

MARION TECHNICAL COLLEGE COURSE SYLLABUS STANDARD TEMPLATE

COURSE NUMBER & NAME: Introductory Spanish SPN1010
TERM/YEAR: Spring 2026
DAY/TIME: January 2026
DEPARTMENT NAME: Foreign Language
TAG/OTM/OT36/CT2/CTAG¹
COURSE #: OFL019
(if applicable)
DELIVERY METHOD: Online
CREDIT HOURS: 3
COURSE REQUIREMENT(s): None

INSTRUCTOR INFORMATION

INSTRUCTOR(s): Laura Steiding
EMAIL/OTHER CONTACT steidingl@mtc.edu
INFO: +4199618759 text

BLDG/OFFICE NO: Online
OFFICE HOURS: *(for student support)* TBD with appt
IN CASE OF EMERGENCY: Dial 9-911 from any office or courtesy phone on-campus.

COURSE DESCRIPTION

This course is based on the integration of learning outcomes across interpersonal, interpretive, and presentational modes of communication for the first course of the beginning Spanish sequence. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of the target culture(s). Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students generally perform in the novice range, although a few abilities emerge in the intermediate range. TAG OFL019

COURSE MATERIALS

TEXTBOOK: Vistas
AUTHOR(s): Authors: Blanco, José A., and Donley, Philip Redwine
PUBLISHER: Vistas Higher learning
YEAR/EDITION: 7th
OTHER RESOURCES/ TEXTBOOK:

¹ Approved TAG and OT36 courses carry the guarantee that the courses and their credits will transfer and apply toward the major at any of Ohio's public institutions of higher education, provided they were taken when the courses were equivalent. Additional Ohio transfer information may be obtained at <https://www.ohiohighered.org/>

MAJOR COURSE LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations.
2. Demonstrate understanding of the main idea, as well as a few details, cognates, and idiomatic and formulaic expressions, in a variety of oral texts and media.

COURSE OUTLINE

<u>INSTRUCTIONAL WEEKS</u>	<u>CHAPTER</u>	<u>TOPIC/ASSIGNMENT</u>
Week 1	1	Lección 1 Hola, ¿qué tal? Introduction Navigate Vistas, create account. Assignments: • <u>Learning activities:</u> YouTube videos. • Sign up to VHL Central Supersite • <u>Connection to the world:</u> greetings and numbers, Spanish songs. • <u>Cultural awareness discussion forum:</u> Option 1. Greetings Option 2. Plazas • <u>Homework:</u> Spanish-Speaking Country Research Project. • <u>Assessment:</u> Mensaje de video. What are the benefits of learning a new language? *Moderate workload
Week 2	1	Lección 1 Hola, ¿qué tal? Topics: Nouns and articles Numbers Present tense of ser Telling time Assignments: • Note-taking strategies • Connection to the world • <u>Practice/learning activities VHL Central Supersite</u> Estructura 1.1 nouns and articles: Nouns and articles Estructura 1.1. nouns and articles: Interactive tutorial: Nouns and articles Estructura 1.2: numbers 0-30: Numbers 0-3 Estructura 1.2: numbers 0-30: Interactive tutorial: Numbers 0-30 Estructura 1.3 present tense of ser: Present tense of ser Estructura 1.3 present tense of ser: Interactive tutorial: Present tense of ser Estructura 1.4: telling time: Telling time Estructura 1.4: telling time: Interactive tutorial: Telling time

INSTRUCTIONAL WEEKS	CHAPTER	TOPIC/ASSIGNMENT
		• Homework VHL Central Supersite Contextos: A primera vista Contextos: Indicar Contextos: Escuchar Contextos: Escoger Contextos: Ordenar Estructura 1.1 nouns and articles: ¡Inténtalo! Estructura 1.1 nouns and articles: Correspondencias Estructura 1.1 nouns and articles: Plurales Estructura 1.2 numbers 0-30: 1 - Los números Estructura 1.2 numbers 0-30: 2 - ¿Cuántos hay? Estructura 1.3 present tense of ser: 1 - Los pronombres Estructura 1.3 present tense of ser: 2 - Nosotros somos... Estructura 1.3 present tense of ser: 3 - ¡Todos a bordo! Estructura 1.4 telling time: 1 - La hora Estructura 1.4 telling time: 2 - ¿Qué hora es? Estructura 1.4 telling time: 3 - El día de Marta • Assessments (VHL Central Supersite) Vocabulary quiz Grammar Quiz: nouns and articles Grammar Quiz: present tense of ser Grammar Quiz: Telling time • Cultural discussion forum: Option 1: Vocabulary and culture from <i>Connection to the world</i>. Option 2: Focus on Personal Reflection & Language Use from <i>Connection to the world</i>. *Heavy workload
Week 3	2	Lección 2 En la Universidad Topics: Present tense of ar verbs Forming questions in Spanish Assignments: • Connection to the world • Practice/Learning activities VHL Central Supersite Lección 2 En la universidad Contextos: Tutorial: En la universidad Contextos: Tutorial: Los días de la semana Contextos: Tutorial: La universidad Contextos: Tutorial: La clase Contextos: Tutorial: Las materias Estructura 2.1 present tense of ar verbs: Present tense of -ar verbs Estructura 2.1 present tense of ar verbs: Interactive tutorial: Present tense of -ar verbs Estructura 2.2 forming questions in spanish: Forming questions in Spanish Estructura 2.2

INSTRUCTIONAL WEEKS	CHAPTER	TOPIC/ASSIGNMENT
		forming questions in spanish: Interactive tutorial: Forming questions in Spanish • Homework VHL Central Supersite Lección 2 En la universidad Contextos: Indicar Contextos: ¿Certo o falso? Contextos: Seleccionar Contextos: ¿Qué día es hoy? Estructura 2.1 present tense of ar verbs: ¡Inténtalo! Estructura 2.1 present tense of ar verbs: La forma correcta Estructura 2.1 present tense of ar verbs: Seleccionar Estructura 2.1 present tense of ar verbs: Completar Estructura 2.2 forming questions in spanish: ¡Inténtalo! Estructura 2.2 forming questions in spanish: ¡Cuántas preguntas! Estructura 2.2 forming questions in spanish: Preguntas Estructura 2.2 forming questions in spanish: Repaso • Homework VHL Central Supersite: • Assessments VHL Central Supersite Grammar quiz: present tense o far verbs Grammar quiz: forming questions *Moderate workload
Week 4	2	Lección 2 En la Universidad Topics: Present tense of estar Ser vs estar Numbers 31 and higher Assignments: • Connection to the world • Practice/Learning activities VHL Central Supersite: Estructura 2.3 present tense of estar: Present tense of estar Estructura 2.3 present tense of estar: Interactive tutorial: Present tense of estar Estructura 2.3 present tense of estar: ¡Inténtalo! Estructura 2.3 present tense of estar: Seleccionar Estructura 2.3 present tense of estar: Completar Estructura 2.3 present tense of estar: Escoger Estructura 2.3 present tense of estar: ¿Dónde está? Estructura 2.3 present tense of estar: Repaso

INSTRUCTIONAL WEEKS	CHAPTER	TOPIC/ASSIGNMENT
		Estructura 2.4 numbers 31 and higher: Numbers 31 and higher Estructura 2.4 numbers 31 and higher: Interactive tutorial: Numbers 31 and higher Estructura 2.4 numbers 31 and higher: ¡Inténtalo! Estructura 2.4 numbers 31 and higher: ¡Cuántos son! Estructura 2.4 numbers 31 and higher: Números Estructura 2.4 numbers 31 and higher: Repaso - Homework VHL Central Supersite: Estructura 2.3 present tense of estar: 2 - ¿Dónde están? Estructura 2.3 present tense of estar: 3 - El libro Estructura 2.3 present tense of estar: 4 - ¿Ser o estar? Estructura 2.3 present tense of estar: 5 - Conversación - Assessments VHL Central Supersite: Grammar quiz: present tense of estar Grammar quiz: numbers 31 and higher Unit test: Lesson 2 *Heavy workload
Week 5	3	Lección 3 La familia Topics: La familia Los parientes Las profesiones Descriptive adjectives Possessive adjectives Assignments: - Success tip: How to learn properly - Practice/learning VHL Central Supersite: Contextos: Hotspot: La familia Contextos: Tutorial: La familia Contextos: Tutorial: Los parientes Contextos: Tutorial: Otras personas Contextos: Tutorial: Las profesiones Contextos: A primera vista Contextos: Seleccionar Estructura 3.1 descriptive adjectives: Descriptive adjectives Estructura 3.1 descriptive adjectives: Interactive tutorial: Descriptive adjectives Estructura 3.1 descriptive adjectives: ¡Inténtalo! Estructura 3.1 descriptive adjectives: Emparejar

INSTRUCTIONAL WEEKS	CHAPTER	TOPIC/ASSIGNMENT
		Estructura 3.2 possessive adjectives: Possessive adjectives Estructura 3.2 possessive adjectives: Interactive tutorial: Possessive adjectives Estructura 3.2 possessive adjectives: ¡Inténtalo! Estructura 3.2 possessive adjectives: La familia de Manolo - Homework VHL Central Supersite: Contextos: Escuchar Contextos: Oraciones Contextos: Escoger Contextos: Completar Contextos: 1 - Diferente Contextos: 2 - Definiciones (Crucigrama) Contextos: 3 - La familia Estructura 3.1 descriptive adjectives: Adjetivos Estructura 3.1 descriptive adjectives: Las nacionalidades Estructura 3.1 descriptive adjectives: Completar Estructura 3.1 descriptive adjectives: 1 - Descripciones Estructura 3.1 descriptive adjectives: 2 - ¿Cómo son? Estructura 3.1 descriptive adjectives: 3 - No Estructura 3.1 descriptive adjectives: 4 - Completar Estructura 3.1 descriptive adjectives: 5 - Origen y nacionalidad Estructura 3.2 possessive adjectives: ¡Cuántos parientes! Estructura 3.2 possessive adjectives: Clasificar Estructura 3.2 possessive adjectives: 1 - Familia Estructura 3.2 possessive adjectives: 3 - ¿De quién es? Estructura 3.2 possessive adjectives: 4 - Posesiones Estructura 3.2 possessive adjectives: 5 - Mi familia - Cultural discussion: Option 1: Last names in the Spanish-Speaking world Option 2: Hispanic Families - Assessments: Vocabulary quiz Grammar quiz: Descriptive adjectives Grammar quiz: Possessive adjectives
Week 6	3	Lección 3 La familia

<u>INSTRUCTIONAL WEEKS</u>	<u>CHAPTER</u>	<u>TOPIC/ASSIGNMENT</u>
		<u>Topics:</u> Present tense of er and ir verbs Present tense of tener and venir <u>Assignments:</u> • <u>Success tip: Active Retrieval</u> • <u>Video lecture</u> • <u>Connection to history</u> • <u>Connection to the world</u> • <u>Practice/ learning activities VHL Central Supersite</u> Estructura 3.3 present tense of er and ir verbs: Present tense of -er and -ir verbs Estructura 3.3 present tense of er and ir verbs: Interactive tutorial: Present tense of -er and -ir verbs Estructura 3.3 present tense of er and ir verbs: ¡Inténtalo! Estructura 3.3 present tense of er and ir verbs: Escoger Estructura 3.3 present tense of er and ir verbs: Seleccionar Estructura 3.3 present tense of er and ir verbs: Completar Estructura 3.3 present tense of er and ir verbs: Oraciones Estructura 3.3 present tense of er and ir verbs: Repaso Estructura 3.4 present tense of tener and venir: Present tense of tener and venir Estructura 3.4 present tense of tener and venir: Interactive tutorial: Present tense of tener and venir Estructura 3.4 present tense of tener and venir: ¡Inténtalo! Estructura 3.4 present tense of tener and venir: Escoger Estructura 3.4 present tense of tener and venir: Emparejar Estructura 3.4 present tense of tener and venir: Completar Estructura 3.4 present tense of tener and venir: ¿Tener o venir? Estructura 3.4 present tense of tener and venir: Repaso • <u>Homework VHL Central Supersite</u> Fotonovela: Identificar Estructura 3.3 present tense of er and ir verbs: 1 - Conversaciones Estructura 3.3 present tense of er and ir verbs: 2 - Frases Estructura 3.3 present tense of er and ir verbs: 3 - ¿Qué verbo es? Estructura 3.3 present tense of er and ir verbs: 4 - Tú y ellos Estructura 3.3 present tense of er and ir verbs: 5 - Descripciones Estructura 3.4

<u>INSTRUCTIONAL WEEKS</u>	<u>CHAPTER</u>	<u>TOPIC/ASSIGNMENT</u>
		present tense of tener and venir: 1 - Completar Estructura 3.4 present tense of tener and venir: 2 - ¿Qué tienen? Estructura 3.4 present tense of tener and venir: 3 - Expresiones con tener Estructura 3.4 present tense of tener and venir: 5 - Mi familia Repaso: Refuerzo de vocabulario • <u>Assessments:</u> Grammar quiz: Estructura 3.3: present tense of er and ir verbs Grammar quiz 2: Estructura 3.4: present tense of tener and venir Unit test: lesson 3 La familia Video presentation: Presentation 1 – Introducing Yourself & University Life *Heavy workload
Week 7	4	Lección 4 Los pasatiempos <u>Topics:</u> Present tense of ir Stem-changing verbs e > ie, o > ue Pastimes Plans and invitations Names of sports Names of places in a city <u>Assignments:</u> • <u>Success tip: Mix Up Your Practice</u> • <u>Connection to the world</u> • <u>Connection to history</u> • <u>Video Lecture</u> • <u>Practice/Learning activities VHL Central Supersite:</u> Contextos: Hotspot: Los pasatiempos Contextos: Tutorial: Los pasatiempos Contextos: Hotspot: En el centro Contextos: Tutorial: En el centro Contextos: Tutorial: La diversión Contextos: Tutorial: Deportes Contextos: Tutorial: Lugares Contextos: A primera vista Contextos: Indicar Estructura 4.1 present tense of ir: Present tense of ir Estructura 4.1 present tense of ir: Interactive tutorial: Present tense of ir Estructura 4.1 present tense of ir: ¡Inténtalo! Estructura 4.2 stem-changing verbs e > ie, o > ue: Stem-changing verbs: e > ie, o > ue Estructura 4.2 stem-changing verbs e > ie, o > ue: Interactive tutorial: Stem-changing verbs: e > ie, o > ue Estructura 4.2 stem-changing verbs e > ie, o > ue: ¡Inténtalo!

INSTRUCTIONAL WEEKS	CHAPTER	TOPIC/ASSIGNMENT
		• <u>Homework VHL Central Supersite:</u> Contextos: 2 - Los deportes Contextos: 3 - ¿Qué son? Contextos: 4 - El fin de semana Fotonovela: Interactive video: ¿Dónde están las entradas? Fotonovela: Ordenar Fotonovela: Identificar Fotonovela: Ahora dilo tú Estructura 4.1 present tense of ir: Seleccionar Estructura 4.1 present tense of ir: Adivina Estructura 4.1 present tense of ir: ¿Adónde van? Estructura 4.1 present tense of ir: ¿Qué van a hacer? Estructura 4.1 present tense of ir: Repaso Estructura 4.2 stem-changing verbs e > ie, o > ue: Escoger Estructura 4.2 stem-changing verbs e > ie, o > ue: Completar Estructura 4.2 stem-changing verbs e > ie, o > ue: Practicar verbos Estructura 4.2 stem-changing verbs e > ie, o > ue: Repaso • <u>Cultural awareness discussion:</u> Soccer in the Spanish-speaking World • <u>Composition Project:</u> <i>Tablero de visión</i> • <u>Assessments VHL Central Supersite:</u> Vocabulary quiz Grammar quiz #1: Present tense of ir Grammar quiz #2: stem-changing verbs e > ie, o > ue Video presentation: My Family *Heavy workload
Week 8	4	Lección 4 Los pasatiempos <u>Topics:</u> Stem-changing verbs e > i Verbs with irregular yo forms <u>Assignments:</u> • <u>Success tip: Embrace difficulties</u> • <u>Connection to the world</u> • <u>Discussion forum: Connection to the world</u> • <u>Video Lecture</u>

<u>INSTRUCTIONAL WEEKS</u>	<u>CHAPTER</u>	<u>TOPIC/ASSIGNMENT</u>
		<u>Practice/learning activities VHL Central Supersite:</u> Estructura 4.3 stem-changing verbs e > i: Stem-changing verbs: e > i Estructura 4.3 stem-changing verbs e > i: Interactive tutorial: Stem-changing verbs: e > i Estructura 4.3 stem-changing verbs e > i: ¡Inténtalo! Estructura 4.3 stem-changing verbs e > i: Los fines de semana Estructura 4.3 stem-changing verbs e > i: El partido Estructura 4.4 verbs with irregular yo forms: Verbs with irregular yo forms Estructura 4.4 verbs with irregular yo forms: Interactive tutorial: Verbs with irregular yo forms Estructura 4.4 verbs with irregular yo forms: ¡Inténtalo! Estructura 4.4 verbs with irregular yo forms: Escoger Estructura 4.4 verbs with irregular yo forms: Completar <u>Homework VHL Central Supersite:</u> Estructura 4.3 stem-changing verbs e > i: Completar Estructura 4.3 stem-changing verbs e > i: 1 - En el cine Estructura 4.3 stem-changing verbs e > i: 2 - Conversaciones Estructura 4.3 stem-changing verbs e > i: 1 - Completar Estructura 4.4 verbs with irregular yo forms: Yo, yo y yo Estructura 4.4 verbs with irregular yo forms: Oraciones Estructura 4.4 verbs with irregular yo forms: Repaso Estructura 4.4 verbs with irregular yo forms: 1 - Hago muchas cosas Estructura 4.4 verbs with irregular yo forms: 2 - Completar Adelante: lectura: Lectura: No sólo el fútbol Adelante: lectura: Preguntas Adelante: escuchar: Ahora escucha <u>Assessments:</u> Grammar quiz 1: Estructura 4.3 - Miniprueba A Grammar quiz 2: Estructura 4.4 - Miniprueba A Unit test: Lección 4, Prueba E Video Presentation: Hobbies and Free-Time Activities *Heavy workload
<u>EXAM WEEK*</u>	<u>DAY</u>	<u>TIME</u>
Final Assessment: Project	March, 2 nd	Due at midnight.

NOTE: This is a tentative schedule and subject to change at the discretion of the instructor.

ADDITIONAL INFORMATION:

Eating and drinking are not permitted in any computer classroom or lab. All copyright laws will be observed. It is illegal to copy software.

EVALUATION & GRADING PROCEDURES**ATTENDANCE AND PARTICIPATION:**

Consistent with College Policy #520 – Class Attendance and as stated on Page 8 of the *Student Handbook* <http://www.mtc.edu/wp-content/uploads/MyMTCDocs/StudentHandbook.pdf>, the student is responsible for attending every class and for the material presented. If a student will not be attending a class, he or she is responsible to contact the instructor and to make sure all assignments are completed, prior to the scheduled class. Some departments have special provisions regarding missed work and absences. Please contact your instructor for additional information.

ONLINE CLASS ATTENDANCE:

You must work on VHL Central Supersite Learning assignments every week and turn in weekly discussions and presentations.

Each week you will have the following assignments:

- Practice and learning activities are due on Wednesdays.
- Discussions are due on Fridays
- Homework is due on Thursdays
- Quizzes are due on Fridays
- Unit tests are due on Saturday.

I need to take attendance every week. Since this is an asynchronous class, if you don't submit any assignment during the week, **that will count as an absence**.

GRADING PROCEDURES:

EXAMPLE: Three exams will be given. Each exam will consist of an objective section and a practical section. Each exam will be graded on the basis of 100 points and a total of 30 points for homework.

GRADING SCALE:

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

FINAL GRADE CRITERIA:

1. Vocabulary and Grammar quizzes (20% of your final grade)
2. Unit Tests (40% of your final grade)
3. Participation: Discussions, Learning Activities, Practice Activities, Self-Reflections (15% of your final grade)
4. Homework Vistas, Presentations (25% of your final grade)

MAKE-UP AND LATE POLICY:

Make-up exams will be given only for excused absences as determined by the instructor. The instructor must be notified of the prospective absence prior to the time scheduled for the

examination. The make-up exam may be a different exam than the exam given during the scheduled exam time.

CREDIT HOUR DEFINITION

Credit Hour: Marion Technical College subscribes to the federal definition of the “credit hour” endorsed by the Higher Learning Commission that typically requires students to work on out-of-class assignments a *minimum of twice the amount of time* as the amount of formalized instruction.

Examples:

Minimum Homework Hours Per Week for 3 Credit Course (16-Week Term)	
Delivery Format	Homework Per Week
Traditional	6 hours
Blended	6.75 – 8.25 hours
Online	9 hours

Minimum Homework Hours Per Week for 3 Credit Course (8-Week Term)	
Delivery Format	Homework Per Week
Traditional	12 hours
Blended	13.5 – 16.5 hours
Online	18 hours

COLLEGE GRADUATE COMPETENCIES

Assessment begins with a clear understanding of what students are expected to learn. College Graduate Competencies (CGC's) are common to all areas of study and apply to all students. The individual sub-skills defined in each CGC are taught, reinforced, and/or periodically measured in various courses throughout the curriculum. The six CGC areas and statements are:

1. **Communications:** Communicate effectively both written and orally.
2. **Mathematics:** Solve problems using mathematics.
3. **Problem-Solving:** Solve problems through analysis, creativity, and synthesis to make informed decisions.
4. **Professionalism:** Demonstrate good work habits, effective interpersonal and teamwork skills, and a high level of professionalism.
5. **Technology:** Use technology tools efficiently and effectively to perform personal and professional tasks.
6. **Diversity:** Exhibit respect and sensitivity for individual and institutional differences.

COMMUNICATIONS DEVICE USAGE

All personal communication devices, including cell phones, must be set to vibrate or off while in classrooms, labs and participating in other class-related activities, unless the use of such a device is specified in the official course syllabus. Infractions will result in warnings and, eventually, grade-related penalties. Exceptions must be approved in writing by the instructor.

Additionally, all personal communication devices, including cell phones, must be deactivated (turned completely off) during exams, quizzes or other evaluations. Any student found to be using a communication device during an exam will be given a grade of zero for the exam.

EQUIPMENT REQUIREMENTS

Marion Technical College requires all students to obtain a computer with the following minimum specifications per program of study. Laptops are used in the classroom, outside of class using our learning management system, and Microsoft Office 365. Marion Technical College does not provide support of student-owned laptops.

Engineering Programs

Processor: i7 or better (note: Intel processor required)

RAM: 16 GB

SSD: 256 GB
Minimum Screen Size: 15.6"
Video Card for SolidWorks
Windows Operating System
Internet Connection
Webcam

Information Technology Programs

Processor: i7 or better (note: Intel processor required)
RAM: 16 GB
SSD: 256 GB
Minimum Screen Size: 15.6"
Windows Operating System
Internet Connection
Webcam

All Other Programs

Processor: i5/Ryzen 5
RAM: 8 GB (4 GB would also work – 8 GB gives flexibility if requirements change)
SSD: 256 GB
Minimum Screen Size: 15.6"
Windows Operating System
Internet Connection
Webcam

Frequently Used Software

Marion Technical College utilizes Microsoft Office 365. As such students get free access to Microsoft Office 365.

Note: Tablets, iPads, MacBooks, and Chromebooks will not meet the laptop requirements as they are unable to run Microsoft 365 ProPlus.

ACADEMIC MISCONDUCT

Examples of dishonest or unacceptable scholarly practice at Marion Technical College include but are not limited to:

- A. Work copied verbatim from an original author; work copied practically verbatim with some words altered from the original without proper credit, i.e., reference citations, being given; a copyright explanation and more information is available at www.copyright.com.
- B. Copying answers [and/or electronic data] from another's test paper, quizzes, notes, book, etc.
- C. Evidence of a deliberate and calculated plan to engage in a dishonest academic practice, such as gaining access to examinations prior to the time the exam was to be given or the extraction of information regarding an examination from other students.
- D. Falsification of clinical, practicum, or laboratory records.
- E. Plagiarism – using someone else's ideas or words as your own. In an educational setting you can avoid plagiarism by providing appropriate source documentation. For more information on plagiarism, visit www.plagiarism.org.
- F. Unauthorized collaboration with others or use of prior work (e.g., submitted for another assignment in a different course) without permission or citation (if previously published).

It is important to note that if AI tools like chatGPT are permitted to be used for an assignment, then they should be used with caution and proper citation. AI is not a replacement for your own thinking and research.

Note: Please also see the Academic Misconduct section in the ***Student Handbook*** on the college website at <http://www.mtc.edu/>

FINANCIAL AID ATTENDANCE REPORTING

Marion Technical College is required by federal law to verify the enrollment of students who participate in Federal Title IV student aid programs (Federal grants and student loans) and/or who receive educational benefits through the Department of Veterans Affairs. It is the responsibility of the College to identify students who do not commence attendance or who stop attendance in any course for which they are registered and paid. Non-attendance is reported by each instructor, and can result in a student being administratively withdrawn from the class section. Please contact the Financial Aid Office for information regarding the impact of course withdrawals on financial aid eligibility.

BELONGING AND EQUITY

Marion Technical College is committed to providing equal opportunities for all students, and does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity and expression, genetic information, medical status, military status, national origin, nursing parent status, pregnancy, race, religion, sex, sexual orientation, parent and foster parent status, protected veteran status, or any other bases under the law. As a community, we celebrate difference and value the worth of every individual. To report any form of discrimination or harassment, follow the link to the online [Student Complaint Form](#).

ACCOMMODATIONS FOR DISABILITIES

If a student has any kind of visible or non-visible disability -- learning, emotional, physical, health, or cognitive -- and needs possible accommodations to fully participate in all aspects of this course, they should contact the Office of Student Disability Services as early as possible to discuss reasonable accommodations for their access needs. The Office of Student Disability Services is located in BR183; the phone number for the Office of Student Disability Services is 740.386.4222, or email Jenifer Montag, Director of the Office of Disability Services, at montagi@mtc.edu or DS@mtc.edu. If students already have a diagnosis, Disability Services can help them document their needs and create an accommodation plan. By making a plan through Disability Services, students can facilitate appropriate accommodations without disclosing their condition or diagnosis to their course instructor(s). If students don't have a diagnosis, please contact DS to see what would be needed from the student to support the request for accommodations.

RELIGIOUS AND SPIRITUAL ACCOMMODATIONS

Students may request up to three absences per academic term to observe holidays or organized activities that align with their religion, faith, or spiritual belief system ("sincerely held religious belief"). In accordance with state law (Ohio Revised Code 3345.026), students must submit written notice to their instructor(s) of the expected dates of absence within the first 14 calendar days of the course(s). Instructors will provide appropriate academic accommodations if an absence for a sincerely held religious belief coincides with coursework, quizzes, exams, etc. The College's complete policy can be found on the College website and in the student handbook. Questions about this accommodation process can be directed to woughterl@mtc.edu.

TITLE IX NON-DISCRIMINATION FOR STUDENTS

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

- Sexual harassment and acts of sexual violence such as rape, sexual assault, sexual exploitation, dating violence, domestic violence, are forms of sex discrimination prohibited.
- Also non-discrimination for students experiencing pregnancy/childbirth/parenting impacts on their education.

Report any discrimination, or ask questions of the Title IX Coordinator.

- Title IX Coordinator: Cretia Johnson (johnsonc@mtc.edu; (740) 386-4195)
- Pregnancy/Childbirth/Parenting adjustments or concerns – contact Jenifer Montag, Director MTC Disability Services (montagj@mtc.edu; (740) 386-4222)

ADDITIONAL RESOURCES

The following information is provided to help make students more aware of resources which may aid in their academic success such as tutoring, disability services, academic advising, financial aid, emergency procedures, etc.

Academic Advising:

All students at MTC are assigned to an academic advisor. Your advisor is available to guide you in course selection and registration, assist you with career and academic planning, discuss your academic difficulties and personal goals, and refer you to campus and community resources to support your success. If you are not sure of your advisor's name or contact information, log-in to My Plan through My MTC. You can also check with your academic department secretary or the Center for Student Success and Engagement (BR 183).

Tutoring:

MTC offers free one-on-one, small group, and online tutoring services for many of the classes you take at MTC. If you are having difficulties in a course, it is very important to seek out assistance as soon as possible so you do not fall behind. For more information about tutoring, please contact David Richman at richmand@mtc.edu or 740-386-4000 or stop by the Center for Student Success and Engagement (BR 183).

Your instructors want to see you succeed and are also available to answer questions before, during, and after class as well as during weekly office hours (office hours are designated times set aside to meet with students each week).

Drug/Alcohol & Mental Health Concerns:

MTC has a licensed mental health counselor on staff to help you with personal matters that may impact your studies and academic performance. Contact Mike Stuckey at stuckeym@mtc.edu or 740-386-4171 if you believe a counselor can be of assistance regarding topics such as depression, anxiety, feeling overwhelmed, managing stress, difficulties making decisions, or substance abuse.

Student Assistance Program (SAP):

This new resource provides you and members of your household with confidential mental health support, resources, and information for personal and school-life balance issues. This includes short-term clinical counseling (up to 5 sessions free), legal support, financial information, and online resources through GuidanceResources 24/7/365. To access your benefits, call 833-955-3384 or visit www.guidanceresources.com and enter School ID: MTC Student.

MTC Connections Center:

MTC recognizes that students often face challenges outside of the classroom which impact their academic success. Any student who is experiencing food insecurity (limited/lack of food), housing insecurity or homelessness, transportation issues, limited access to childcare, or any other concern is encouraged to reach out to Ryan Harper, MTC Student Resource Navigator. You can reach him at

ern.marionmatters@gmail.com or 740-262-8356 (call or text). Ryan also has office hours 9am-12pm MW, 1-4pm T, and 1:30-4:30 Th in the Connections Center, Bryson Hall 143.

The Marion Campus Good Pantry and Fresh Express Market (free fresh produce are available to all students, regardless of income, to address food insecurity and hunger) has two locations – one in the Alber Student Center and one in the Connections Center (BR 143). You must present your student ID. Hours vary by term. Please check your MTC email, campus signage, or visit the Connections Center for more information.

Financial Aid:

Regularly attending class is critical in achieving academic success. If you receive some form of financial aid, such as the Pell Grant and/or the Federal Direct Student Loan, federal regulations require you to attend classes. In part, this is why your instructor records attendance. Maintaining satisfactory academic progress (SAP) is important in preserving your future eligibility for financial resources. If you ever have questions or concerns, please contact the Office of Financial Aid.

Emergency Procedures

MTC is committed to providing a safe and secure environment for students. We want you to have the resources and knowledge that aid your response to emergency situations in an appropriate and confident manner. MTC shares Public Safety Services with the Ohio State University at Marion (OSUM) and employs police officers. Additionally, MTC and OSUM contracts with the Marion County Sheriff's Office to cover campus security when needed.

"Buckeye Alert" Emergency Notification System:

MTC students are automatically signed up to receive campus wide emergency notifications when they provide their cell phone number during the admission process. Buckeye Alert will be used to notify the campus community of campus wide emergencies, closings, and crime alerts. Emergency notifications for the campus may be generated by the OSU Public Safety Services. Phone numbers are not related to other parties and are strictly used for emergency notifications only.

911 Emergencies:

In the event of a medical, fire, or safety/security incident requiring an emergency response, please call 911. Phones are located in most MTC classrooms.

Emergency Personnel	Phone Number
Marion Campus Public Safety (Non-Emergency)	740-725-6300
Marion County Sheriff's Office (Non-Emergency)	740-382-8244
Marion Township Fire Department (Non-Emergency)	740-387-5404

Public Safety Escort:

A safety escort is available during campus hours. The service is free and requires your MTC identification card. To arrange a safety escort, contact the Marion Campus Public Safety Office at 740-725-6300.

Active Shooter:

Be familiar with your options in the event of an active shooter. If you can escape, do so immediately! Run away from the campus. If you cannot escape, lock and barricade the door. Remain quiet and silence all electronic devices and phones. Do NOT huddle together or stay close. Spread out in the room and develop a way to attack the shooter if they enter the room. An informative six-minute video "Surviving an Active Shooter" is available for viewing at <https://youtu.be/9Z9zkU--FLQ>. We encourage you to watch this video to better prepare should an active shooter incident take place on campus.

Building Evacuation Maps:

There are building evacuation maps located in each campus building. Maps in the single floor buildings are located near the doors. Maps are located in multiple floor buildings at the top of each staircase. The maps include the following information: exit and exit routes (for evacuation), assembly points (to meet in the

event of an evacuation), severe weather shelter areas (in the event of a tornado or inclement weather), and AEDS (Automated External Defibrillator – for use in the case of a heart attack).

Be prepared in the event of an emergency. Familiarize yourself with the maps in each building you utilize. Note where the fire extinguishers are located in each building along with fire alarm pull stations.

Emergency Procedures Flip Charts:

Familiarize yourself with the quick reference flip charts, conveniently hung on hooks in all classrooms and department areas close to the doors. They provide information on various emergency procedures and contain safety information that is beneficial for you to know.

MTC Website:

Additional safety and security information can be found online at <https://www.mtc.edu/current-students/health-safety-services> , or go to the MyMTC website and scroll down to Campus Resources. Note: Some links will route you to the OSU Safety and Security website.

COVID-19 Updates:

Please check the MTC homepage at <https://www.mtc.edu> for the current campus status level and MTC's Responsive Action Plan page at <https://www.mtc.edu/covid-19> for important updates and health and safety information.