising syllabus.
- Manage students' progress through *RIGHT Path* interventions.
- Understand and effectively communicate the curriculum, graduation requirements, and College policies and procedures.
- Review test scores and previously evaluated credit located in LOLA, and suggest appropriate semester courses.
- Assist student advisee's progress toward educational goals and plans by assisting with degree audits.
- Discuss courses for registration, drops, withdrawals, and program options.
- Refer students to other resources on campus and in the community as needed.
- Assist student advisee in identifying career opportunities and transfer institutions.
- Provide transfer information and guidance.
- Inform student advisee of special services available to them for tutoring, remediation, academic assistance, and other needs.
- Participate in advisor training sessions to keep up to date on current information that benefits the student.
- Maintain confidentiality regarding your educational record in accordance with FERPA.

ROLE OF THE (FACULTY) ADVISOR:

- Follow Master Academic Advising syllabus.
- Manage students' progress through *RIGHT Path* interventions.
- Understand and effectively communicate the curriculum and graduation requirements.

- Review previously evaluated credit located in LOLA, and suggest appropriate semester courses.
- Assist student advisee’s progress toward educational goals and plans by assisting with degree audits.
- Discuss courses for registration, drops, withdrawals, and program options.
- Refer students to other resources on campus and in the community as needed.
- Assist student advisee in identifying career opportunities and transfer institutions.
- Participate in faculty advisor training sessions to keep up to date on current information that benefits the student.
- Maintain confidentiality regarding your educational records in accordance with FERPA.

INTERVENTIONS AND COMMUNICATION:

Intervention/ Communication	Timeframe	Content
Email	First week of classes	Introduction/Welcome Back email to introduce students to advisor, promote The <i>RIGHT</i> Path, encourage students to meet with advisors.
“Meeting” 1	Prior to end of first semester	Detailed below.
“Meeting” 2		Detailed below.
Classroom visits	After 14 th day and prior to LOLA opening for registration	Advisors will visit entry level courses to promote students registering for classes, meeting with an academic advisor and upcoming Registration Fest.
Registration Fest	After registration has opened for the next semester.	Staff and advisors will promote registration and provide resources on campus to assist students with preparing for next semester.
Faculty Announcement	Two weeks prior to registration opening & two weeks after registration opens	Remind students of registration, and encourage students to meet with an academic advisor, highlight advisor’s role.
Email/one-on-one meetings	After midterm grades are posted	Contact students regarding midterm grade performance.
Email/one-on-one meetings	After final grades are posted	Contact students regarding final grade performance.
Online	Available throughout the semester	Resources and Services provided online.

Advising Meeting 1

The academic advising session one should address the following issues and topics:

1. Review academic advising syllabus. Highlight academic advising roles and responsibilities for advisors and students.
2. Verify student’s enrollment status i.e. classification, holds, academic standing.
3. Verify that student has taken Compass or Accuplacer placement test, submitted appropriate ACT test scores or has a copy of their transcript.
4. Determine student’s academic intentions, expectations, and verify major. Help student to align educational plans with goals. If students are able to recognize their educational plans and how the plans are appropriate for their goals, state student’s career goals on their educational plan. (If needed, continue conversation in 2nd follow up meeting).

5. If transfer students-confirm where student plans to transfer and how Delgado curriculum aligns with the students' academic plans. (If needed, continue conversation in 2nd follow up meeting).
6. Review student's transcript, check GPA, and conduct unofficial degree audit.
7. If applicable, explain the nature of developmental courses and/or college level courses and what a student needs to do to successfully complete them.
8. If applicable, determine if student understands his/her individual schedule, class location and how to contact individual teachers if required to do so.
9. Review with student how to access college catalog and college handbook.
10. Determine if referrals are appropriate:
 - Career Counseling
 - My Life, My Way/Career Cruising
 - Office of Disabilities Services
 - Office of Veterans Affairs
 - Single Stop
 - Trio Student Support Services
 - Tutoring Labs
11. Provide student copy of unofficial degree audits/plans and course sequencing sheets. Save digital copy and email student copy.
12. If necessary, schedule a follow up appointment to discuss career exploration.

Advising Meeting 2

The academic advising session two should address the following issues and topics:

1. Discuss student's semester. How student is handling course load, etc.
2. Review with the student his/her academic intentions, expectations, and verify major. Discuss how major links to career aspirations. State student's career goals on educational plan.
3. Review with student how to access college catalog and college handbook.
4. Explain tools that are available to help the student succeed.
5. Determine if referrals are appropriate:
 - Career Counseling
 - My Life, My Way/Career Cruising
 - Office of Disabilities Services
 - Office of Veterans Affairs
 - Single Stop
 - Trio Student Support Services
 - Tutoring Labs
6. Schedule a follow up appointment if needed.

Disability Statement: It is the general policy of Delgado Community College to provide an equal opportunity for academic success to all students. Reasonable accommodations for a student with a disability will be made provided the student has self-identified with the Office of Disability Services and has provided the required documentation. Instructors will appropriately modify their methods of instruction, course and examination requirements and general procedures to accommodate the special needs of the student provided the academic integrity of the course or examination is not violated and the accommodation does not jeopardize the health and welfare of all students. Accommodations will not be made without the letter of accommodation from the Office of Disability Services.

Academic Honesty Statement: Delgado Community College requires that students adhere to the highest standards of academic integrity. Students are entrusted to be honest in every phase of their academic life and to present as their own work only that which is genuinely theirs. Cheating,

plagiarism, violation of test conditions, complicity in dishonest behavior, or other falsification of academic work is a serious breach of College standards. Plagiarism is defined as any attempt to represent the work of another as one's own original work. More specifically, plagiarism is the direct appropriation of the language, thoughts, or ideas of another--either literally or in paraphrase--without appropriate notation on the source and in such fashion as to imply that the work is one's own original work. Depending upon the nature of the case, a student guilty of academic dishonesty may receive penalties ranging from a grade of "F" for the work submitted to expulsion from the College. Such penalties may be of both an academic and disciplinary nature. Please see the College Catalog for additional information. College and Classroom Policies: Instructors are encouraged to include policies and procedures regarding attendance, discipline, make-up exams, etc., in their individual course syllabi.

Title IX Statement: Delgado Community College is committed to creating and maintaining an environment in which sexual violence against men and women is not tolerated. Intervening in such instances helps to foster a safe environment for all, while sending a message that his kind of behavior will not be tolerated and is unacceptable in our community. As part of its commitment to providing an educational environment free from discrimination, Delgado Community College complies with Title IX of the Education Amendments, which prohibits discrimination and harassment based upon sex in an institution's education programs and activities. Title IX prohibits sexual harassment, including sexual violence, of students at Delgado Community College sponsored activities and programs whether occurring on-campus or off-campus.

*AA-1503.1A Course Syllabus Format Approved:
Curriculum Committee 9/29/17, Vice Chancellor for Academic Affairs 11/16/17*