



Crafton Hills College
Faculty Chair Handbook 2019

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Bargaining Agreement

A. Selection Process

1. The nomination and selection process for faculty chairs is determined locally at each campus. For information on these processes, contact the Office of Instruction on each campus.
2. In the event of the selection of more than one (1) faculty chair (not to exceed two (2) co-chairs), the annual workload, reassigned time, and stipend shall be determined by mutual consent and distributed as per written agreement between the parties and the supervising manager. Both co-chairs must choose the same option for compensation each academic year.
3. If mutual consent cannot be reached, a mediation team composed of the supervisor, the faculty member, a CTA representative and the supervisor's manager shall be created to find agreement. The CTA President, within ten (10) days after receiving the notice of disagreement, shall arrange a meeting date and time agreeable to all four parties. Barring an emergency, if either of the parties in the disagreement fails to attend the mediation meeting, the issue is resolved in favor of the party in attendance.

B. Duties of Faculty Department Chair

1. Attends and participates in the mandatory** Department Chair Training and Department Chair meetings as well as division and department meetings. **EXCEPTIONS: As determined by the supervising manager.
2. Holds regular departmental meetings (minimum of two (2) per semester), maintains the agendas and minutes, and disseminates them to the department and the immediate supervisor.
3. Facilitates the development, preparation, and revision of curriculum documents, in collaboration with department faculty, including participation in any Curriculum meeting in which a course under their purview is presented.
4. Confirms and reports to the appropriate office the accuracy and currency of the college catalog in the areas pertaining to the department.
5. Provides faculty leadership in coordinating and facilitating the preparation of departmental planning/program review documents, in consultation with department faculty and staff and other departments as needed
6. Participates in the accreditation process by making themselves available to the accreditation committee to provide departmental information as needed. This also includes the planning, evaluation, and reporting of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Service Area Outcomes (SAOs), and Institutional Learning Outcomes (ILOs), as appropriate. For areas with independent accrediting agencies, also participates in any independent accrediting agency process(es).
7. Facilitates and works collegially with department faculty to develop and implement institutional initiatives (new and ongoing).
8. Facilitates and works collegially with the discipline faculty and staff in the department to offer

courses or services that meet student needs, by developing and recommending the department course offerings or service schedules to the appropriate manager. The scheduling of courses and services will be done in a manner that is most effective for student progress, and considers efficiency and enrollment management goals.

9. Participates in the process of reviewing the schedule of classes offered by the department to ensure it is accurate, and collaborates with the appropriate manager on revisions.

10. Facilitates and works collegially with the discipline faculty and staff in the department to make recommendations for educational pathways, including certificates, degrees, dual enrollment, and non-credit as needed. May work with other faculty chairs on cross-discipline topics. May work with colleagues from other institutions regarding discipline specific issues (e.g. articulation).

11. Coordinates initial interviews, identifies, and recommends candidates for the recruitment of all new part-time faculty in the department.

12. Disseminates information to the department faculty and verifies the selection, ordering, and availability of textbooks for the department as needed.

13. Maintains regular and effective modes of communication with administration, faculty, staff, students, and community on areas of interest to the department and its programs including the accuracy of the department's website.

14. Serves as a peer evaluator or works with the department to recommend an appropriate peer evaluator to the area's supervisor for adjunct faculty evaluations.

15. Recommends, to the appropriate administrator, the department's preliminary budget and makes requests for the necessary expenditures such as instructional materials and supplies as needed.

16. Attempts to initially resolve student-faculty concerns at an informal level.

15. Recommends, to the appropriate administrator, the department's preliminary budget and makes requests for the necessary expenditures such as instructional materials and supplies as needed.

16. Attempts to initially resolve student-faculty concerns at an informal level.

17. Handles and is responsible for student challenge requests such as pre-requisites, course substitutions, and modification of majors.

18. Coordinates with the Vice President, Dean, or Associate Dean in convening regular advisory board meetings as appropriate.

19. Verifies student completion of certificate requirements as appropriate.

C. Feedback Process

Faculty chairs shall receive feedback from their supervisor on how the job functions of chair were collegially completed every 2nd semester of the chair's term, which shall include a survey of the department faculty using the following:

Directions: Please read the job description of the faculty chair (attached) and answer the

questions based on the functions of the department chair.

1. Was there adequate communication in the department (department meetings, scheduling of courses, educational pathways, etc.)?

2. Were you able to participate/give feedback in processes such as program review, curriculum, SLOs, PLOs, SAOs, etc.?

3. Are there any additional comments or recommendations to help the chair better serve the department?

The feedback process documents shall not be added to the faculty member's file or be included as part of their regular faculty evaluation (per Article 16). Copies shall be maintained by the faculty chair(s) and the immediate supervisor. As per the evaluation process, observations and feedback may be considered under Article 16 Evaluation Procedure Section C 4e "*Performance in areas of responsibility other than in the classroom.*"

Tentative Agreement: April 20, 2018.

Adopted by the Board of Trustees on May 10, 2018.

A. Stipend and Reassigned Time

For compensation purposes, the amount of the stipend and reassigned time shall be determined by the following process:

1. The number of Full-Time Equivalent Faculty (FTEF) assigned to full-time contract/regular faculty including any overload and;
2. The number of (FTEF) assigned to temporary (part time) faculty.
3. Add the numbers in (1) and (2) for the previous fiscal year (Summer/Fall/Spring), then divide by two to establish placement on the compensation table below:

OPTION I

FTEF in Department Stipend (per year) and Reassigned Time (per semester)

- (1) Up to 4.49 \$6,000 (\$600 per month)
- (2) 4.50 – 8.49 \$7,000 (\$700 per month)
- (3) 8.50 – 12.49 \$8,000 (\$800 per month)
- (4) 12.50 – 16.49 \$9,000 (\$900 per month)
- (5) 16.50 – 20.49 \$9,000 (\$900 per month) + 0.200 reassigned time
- (6) 20.50 – 25.49 \$9,000 (\$900 per month) + 0.400 reassigned time
- (7) 25.50 or greater \$9,000 (\$900 per month) + 0.600 reassigned time

OR

OPTION II

FTEF in Department Stipend (per year) and Reassigned Time (per semester)

- (1) Up to 4.49 \$5,000 (\$500 per month) + 0.200 reassigned time
- (2) 4.50 – 8.49 \$6,000 (\$600 per month) + 0.200 reassigned time
- (3) 8.50 – 12.49 \$7,000 (\$700 per month) + 0.200 reassigned time
- (4) 12.50 – 16.49 \$8,000 (\$800 per month) + 0.200 reassigned time
- (5) 16.50 – 20.49 \$9,000 (\$900 per month) + 0.200 reassigned time
- (6) 20.50 – 25.49 \$9,000 (\$900 per month) + 0.400 reassigned time
- (7) 25.50 or greater \$9,000 (\$900 per month) + 0.600 reassigned time

The compensation option selected each academic year shall not be changed within the year.

SBCCDTA/SBCCD Agreement 2018 – 2020 95

B. Regular attendance at department chair trainings and meetings is required as is attendance at

the curriculum committee meetings when the department courses in their respective disciplines are under review. Department chairs shall not schedule a class or take on an unstaffed class for themselves, during these meeting times.

C. Up to 100 hours per academic year at the non-instructional rate for duties required to be performed on campus during the Summer, Spring, and Winter breaks. Exceptions to performing the duties on campus may be made by mutual agreement between the chair and the supervising manager.

D. Any overload for the department chair shall require Dean and appropriate Vice President.

Effective July 1, 2018.

Compensation for nonservice days

If it is necessary to complete any of the contract obligations as chair during non-contract dates, you are to be compensated at the current non-instructional hourly rate, which was \$52/hour in 2019-2020, for up to 100 hours per department per year. These hours run from July 1 to June 30. The form that is currently used to request payment for the hours worked follows in the appendix.

Faculty Department Chair Selection Process (Spring 2019)

1. Faculty chairs serve for a two-year term.
2. Each year, approximately 1/2 of the campus Faculty Chair positions will be declared open to contract faculty members. Nomination forms will be distributed through a general campus announcement, with the filing period lasting no less than two weeks.
 - a. Even Years: Physical & Biological Sciences, Business, Economics & Information Technology, English & Reading, Fine Arts, Public Safety & Services, Kinesiology & Health Education
 - b. Odd Years: Allied Health Services, Communications & Language, Counseling, Human Development, Mathematics, Non-Instructional Faculty, Social Sciences
3. Any full-time faculty member may self-nominate or nominate someone else to serve as chair. The individual nominated must be given the opportunity to accept or reject the nomination, does not have to be a member of the Department, must be a fulltime faculty, but is not required to hold tenure.
4. Nomination Forms must be submitted to the Office of Instruction by published deadline. The forms may be dropped off or may be emailed to knewton@craftonhills.edu.
5. A slate of candidates will be drawn up and ballots will be developed for each Open Faculty Chair position. Each full-time contract faculty member will be given one vote for the department Chair candidate for his/her department.
6. The ballots will be counted by a committee consisting of the Academic Senate President, the Academic Senate Immediate Past President, CHC Vice-President of Instruction and the CHC President.
7. In the event of a situation in which the vote counting committee is unable to make a recommendation, (e.g. personnel issues) the position will be declared vacant. **A minority report will be made available upon request.**
8. In the event of a tie vote, three additional faculty members from the division will be selected at random to participate in a re-vote.
9. For any and all vacant Faculty Chair positions, the Division Dean may temporarily assume the role as part of his/her administrative responsibilities, or may request another Faculty Chair in the Division to serve on an interim basis (with his/her stipend and reassigned time adjusted in accordance with the additional assignment). Under these circumstances, the Faculty Chair position will be announced as open for applications each semester until the position is filled.

Approved by the CHC Academic Senate - 04.16.14

Department Chair Nomination Form (2019-2020)

I nominate _____ to serve as chair of the _____ Department.

This Nomination Form is due to the Office of Instruction by **Friday, April 12, 2019**. You may drop off a physical copy or email a copy to knewton@craftonhills.edu.

Any full-time faculty member may self-nominate or nominate someone else to serve as chair. The individual nominated must be given the opportunity to accept or reject the nomination, does not have to be a member of the Department, must be a full-time faculty, but is not required to hold tenure.

Department chairs serve a two-year term. Chairs may serve multiple terms, but must be re-nominated for each term. This nomination form is for the 2019-2020 and 2020-2021 academic years:

APPENDIX A-4: Faculty Department Chair Compensation

A. Stipend and Reassigned Time

For compensation purposes, the amount of the stipend and reassigned time shall be determined by the following process:

1. The number of Full-Time Equivalent Faculty (FTEF) assigned to full-time contract/regular faculty including any overload and;
2. The number of (FTEF) assigned to temporary (part time) faculty.
3. Add the numbers in (1) and (2) for the previous fiscal year (Summer/Fall/Spring), then divide by two to establish placement on the compensation table below:

***** **OPTION I** *****

| FTEF in Department | Stipend (per year) and Reassigned Time (per semester) |
|---------------------------|--|
| (1) Up to 4.49 | \$6,000 (\$600 per month) |
| (2) 4.50 – 8.49 | \$7,000 (\$700 per month) |
| (3) 8.50 – 12.49 | \$8,000 (\$800 per month) |
| (4) 12.50 – 16.49 | \$9,000 (\$900 per month) |
| (5) 16.50 – 20.49 | \$9,000 (\$900 per month) + 0.200 reassigned time |
| (6) 20.50 – 25.49 | \$9,000 (\$900 per month) + 0.400 reassigned time |
| (7) 25.50 or greater | \$9,000 (\$900 per month) + 0.600 reassigned time OR |

***** **OPTION II** *****

| FTEF in Department | Stipend (per year) and Reassigned Time (per semester) |
|---------------------------|--|
| (1) Up to 4.49 | \$5,000 (\$500 per month) + 0.200 reassigned time |
| (2) 4.50 – 8.49 | \$6,000 (\$600 per month) + 0.200 reassigned time |
| (3) 8.50 – 12.49 | \$7,000 (\$700 per month) + 0.200 reassigned time |
| (4) 12.50 – 16.49 | \$8,000 (\$800 per month) + 0.200 reassigned time |
| (5) 16.50 – 20.49 | \$9,000 (\$900 per month) + 0.200 reassigned time |
| (6) 20.50 – 25.49 | \$9,000 (\$900 per month) + 0.400 reassigned time |
| (7) 25.50 or greater | \$9,000 (\$900 per month) + 0.600 reassigned time |

The compensation option selected each academic year shall not be changed within the year.

Faculty Chair's Job Description (taken from the CTA Agreement):

The Faculty Department Chair, under the direction of the Dean or Associate Dean is responsible for coordination of the unit, ensuring that the quality of the program offered by the department meets the standards of the California Community College system and San Bernardino Community College District in particular and is able to serve the needs of a diverse student population.

A. Duties of Faculty Department Chair

1. Attends and participates in the mandatory** Department Chair Training and Department Chair meetings as well as division and department meetings. **EXCEPTIONS: As determined by the supervising manager.
2. Holds regular departmental meetings (minimum of two (2) per semester), maintains the agendas and minutes, and disseminates them to the department and the immediate supervisor.
3. Facilitates the development, preparation, and revision of curriculum documents, in collaboration with department faculty, including participation in any Curriculum meeting in which a course under their purview is presented.
4. Confirms and reports to the appropriate office the accuracy and currency of the college catalog in the areas pertaining to the department.
5. Provides faculty leadership in coordinating and facilitating the preparation of departmental planning/program review documents, in consultation with department faculty and staff and other departments as needed.
6. Participates in the accreditation process by making themselves available to the accreditation committee to provide departmental information as needed. This also includes the planning, evaluation, and reporting of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Service Area Outcomes (SAOs), and Institutional Learning Outcomes (ILOs), as appropriate. For areas with independent accrediting agencies, also participates in any independent accrediting agency process(es).
7. Facilitates and works collegially with department faculty to develop and implement institutional initiatives (new and ongoing).
8. Facilitates and works collegially with the discipline faculty and staff in the department to offer courses or services that meet student needs, by developing and recommending the department course offerings or service schedules to the appropriate manager. The scheduling of courses and services will be done in a manner that is most effective for student progress, and considers efficiency and enrollment management goals.
9. Participates in the process of reviewing the schedule of classes offered by the department to ensure it is accurate, and collaborates with the appropriate manager on revisions.
10. Facilitates and works collegially with the discipline faculty and staff in the department to make recommendations for educational pathways, including certificates, degrees, dual enrollment, and non-credit as needed. May work with other faculty chairs on cross-discipline topics. May work with colleagues from other institutions regarding discipline specific issues (e.g. articulation).
11. Coordinates initial interviews, identifies, and recommends candidates for the recruitment of all new part-time faculty in the department.
12. Disseminates information to the department faculty and verifies the selection, ordering, and availability of textbooks for the department as needed.
13. Maintains regular and effective modes of communication with administration, faculty, staff, students, and community on areas of interest to the department and its programs including the accuracy of the department's website.
14. Serves as a peer evaluator or works with the department to recommend an appropriate peer **evaluator to the area's supervisor for adjunct faculty evaluations.**
15. Recommends, to the appropriate administrator, the department's preliminary budget and makes requests for the necessary expenditures such as instructional materials and supplies as needed.
16. Attempts to initially resolve student-faculty concerns at an informal level.
17. Handles and is responsible for student challenge requests such as pre-requisites, course

- substitutions, and modification of majors.
18. Coordinates with the Vice President, Dean, or Associate Dean in convening regular advisory board meetings as appropriate.
 19. Verifies student completion of certificate requirements as appropriate.

B. Feedback Process

Faculty chairs shall receive feedback from their supervisor on how the job functions of chair were collegially completed every 2nd semester of the chair's term, which shall include a survey of the department faculty using the following:

Directions: Please read the job description of the faculty chair (attached) and answer the questions based on the functions of the department chair.

1. Was there adequate communication in the department (department meetings, scheduling of courses, educational pathways, etc.)?
2. Were you able to participate/give feedback in processes such as program review, curriculum, SLOs, PLOs, SAOs, etc.?
3. Are there any additional comments or recommendations to help the chair better serve the department?

The feedback process documents shall not be added to the faculty member's file or be included as part of their regular faculty evaluation (per Article 16). Copies shall be maintained by the faculty chair(s) and the immediate supervisor. As per the evaluation process, observations and feedback may be considered under Article 16 Evaluation Procedure Section C 4e *"Performance in areas of responsibility other than in the classroom."*

Curriculum and Catalog Faculty Department Chair Job Duties

JD3. Facilitates the development, preparation, and revision of curriculum documents, in collaboration with department faculty, including participation in any Curriculum meeting in which a course under their purview is presented.

All curriculum proposals and revisions are submitted through [CurricUNET](#) . Faculty chairs are responsible for giving input at various steps in the approval process depending on the course proposals. (check messages from [curricUNET](#) in email. Bold messages require you to take action under *my approvals*).

Faculty chairs are notified of all pending 6-year revisions by the curriculum committee chair person. The faculty chair then is responsible for coordinating updates of courses in their department.

Any new courses, unit changes, catalog descriptions or other modifications which impact the college catalog must adhere to the curriculum and catalog deadlines. These changes can only go into effect for the upcoming fall semester. These changes must be completed through the curriculum process for approval by the last curriculum meeting in November.

JD4. Confirms and reports to the appropriate office the accuracy and currency of the college catalog in the areas pertaining to the department.

The faculty department chair should work cooperatively with the discipline faculty to review the content of the college catalog each year. In situations where information pertaining to the department or program is incorrect or out dated the faculty chair should coordinate efforts to correct the information. This may include degree requirements, program SLOs, current course descriptions, the [scheduling matrix](#), as well as department chair contact information. Also including, program initiation and discontinuance as defined by the Academic Senate. For approved processes follow the links: [Program discontinuance](#) and [Program initiation](#).

Planning and Program Review Faculty Department Chair Job Duty

JD5. Provides faculty leadership in coordinating and facilitating the preparation of departmental planning/program review documents, in consultation with department faculty and staff and other departments as needed.

Faculty department chairs in corporation and collaboration with the dean coordinate and facilitate the preparation of the departmental planning and program review documents. The faculty chair is not solely responsible for writing the documents. The actual planning and program review should involve all faculty and staff within each program.

The [Planning and Program Review Committee](#) (PPR) will distribute a timeline each fall. Student Learning Outcomes (SLOs) are updated every year in PPR. Every two years the goals, objectives, and SLOs need to be updated. In the fourth year programs need to complete all questions and write a four-year plan. It is important the plans be as complete as possible as they are used for the basis for resource allocation including equipment supplies and personnel. Instructions and planning and review shells are found at the college website for PPR. Follow the link: [Program review](#) (use your campus login).

Requests for additional tenure track faculty come from the PPR requests and are prioritized by the Faculty Department Chairs. In the past, the Faculty Department Chairs have used the criteria below to prioritize full-time faculty positions. Recommendations are then forwarded to Crafton Council.

1. Orphaned discipline
2. FT/PT ratio (making sure FT overload is being looked at as part of PT)
3. Difficulty in hiring part timers
4. New program/degree offering
5. Single full time faculty member
6. Waitlist numbers and demand (including top student majors)

Student Learning Outcomes Faculty Department Chair Job Duty

JD6. "...reporting of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Service Area Outcomes (SAOs), and Institutional Learning Outcomes (ILOs), as appropriate."

Faculty Department Chairs should make themselves available to assist department faculty in accessing the course SLOs for the required inclusion on the section syllabi. Assistance should also be provided for developing or revising as well as the assessment and reporting process. Reporting should be done through the [SLO cloud link](#). For any needed assistance with this process contact the [Office of Intuitional Effectiveness, Research and Planning](#). Compensation for this work is included in the 2019-2020 pay scale for both adjunct and full-time faculty. The bargaining agreement requires adjunct faculty to report SLOs at the end of each semester (see Article 13, 9).

Part-Time Faculty, Faculty Department Chair Job Duty

JD11. Coordinates initial interviews, identifies, and recommends candidates for the recruitment of all new part-time faculty in the department.

Faculty Department Chairs identify and recommend candidates for the recruitment of all new part-time faculty in the department. Guidelines for hiring part-time faculty can be found in [SBCCD administrative procedure 7210](#), starting on line 1135. The dean is ultimately responsible for the hiring decision and newly selected faculty will work with the division administrative secretary to complete the hiring process. Check with your division dean on details.

All part-time faculty must meet the minimum qualifications adopted by the Board of Governors for California Community College or possession of a valid credential as provided for in Ed. Code 87355. You can access the minimum qualifications at https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/CCCCO_Report_Min_Qualifications-ADA-Final.ashx. Individuals who do not meet the minimum qualifications may apply for an equivalency see [SBCCD administrative procedure 7210](#), starting on line 1246.

Faculty Department Chairs should consider the part-time load limits when recommending teaching assignments of part-time faculty. Per state education code (87482.5), part-time faculty cannot exceed 0.67 load (or 2/3 of a full-time faculty load). This includes classes at both campuses (Valley and Crafton). You can check the load by running the following Informer Report: [Total Adjunct Faculty Load or FTEF 67% rule](#). You must be on campus to run the report. You can also compute the load manually. To compute load for lecture classes, divide the units by 15 and round to two decimal places. To compute load for lab classes, divide the total weekly contact hours by 21. (Note: The union is currently in discussions on equating load for lab class hours and lecture class hours. Results may change these calculations) For field and clinic load divide the total weekly hours by ???? It is the responsibility of the division dean to verify that the load is in compliance. For part-time faculty the lab classes are paid assuming 3 hours per week for one unit.

The division dean and or division administrative secretary will facilitate all new faculty in obtaining a district email account, campus mailbox, voice mail extension, and keys when necessary. Part-time faculty pay is determined per course. (set contact hours for the course times the negotiated hourly rate for part-time faculty. Non-instructional faculty are paid based on their contracted hours. For more details and specifics, see your division dean. (attach pay chart in appendix waiting for union vote may be best to link to contract)

Communication of Responsibilities for part-time faculty, Faculty Department Chair Job Duty

JD13. Maintains regular and effective modes of communication with administration, faculty, staff, students, and community on areas of interest to the department and its programs including the accuracy of the department's website.

Part-time faculty are responsible for providing class syllabi to their division office as well as their office hours for the semester. The office hours can be included on the syllabus and need to be submitted to Division Office by the

end of the first week of class. The syllabus is required to include the course name and the course SLOs. Part-time faculty are required to input the results of the SLO assessment at the end of each semester (see JD11 above).

Part-time faculty are required to hold office hours (see Article 10.E.2). Compensation for Office Hours is included in the new pay rate as stated in the Tentative Agreement on March 22, 2019. The required number of office hours each week is based on load:

- Up to .4 load for .50 scheduled office hour per week per semester or session
- .401 load and above for 1 scheduled office hour per week per semester or session

Part-time faculty may participate in Professional development activities as per the 2018 to 2020 SBCCD contract Article 10 as follows.

The maximum professional development time that can be compensated is eight (8) hours per semester and shall be compensated at the non-instructional rate based on load as follows (Article 10, E1).

- Up to .4 load for a maximum of 4 hours
- .401 load and above for a maximum of 8 hours

The division dean will provide the appropriate forms for requesting compensation.

Scheduling

JD8. Facilitates and works collegially with the discipline faculty and staff in the department to offer courses or services that meet student needs, by developing and recommending the department course offerings or service schedules to the appropriate manager. The scheduling of courses and services will be done in a manner that is most effective for student progress, and considers efficiency and enrollment management goals.

Faculty should be reminded that classes are scheduled with students in mind first and foremost. This idea is to underlie all of the following scheduling practices.

The Office of Instruction will provide the time line for scheduling, approximate dates and deadlines. It is imperative that you make every possible effort to adhere to these deadlines.

The district approved academic calendars can be found at the following link: [Academic Calendars](#). It will be necessary to use these in determining dates for late start classes as well the number of days for the minutes calculator: [Calculator: Scheduling, FTES, Contact Hours, Units, and Load Calculators](#). The minutes calculator (click on the **“Daily Census Meeting Times”** tab) is used to calculate meeting times for short-term classes (i.e. less than 18 weeks).

The following slides are from Dr. Craig Justice presentation/training provided for chairs July 2018 and summarize some of the critical factors to be used in building schedules.

Successful scheduling will achieve success, quality, and efficiency. Quality increases chances of student success, and efficiency increases student access because resources are being allocated to offer students more of what they need.

QUALITY AND EFFICIENCY

- **High quality** enhances students' current and future success as well as college **reputation**
- **Efficiency** enhances student **access** because resources are being allocated to offer more sections of what they need

Success in Scheduling

- Success for the Student
- Success for Faculty
- Success for the College
- Success for the District

When scheduling classes priority for how the section is scheduled should be given for classes that are scheduled in the following order: 1) Weekly Census Sections, 2) Daily Census Sections, 3) Alternative Attendance Accounting Method, and 4) Positive Attendance (Actual Hours of Attendance). This does not mean that you should only have weekly census sections; however, it does mean that if a class can be a weekly or daily census section, then that option needs to be chosen over the other options.

How a section is scheduled is very important because it directly affects the number of FTES generated, which affects the amount of apportionment. When the same number of students are enrolled in a weekly census section more FTES is generated than in a daily census section, and a daily census section generates more FTES than a positive attendance section.

Weekly census sections are sections that start at the beginning of the term and end at the end of the term. They are also known as regular term length sections. Daily Census sections are any short-term class that is less than the length of the entire term (e.g. 12 weeks). Both weekly census and daily census sections meet on the same time and same day on a weekly basis. The only difference between the two is that the weekly census sections are the full length of the term and daily census sections do not meet for the entire term. Alternative attendance accounting method sections are online sections and are treated like weekly census sections or daily census sections depending on whether they are full-term or short-term sections.

Positive Attendance sections are classes that do not meet regularly. Any class that is positive attendance requires the instructor to take attendance each day, track the hours attended for each student each day, and to turn those hours in at the end of the semester. For example, positive attendance sections include sections that meet less than five days, all noncredit classes, and classes that are scheduled irregularly with respect to the number of days per week or the number of hours on scheduled days. As an illustration, the schedule scheduled below is a positive attendance section because it is scheduled irregularly with respect to the number of hours scheduled on each day. On Tuesday, the class is scheduled from 12:15-2:05 and on Thursday; it is scheduled from 12:15-3:20. The goal with a class like this is to schedule it so it meets for the same time and on the same days weekly.

09/03/19 12/19/19 CNTL 134 LEC T 12:15PM 02:05PM
09/03/19 12/19/19 CNTL 134 LAB TH 12:15PM 03:20PM

Enrollment management

In order to achieve quality and efficiency the following guidelines should be incorporated into the creation of schedules. Scheduling in isolation of other departments can decrease both quality and efficiency.

Since 60% of the base allocation for the college is funded from the state on total FTES (Full Time Equivalent Students), it is important to maximize each department's enrollment.

Student completion is another factor used in the new funding model, 20%, so scheduling to accommodate ease of completion needs to be considered with scheduling.

(Note: In the future, it will be 70% FTES, 10% success and 20% Student Economic Need and over three years funding will transition to the 60-20-20 model)

Funding Models

- Current Funding Model
 - Full Time Equivalent Students (FTES)
- Proposed Funding Model
 - FTES (Base Allocation): 60%
 - Student Economic Need (Supplemental Allocation): 20%
 - Performance (Student Success Incentive Allocation): 20%

FTES

FTES stands for Full-Time Equivalent Student. One FTES is the equivalent of one student taking courses totaling 15 hours per week (e.g.: five 3-unit courses) each semester for two semesters. If one student enrolled in 15 hours in fall and 15 hours in spring, the number of hours they are in contact with an instructor weekly is 30 hours. Multiplying the weekly student contact hours (WSCH) of 30 hours by 17.5 weeks equals 525 contact hours. FTES is important because it is primarily how the State determines funding for the District and the College.

Full-Time Equivalent Student

$$\begin{aligned} 1 \text{ FTES} &= \\ &= 1 \text{ student} \\ &= 15 \text{ hours per week} \\ &= 2 \text{ semesters of } 17.5 \text{ weeks} \\ &= (3 \text{ quarters of } 17.5 \text{ weeks}) \\ &= 525 \text{ contact hours} \end{aligned}$$

FTES Calculation (WSCH)

- o Weekly Student Contact Hours (WSCH) = WCH x Number of Students
- o Multiply Census Week WSCH by the TLM and divide by 525

$$\text{FTES} = (\text{WSCH}_{\text{census}} \times \text{TLM}) / 525$$

Example: Class meets 3 hours/week
30 students enrolled on Census Day
TLM = 17.5
FTES = (3 x 30 x 17.5) / 525 = 3.00

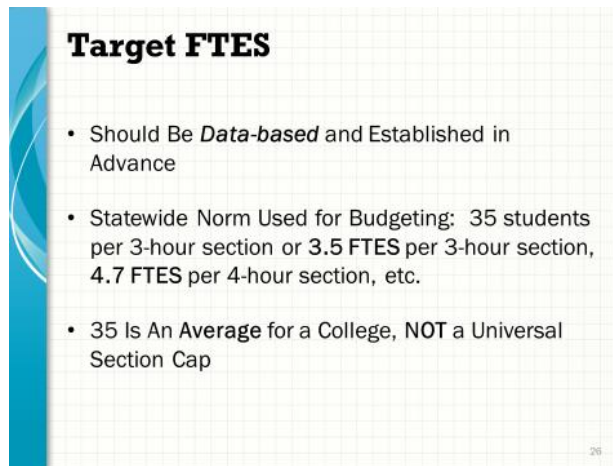
To calculate FTES you need to first calculate the WSCH, which is the weekly contact hours, multiplied by the number of students at census (see [Calculator](#)). If the class meets 3 hours a week, then the WSCH is 3. Next, we multiply 3 times the number of students (30) times the term length multiplier (17.5). All of which is divided by 525. The result is $1,575 / 525 = 3.00$ FTES.

At this point you might be wondering why we multiple by 17.5, 17.5 refers to the number of weeks a section lasts in a primary term for a weekly census section. You now might be thinking that Crafton's class are 18 weeks, so why don't we multiple by 18. The answer lies with the 175-day rule. The 175-day rule is a leftover from K-12's average daily attendance. The 175-Day Rule states that only the weekdays ($n = 5$) of the primary terms could be counted, which resulted in the minimum academic calendar for the two primary terms. Accordingly, 175 days divided by 5 weekdays equals 35 weeks. Because of the 175-Day Rule, the total number of weeks for both primary terms cannot exceed 35. When we divide 35 by 2 primary terms, the result is 17.5.

Some of you might now be asking, "Why do we divide by 525?" We need to go back to our student who was enrolled for 15 hours a week. If one student is taking 15 hours a week for 35 weeks, a Full-Time Equivalent Student (FTES), they generate 525 hours ($15 * 35 = 525$). Accordingly, 525 represents one full-time equivalent student

having a total of 525 contact hours with an instructor one entire year or two primary terms. When Crafton changes to a sixteen-week semester, the numbers will change, but they are all based on the 175-day rule.

The Office of Instruction, VPI, and Deans work with the Faculty Department Chairs to set targets for each department and discipline. Generally, the goal is to increase FTES by 1.5% over the previous years' FTES; however, this number may be increased or decreased depending on the estimated available funding from the State. For example, based on available funding from the State we may be asked to cut, and in other years grow. In collaboration with the Office of Instruction and the Office of Institutional Effectiveness, Research, and Planning, EIS data is used to show historical FTES earned and set a target, aggregated by courses, departments, or division. Make an appointment to have someone from the Office of Institutional Effectiveness, Research & Planning to have the EIS spreadsheets installed on your office computer and for individual assistance in using them.



Target FTES

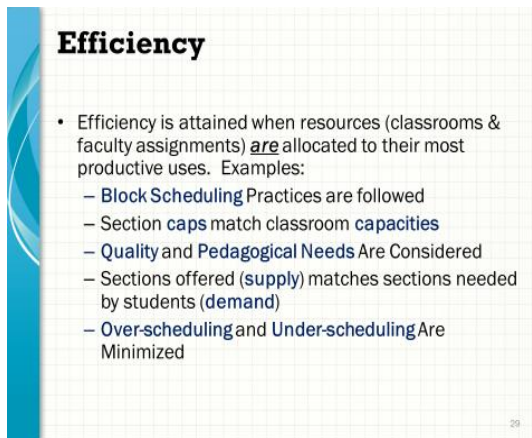
- Should Be *Data-based* and Established in Advance
- Statewide Norm Used for Budgeting: 35 students per 3-hour section or 3.5 FTES per 3-hour section, 4.7 FTES per 4-hour section, etc.
- 35 Is An Average for a College, NOT a Universal Section Cap

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The Office of Institutional Effectiveness, Research & Planning has videos on how to use the EIS data located on the campus website at the following link: <https://www.craftonhills.edu/about-chc/research-and-planning/how-to-videos.php>. (Note: EIS will most likely be replaced with another data warehouse because it is getting more difficult to maintain.)

Efficiency

Efficiency refers to resources (classrooms and faculty assignments) that are allocated to their most productive uses. The following strategies help to increase efficiency: block scheduling, alignment of course caps with classroom capacities, sections offered (supply) matches sections needed by students (demand), and minimizing over-scheduling and under-scheduling. Equally important, is that quality and pedagogical needs are considered.



Efficiency

- Efficiency is attained when resources (classrooms & faculty assignments) are allocated to their most productive uses. Examples:
 - Block Scheduling Practices are followed
 - Section caps match classroom capacities
 - Quality and Pedagogical Needs Are Considered
 - Sections offered (supply) matches sections needed by students (demand)
 - Over-scheduling and Under-scheduling Are Minimized

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Determination of the number of sections to be offered in a semester should be informed by the data in the [BORG cubes or in EIS](#), as well as data provided by the Office of Institutional Effectiveness, Research, and Planning. You need to be on your office computer behind the firewall to access EIS. The login is the same as your campus login information. In addition to wait list information, Student Educational Plan information will also be made available to indicate student demand for courses, and will be included with the information provided by the Office of Institutional Effectiveness, Research, and Planning. Avoidance of conflicts of scheduled times for required classes should also be considered. Both of these considerations will improve both productivity and efficiency.

Block scheduling

Block scheduling is one of the most effective strategies in increasing efficiency. Again, remember that classes are scheduled with students in mind first and first foremost. To allow students the ability to build a schedule with the minimum number of time conflicts, blocks have been defined for class scheduling. This will also allow more efficient room scheduling. The block scheduling patterns for the primary terms and for summer are on the following pages, and have been reviewed and recommend by the chairs and the Academic Senate. If possible, schedule all classes within the blocks. If a department has classes that meet one day per week scheduling them following the MW or TR pattern is recommended in order optimize scheduling patterns for students and room utilization. For example, SOC 100 on Monday night and SOC 141 on Wednesday night. There will be exceptions especially for

some CTE classes, linked classes, and classes with labs, which need longer than the 3-hour blocks. These exceptions should be verified with your dean as appropriate.

In order to facilitate research and enrollment tracking, the blocks have been assigned section numbers as indicated on the second sheet. Please try to follow this numbering pattern as the scheduler will not verify that correct numbers are used.

Primary Term Scheduling Blocks

solid red lines should not be crossed if at all possible, the dotted red lines are recommended especially for classes that are 1.5 hours or less.

| | M | T | W | R | F |
|-----------------|---|---|---|---|---|
| 7:00A - 7:30A | | | | | |
| 0700-0730 | | | | | |
| 7:30A - 8:00A | | | | | |
| 0730-0800 | | | | | |
| 8:00A - 8:30A | | | | | |
| 0800-0830 | | | | | |
| 8:30A - 9:00A | | | | | |
| 0830-0900 | | | | | |
| 9:00A - 9:30A | | | | | |
| 0900-0930 | | | | | |
| 9:30A - 10:00A | | | | | |
| 0930-1000 | | | | | |
| 10:00A - 10:30A | | | | | |
| 1000-1030 | | | | | |
| 10:30A - 11:00A | | | | | |
| 1030-1100 | | | | | |
| 11:00A - 11:30A | | | | | |
| 1100-1130 | | | | | |
| 11:30A - 12:00 | | | | | |
| 1130-1200 | | | | | |
| 12:00P-12:30P | | | | | |
| 1200-1230 | | | | | |
| 12:30P-1:00P | | | | | |
| 1230-1300 | | | | | |
| 1:00P-1:30P | | | | | |
| 1300-1330 | | | | | |
| 1:30P-2:00P | | | | | |
| 1330-1400 | | | | | |
| 2:00P-2:30P | | | | | |
| 1400-1430 | | | | | |
| 2:30P-3:00P | | | | | |
| 1430-1500 | | | | | |
| 3:00P-3:30P | | | | | |
| 1500-1530 | | | | | |
| 3:30P-4:00P | | | | | |
| 1530-1600 | | | | | |
| 4:00P-4:30P | | | | | |
| 1600-1630 | | | | | |
| 4:30P-5:00P | | | | | |
| 1630-1700 | | | | | |
| 5:00P-5:30P | | | | | |
| 1700-1730 | | | | | |
| 5:30P-6:00P | | | | | |
| 1730-1800 | | | | | |
| 6:00P-6:30P | | | | | |
| 1800-1830 | | | | | |
| 6:30P-7:00P | | | | | |
| 1830-1900 | | | | | |
| 7:00P-7:30P | | | | | |
| 1900-1930 | | | | | |
| 7:30P-8:00P | | | | | |
| 1930-2000 | | | | | |
| 8:00P- 8:30P | | | | | |
| 2000-2030 | | | | | |
| 8:30P-9:00P | | | | | |
| 2030-2100 | | | | | |
| 9:00P-9:30P | | | | | |
| 2100-2130 | | | | | |
| 9:30P-10:00P | | | | | |
| 2130-2200 | | | | | |

Primary Term Scheduling Blocks with Section Numbers

| | | | | | | |
|------------------------------|--------------|--------------|--------------|--------------|--------------|---------------------------------------|
| 7:00A - 7:30A 0700-0730 | 01-04 | 05-09 | 01-04 | 05-09 | 01-04 | online 70-79 |
| 7:30A - 8:00A 0730-0800 | | | | | | |
| 8:00A - 8:30A 0800-0830 | | | | | | Friday only 85-86 |
| 8:30A - 9:00A 0830-0900 | 10-14 | 15-19 | 10-14 | 15-19 | 10-14 | |
| 9:00A - 9:30A 0900-0930 | | | | | | Friday Saturday 95-97 |
| 9:30A - 10:00A 0930-1000 | | | | | | |
| 10:00A - 10:30A 1000-1030 | 20-24 | 25-29 | 20-24 | 25-29 | 20-24 | Saturday Sunday 87-89 |
| 10:30A - 11:00A 1030-1100 | | | | | | |
| 11:00A - 11:30A 1100-1130 | | | | | | linked courses 90-94 |
| 11:30A - 12:00 1130-1200 | 30-34 | 35-39 | 30-34 | 35-39 | 30-34 | |
| 12:00P-12:30P 1200-1230 | | | | | | ARR/ Irregular courses 98-99 |
| 12:30P-1:00P 1230-1300 | | | | | | |
| 1:00P-1:30P 1300-1330 | 40-44 | 45-49 | 40-44 | 45-49 | 40-44 | linked courses 90-94 |
| 1:30P-2:00P 1330-1400 | | | | | | |
| 2:00P-2:30P 1400-1430 | | | | | | ARR/ Irregular courses 98-99 |
| 2:30P-3:00P 1430-1500 | | | | | | |
| 3:00P-3:30P 1500-1530 | 50-54 | 55-56 | 50-54 | 55-56 | 50-54 | linked courses 90-94 |
| 3:30P-4:00P 1530-1600 | | | | | | |
| 4:00P-4:30P 1600-1630 | | | | | | ARR/ Irregular courses 98-99 |
| 4:30P-5:00P 1630-1700 | | 55-56 | | 55-56 | | |
| 5:00P-5:30P 1700-1730 | 60-64 | | 60-64 | | 60-64 | linked courses 90-94 |
| 5:30P-6:00P 1730-1800 | | | | | | |
| 6:00P-6:30P 1800-1830 | | 57-59 | | 57-59 | | ARR/ Irregular courses 98-99 |
| 6:30P-7:00P 1830-1900 | | | | | | |
| 7:00P-7:30P 1900-1930 | 80-84 | | 80-84 | | 80-84 | linked courses 90-94 |
| 7:30P-8:00P 1930-2000 | | | | | | |
| 8:00P- 8:30P 2000-2030 | | | | | | ARR/ Irregular courses 98-99 |
| 8:30P-9:00P 2030-2100 | | | | | | |
| 9:00P-9:30P 2100-2130 | | | | | | |

Summer Scheduling Blocks

Following are the blocks for summer classes:

- 7 am – 11 am (4 hour block can accommodate two 3 unit classes during 10 week session)
- 11 am – 2 pm; 2 pm – 5 pm; and 6 pm – 10 pm (4 hour block can accommodate two day per week evening classes or two 3 unit classes during 10 week session).
- All evening classes must start after 6 pm.

10 Week Summer Session

| | | | |
|-----------------------|--------------|--------------------|--------------------------|
| 3 unit lecture | MTWTh | 39 meetings | 1 hour 05 minutes |
| | MTW | 29 meetings | 1 hour 20 minutes |
| | TWTh | 30 meetings | 1 hour 20 minutes |
| | MW | 19 meetings | 2 hours 20 minutes |
| | TTh | 20 meetings | 2 hours 20 minutes |
| 4 unit lecture | MTWTh | 39 meetings | 1 hour 25 minutes |
| | MTW | 29 meetings | 2 hours 10 minutes |
| | TWTh | 30 meetings | 2 hours 10 minutes |
| | MW | 19 meetings | 3 hours 20 minutes |
| | TTh | 20 meetings | 3 hours 20 minutes |
| 5 unit lecture | MTWTh | 39 meetings | 1 hour 55 minutes |
| | MTW | 29 meetings | 2 hours 50 minutes |
| | TWTh | 30 meetings | 2 hours 50 minutes |
| | MW | 19 meetings | 1 hour 05 minutes |
| | TTh | 20 meetings | 1 hour 05 minutes |
| 1 unit lab | MTWTh | 39 meetings | 1 hour 05 minutes |
| | MTW | 29 meetings | 1 hour 20 minutes |
| | TWTh | 30 meetings | 1 hour 20 minutes |
| | MW | 19 meetings | 2 hours 20 minutes |
| | TTh | 20 meetings | 2 hours 20 minutes |

8 Week Session

| | | | |
|----------------|--------------|--------------------|--------------------------|
| 3 unit lecture | MTWTh | 31 meetings | 1 hour 35 minutes |
| | MTW | 21 meetings | 2 hour 25 minutes |
| | TWTh | 21 meetings | 2 hour 25 minutes |
| | MW | 16 meetings | 3 hours 15 minutes |
| | TTh | 15 meetings | 3 hours 15 minutes |
| 4 unit lecture | MTWTh | 31 meetings | 2 hour 10 minutes |
| | MTW | 21 meetings | 3 hours 15 minutes |
| | TWTh | 21 meetings | 3 hours 15 minutes |
| | MW | 16 meetings | 4 hours 20 minutes |
| | TTh | 15 meetings | 4 hours 35 minutes |
| 5 unit lecture | MTWTh | 31 meetings | 2 hour 50 minutes |
| | MTW | 21 meetings | 4 hours 10 minutes |
| | TWTh | 21 meetings | 5 hours 25 minutes |
| | MW | 16 meetings | 5 hour 25 minutes |
| | TTh | 15 meetings | 5 hour 50 minutes |
| 1 unit lab | MTWTh | 31 meetings | 1 hour 35 minutes |
| | MTW | 21 meetings | 2 hour 25 minutes |
| | TWTh | 21 meetings | 2 hour 25 minutes |
| | MW | 16 meetings | 3 hours 15 minutes |
| | TTh | 15 meetings | 3 hours 15 minutes |

5 Week Session

| | | | |
|-----------------------|------------------------------------|-------------------------|---------------------------|
| 3 unit lecture | MTWTh | 19 / 20 meetings | 2 hours 20 minutes |
| | MTW (2 nd session only) | 15 meetings | 3 hours 20 minutes |
| | TWTh | 15 meetings | 3 hours 20 minutes |
| 4 unit lecture | MTWTh | 19 / 20 meetings | 3 hours 20 minutes |
| 0.5 unit PE | MTWTh | 19 / 20 meetings | 1 hour 05 minutes |
| | MTW (2 nd session only) | 14 / 15 meetings | 1 hour 25 minutes |
| | TWTh | 15 meetings | 1 hour 25 minutes |
| | MW (2 nd session only) | 9 / 10 meetings | 2 hours 15 minutes |
| | TTh | 10 meetings | 2 hours 15 minutes |

Room Assignments

Another extremely effective strategy for increasing efficiency is aligning the rooms a section is scheduled in with the course cap. Previously rooms have been given department prioritization based on conversations among the chairs and deans considering course needs, caps and facilities. Click this link for information on [modifying established course caps](#) and this link for the [previously determined caps](#). To increase efficiency, every effort needs to be made to closely align a room's capacity with the course cap of the section being offered.

The campus is currently exploring scheduling tools to help with assigning sections to rooms to increase efficiency. Until a tool is selected and implemented, the Faculty Department Chairs need to work with the Office of Instruction to identify the best rooms for each section. The chair should take into consideration prioritizations, course caps and room capacity, room amenities and other reasonable requests. The prioritization chart follows on the next page but needs revision and should be reevaluated annually. Following the prioritization chart is the updated room amenities chart, which was completed during the spring of 2018. Both of these documents need to be updated annually.

For smaller summer sessions, the deans complete the room assignments. Once the room assignments are completed, individual faculty may not request and obtain room changes without approval from the dean and/or the VPI.

Room Prioritization Chart

| CHC Scheduling Priorities | | | | | |
|---------------------------|----------|-------------------------------------|----------------------------|-------------------------------------|--------------------|
| NEW | Capacity | First Priority | Second Priority | Third Priority | Type |
| PSAH 113 | 56 | Allied Health | | | RESP |
| PSAH 115 | 54 | Allied Health | | | RESP |
| PSAH 224 | 70 | Allied Health | Public Safety and Services | Social Science | Lecture Hall |
| CNTL 000 | 37 | Business and Information Technology | Mathematics | | PC Lab |
| CNTL 109 | | Business and Information Technology | | | Hardware Lab |
| CNTL 118 | 37 | Business and Information Technology | Mathematics | | PC Lab |
| CNTL 119 | 39 | Business and Information Technology | Mathematics | | PC Lab |
| CNTL 121 | 38 | Business and Information Technology | Mathematics | | PC Lab |
| CNTL 130 | 70 | Business and Information Technology | | | Lecture Hall |
| CNTL 134 | 28 | Business and Information Technology | | | Classroom |
| CNTL 135 | 28 | Business and Information Technology | | | Classroom |
| CNTL 210 | 40 | Business and Information Technology | | | Classroom |
| CNTL 202 | 41 | Communication and Language | Fine Arts | | Classroom |
| CNTL 203 | 45 | Communication and Language | | | Classroom |
| EAST 105 | 35 | Communication and Language | English and Reading | | Classroom |
| EAST 106 | 35 | Communication and Language | Mathematics | | Classroom |
| WEST 106 | 40 | Communication and Language | Human Development | | Classroom |
| WEST 107 | 25 | Communication and Language | English and Reading | | Classroom |
| EAST 103 | | English and Reading | | | READ lab |
| EAST 104 | 33 | English and Reading | | | Classroom |
| WEST 108 | 25 | English and Reading | Human Development | | Classroom |
| WEST 109 | 25 | English and Reading | Human Development | | Classroom |
| WEST 110 | 25 | English and Reading | | | Classroom |
| WEST 214 | 25 | English and Reading | | | Classroom |
| WEST 215 | 40 | English and Reading | | | Classroom |
| WEST 216 | 25 | English and Reading | | | Classroom |
| WEST 217 | 25 | English and Reading | | | Classroom |
| WEST 219 | 25 | English and Reading | | | Classroom |
| ARTS 101 | 24 | Fine Arts | | | ART |
| ARTS 130 | 24 | Fine Arts | | | ART |
| PAC 219 | 30 | Fine Arts | | | |
| PAC 225 | 19 | Fine Arts | | | MUSIC |
| PAC 308 | 60 | Fine Arts | | | MUSIC |
| PAC 309 | 60 | Fine Arts | | | THART and MUSIC |
| CDC 106 | 25 | Human Development | English and Reading | | Classroom |
| CDC 115 | 40 | Human Development | | | Classroom |
| CNTL 302 | 40 | Human Development | | | Classroom |
| WEST 111 | 40 | Human Development | English and Reading | Communication and Language | Classroom |
| WEST 218 | 40 | Human Development | Social Science | | Classroom |
| KHA 103 | 55 | Kinesiology and Health | | | Classroom |
| KHA 132 | | Kinesiology and Health | | | KIN Only |
| KHA 133 | | Kinesiology and Health | | | KIN Only |
| KHA 135 | | Kinesiology and Health | | | KIN Only |
| ARTS 120 | 40 | Mathematics | | | Classroom |
| ARTS 127 | 40 | Mathematics | | | Classroom |
| CHL 202 | | Mathematics | | | PC Lab |
| CNTL 136 | 32 | Mathematics | | | Classroom |
| CNTL 237 | 39 | Mathematics | | | Classroom |
| CNTL 238 | 39 | Mathematics | | | Classroom |
| CNTL 247 | 40 | Mathematics | | | Classroom |
| NRTH 101 | 40 | Mathematics | | | Classroom |
| NRTH 102 | 40 | Mathematics | | | Classroom |
| ARTS 128 | | NOT IN USE | | | |
| CNTL 132 | 77 | Physical and Biological Sciences | Social Science | Business and Information Technology | Lecture Hall |
| CNTL 244 | 77 | Physical and Biological Sciences | | | Lecture Hall |
| CNTL 246 | 32 | Physical and Biological Sciences | | | PHYSIC lab |
| CNTL 250 | 32 | Physical and Biological Sciences | | | PHYSIC lab |
| CYN 101 | 32 | Physical and Biological Sciences | | | CHEM lab |
| CYN 103 | 32 | Physical and Biological Sciences | | | CHEM lab |
| CYN 104 | 32 | Physical and Biological Sciences | | | CHEM lab |
| CYN 117 | 70 | Physical and Biological Sciences | Social Science | | Lecture Hall |
| CYN 118 | 70 | Physical and Biological Sciences | Social Science | | Lecture Hall |
| CYN 201 | 32 | Physical and Biological Sciences | | | ANAT lab |
| CYN 203 | 32 | Physical and Biological Sciences | | | ANAT and BIOL lab |
| CYN 204 | 32 | Physical and Biological Sciences | | | MICRO lab |
| CYN 205 | 32 | Physical and Biological Sciences | | | MICRO and BIOL lab |
| CYN 206 | 32 | Physical and Biological Sciences | | | BIOL lab |
| NRTH 107 | 30 | Physical and Biological Sciences | | | GEOL lab |
| NRTH 109 | 32 | Physical and Biological Sciences | | | GEOL lecture/lab |
| PSAH 102 | 7 | Public Safety and Services | Allied Health | | Simulation Lab |
| PSAH 109 | 70 | Public Safety and Services | | | EMS |
| PSAH 111 | 55 | Public Safety and Services | | | EMS |
| PSAH 201 | 73 | Public Safety and Services | | | FIRE 115 |
| PSAH 213 | 45 | Public Safety and Services | | | FIRE |
| PSAH 215 | 45 | Public Safety and Services | | | FIRE |
| PSAH 226 | 70 | Public Safety and Services | Fine Arts | Social Science | Lecture Hall |
| CNTL 209 | 49 | Social Science | | | Classroom |
| CNTL 245 | 77 | Social Science | | | Lecture Hall |
| CNTL 306 | 40 | Social Science | Communication and Language | | Classroom |
| CNTL 307 | 40 | Social Science | | | Classroom |
| EAST 101 | 70 | Social Science | | | Lecture Hall |
| LRC 231 | 102 | Social Science | | | Lecture Hall |

Room Amenities Chart

| Child Development Center (CDC) | | | | | | | | | | | | | | | | | | | |
|--------------------------------|-----------------------------|------------|-----------------|-----------------|------------------|---------------|----------|---------------|-----------------|-----------|------|--------------|--------------|--------------|-------|-------------|--------|----------------|--|
| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bulletin Board | |
| 105 | Student Resource/ Work Room | | Work Stations | | | | | | | | | | | | | | | | |
| 106 | CDC Classroom | 30 | Tables & Chairs | | X | X | Teacher | | | | | | X | | | | | | |
| 115 | CDC Classroom | 39 | Tables & Chairs | | | X | Teacher | | | | | | | | | | | | |
| Crafton Center (CCR) | | | | | | | | | | | | | | | | | | | |
| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bulletin Board | |
| 118 | Small Meeting Room | 2 | Tables & Chairs | | | | | | | | | | | | | | | | |
| 155 | Meeting Room | 25 | Tables & Chairs | | | | | | | | | | | | | | | | |
| 156 | Multipurpose Room | 7 | Tables & Chairs | | | | | | | | | | | | | | | | |
| 219 | Classroom/Meeting Room | 25 | Tables & Chairs | | X | X | X | | | | | | X | | | | | | |
| 233 | Meeting Room | 21 | Tables & Chairs | | X | X | X | | | | | | X | | | | | | |
| 247 | Meeting Room | 12 | Table & Chairs | | X | X | | | | | | | X | | | | | | |
| West Building (WEST) | | | | | | | | | | | | | | | | | | | |
| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bulletin Board | |
| 106 | Classroom | 38 | Desks | | X | X | Teacher | | | | | | X | | | | | X | |
| 107 | Classroom | 29 | Desks | | X | X | Teacher | | | | | | X | | | | | X | |
| 108 | Classroom | 29 | Desks | | X | X | Teacher | | | | | | X | | | | | X | |
| 109 | Classroom | 28 | Desks | | X | X | Teacher | | | | | | X | | | | | X | |
| 110 | Classroom | 28 | Desks | | X | X | Teacher | | | | | | X | | | | | X | |
| 111 | Classroom | 31 | Desks | | X | X | Teacher | | | | | | X | | | | | X | |
| 214 | HONORS OFFICE | | | | | | | | | | | | | | | | | | |
| 215 | Classroom | 27 | Desks | | | X | Teacher | | | | | | X | | | | | | |
| 216 | Classroom | 26 | Desks | | | X | Teacher | | | | | | X | | | | | | |
| 217 | Classroom | 25 | Desks | | | X | Teacher | | | | | | X | | | | | | |
| 218 | Classroom | 34 | Desks | | | X | Teacher | | | | | | X | | | | | | |
| 219 | Classroom | 31 | Desks | | | X | Teacher | | | | | | X | | | | | | |
| Learning Resource Center (LRC) | | | | | | | | | | | | | | | | | | | |
| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bulletin Board | |
| 110 | PDC Meeting Room | | Tables & Chairs | | | | | | | | | | | | | | | | |
| 135 | Meeting Room | 11 | Table & Chairs | | X | X | Laptop | | | | | | X | | | | | | |
| 226 | Classroom & Meeting Room | | Tables & Chairs | | X | X | | | | | | | X | | | | | | |
| 231 | Classroom | 102 | Tables & Chairs | | X | X | Teacher | | | | | | X | | | | X | | |

Preforming Arts Center (PAC)

| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bullentin Board | | | | |
|--------|--------------|------------|-----------------|-----------------|------------------|---------------|----------|---------------|-----------------|-----------|------|--------------|--------------|--------------|-------|-------------|--------|-----------------|--|--|--|--|
| 101 | Auditorium | 500 | Stadium | | X | X | Tech | X | | | | | X | | | | X | | | | | |
| 308 | Classroom | 55 | Stadium | | X | X | Teacher | X | | | | | X | | | | X | | | | | |
| 309 | Classroom | 55 | Stadium | | X | X | Teacher | X | | | | | X | | | | X | | | | | |

Central Complex (CNTL2)

| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bullentin Board | Periodic Table Chart | Graph Chart | | |
|--------|--------------|------------|-----------------|-----------------|------------------|---------------|-------------------|---------------|-----------------|-----------|------|--------------|--------------|--------------|-------|-------------|--------|-----------------|----------------------|-------------|--|--|
| 109A | Computer lab | 34 | Tables & Chairs | | X | X | Teacher & Student | | | | | | X | | | | | | | | | |
| 118 | Computer lab | 34 | Tables & Chairs | | X | X | Teacher & Student | | | | | | X | | | | | | | | | |
| 119 | Computer lab | 36 | Tables & Chairs | | X | X | Teacher & Student | | | | | | X | | | | | | | | | |
| 121 | Computer lab | 36 | Tables & Chairs | | X | X | Teacher & Student | | | | | | X | | | | | | | | | |
| 130 | Lecture Hall | 78 | Stadium | | X | X | Teacher | | | | | | X | | | | | | | | | |
| 132 | Lecture Hall | 77 | Stadium | | X | X | Teacher | | | | | | | X | | | X | | X | | | |
| 134 | Computer Lab | 28 | Tables & Chairs | | X | X | Student | | | | | | X | | | | | | | | | |
| 135 | Computer Lab | 28 | Tables & Chairs | | X | X | Student | | | | | | X | | | | | | | | | |
| 136 | Computer Lab | 32 | Tables & Chairs | | X | X | Student | | | | | | X | | | | | | | | | |
| 202 | Lecture Hall | 40 | Tablet Chairs | | X | X | Teacher | | | | | | X | | | | | | | | | |
| 203 | Lecture Hall | 42 | Tables & Chairs | | X | X | Teacher | | | | | | X | | | | | | | | | |
| 209 | Lecture Hall | 45 | Tablet Chairs | | X | X | Teacher | | | | | | X | | | | | | | | | |
| 210 | Lecture Hall | 46 | Tables & Chairs | | X | X | Teacher | | | | | | X | | | | | | | | | |
| 237 | Lecture Hall | 38 | Tables & Chairs | | X | X | Teacher | | | | | | X | | | | | | | | | |
| 238 | Lecture Hall | 38 | Tables & Chairs | | X | X | Teacher | | | | | | X | | | | | | | | | |
| 244 | Lecture Hall | 77 | Stadium | | X | X | Teacher | | | | | | X | | | | | | | | | |
| 245 | Lecture Hall | 77 | Stadium | | X | X | Teacher | | | | | | | X | | | X | | | | | |
| 246 | Physics Lab | 28 | Stools | | | | | | | | | | | | | | | | | | | |
| 247 | Lecture Room | 38 | Computer Desks | | X | X | Teacher & Student | | | | | | X | | | | | | X | X | | |
| 250 | Physics Lab | 26 | Stools | | | | | | | | | | | | | | | | | | | |
| 302 | Lecture Hall | 38 | Tables & Chairs | | X | X | Teacher | | | | | | X | | | | | | | | | |
| 306 | Lecture Hall | 41 | Tables & Chairs | | X | X | Teacher | | | | | | X | | | | | | | | | |
| 307 | Lecture Hall | 40 | Tables & Chairs | | X | X | Teacher | | | | | | X | | | | | | | | | |

| Canyon Hall (CYN) | | | | | | | | | | | | | | | | | | | | |
|-------------------|--------------|------------|-----------------|-----------------|------------------|---------------|----------|---------------|-----------------|-----------|------|--------------|--------------|--------------|-------|-------------|--------|----------------|----------------------|--|
| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bulletin Board | Periodic Table Chart | |
| 101 | Lab Room | 32 | Stools | | X | X | Teacher | | | | | | X | | | | | | | |
| 103 | Lab Room | 32 | Stools | | X | X | Teacher | | | | | | X | | | | | | | |
| 104 | Lab Room | 24/24 | Chairs/Stools | | X | X | Teacher | | | | | | X | | | | | | X | |
| 117 | Lecture Room | 76 | Stadium | | X | X | Teacher | | | | | | X | | | | | | X | |
| 118 | Lecture Room | 76 | Stadium | | X | X | Teacher | | | | | | X | | | | | | X | |
| 201 | Lab Room | 32 | Stools | | X | X | Teacher | | | | | | X | | | | | | | |
| 203 | Lab Room | 32 | Stools | | X | X | Teacher | | | | | | X | | | | | | | |
| 204 | Lab Room | 32 | Stools | | X | X | Teacher | | | | | | X | | | | | | | |
| 205 | Lab Room | 32 | Stools | | X | X | Teacher | | | | | | X | | | | | | | |
| 206 | Lab Room | 32 | Stools | | X | X | Teacher | | | | | | X | | | | | | | |

| Visual Arts (ARTS) | | | | | | | | | | | | | | | | | | | | |
|--------------------|--------------|------------|-----------------|-----------------|------------------|---------------|----------|---------------|-----------------|-----------|------|--------------|--------------|--------------|-------|-------------|--------|----------------|--|--|
| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bulletin Board | | |
| 101 | Drawing Lab | 24 | Tables & Chairs | | | | | | | | | | | | | | | | | |
| 120 | Classroom | 42 | Desks Chairs | | X | X | Teacher | | | | | | X | | | | | | | |
| 127 | Classroom | 48 | Desks Chairs | | X | X | Teacher | | | | | | X | | | | | | | |
| 130 | Arts Lab | 32 | Tables & Chairs | | | | | | | | | | | | | | | | | |

| East Complex (EAST) | | | | | | | | | | | | | | | | | | | | |
|---------------------|--------------|------------|--------------------|-----------------|------------------|---------------|----------|---------------|-----------------|-----------|------|--------------|--------------|--------------|-------|-------------|--------|----------------|--|--|
| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bulletin Board | | |
| 101 | Classroom | 75 | Desks | | X | X | Teacher | | | | | | X | | | | | | | |
| 104 | Computer Lab | 33 | Desks W/ Computers | | X | X | Teacher | | | | | | X | | | | | | | |
| 105 | Classroom | 41 | Desks | | X | X | Teacher | | | | | | X | | | | | X | | |
| 106 | Classroom | 36 | Desks | | X | X | Teacher | | | | | | X | | | | | | | |

| Public Safety & Allied Health (PSAH) | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|-----------------|------------|-------------------|-----------------|------------------|---------------|-------------------|---------------|-----------------|-----------|------|--------------|--------------|--------------|-------|-------------|--------|----------------|--|--|
| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bulletin Board | | |
| 101 | Computer Lab | 25 | Desks | | | | Teacher & Student | | | | | | | | | | | | | |
| 109 | Resp. Classroom | 65 | Tables and Chairs | | X | X | Teacher | | | | | | X | | | | X | | | |
| 111 | Resp. Classroom | 40 | Tables and Chairs | | X | X | Teacher | | | | | | X | | | | X | | | |
| 113 | Resp. Classroom | 44 | Tables and Chairs | | X | X | Teacher | | | | | | X | | | | X | | | |
| 115 | Resp. Classroom | 36 | Tables and Chairs | | X | X | Teacher | | | | | | X | | | | X | | | |
| 201 | Fire Classroom | 73 | Tables and Chairs | | X | X | Teacher | | | | | | X | | | | X | | | |
| 213 | Fire Classroom | 45 | Tables and Chairs | | X | X | Teacher | | | | | | X | | | | X | | | |
| 215 | Fire Classroom | 45 | Tables and Chairs | | X | X | Teacher | | | | | | X | | | | X | | | |
| 226 | Classroom | 74 | Tables and Chairs | | X | X | Teacher | | | | | | X | | | | X | | | |
| 224 | Classroom | 74 | Tables and Chairs | | X | X | Teacher | | | | | | X | | | | X | | | |
| 227 | Meeting Room | 25 | Tables and Chairs | | X | X | | | | | | | X | | | | | | | |

North Complex (NRTH)

| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bullentin Board | | | | |
|--------|--------------|------------|--------------------|-----------------|------------------|---------------|-------------------|---------------|-----------------|-----------|------|--------------|--------------|--------------|-------|-------------|--------|-----------------|--|--|--|--|
| 101 | Computer Lab | 40 | Desks W/ Computers | X | X | X | Teacher & Student | | | | | | X | | | | | | | | | |
| 102 | Computer Lab | 40 | Desks W/ Computers | X | X | X | Teacher & Student | | | | | | X | | | | | | | | | |
| 107 | Geology Lab | 32 | Tables & Chairs | | X | X | Teacher | | | | | | X | | X | | | | | | | |
| 109 | Geology Lab | 32 | Tables & Chairs | | X | X | Teacher | | | | | | X | | X | | | | | | | |

Kinesiology, Health Education & Aquatics Complex (KHA)

| Room # | Type of Room | # of Seats | Type of Seating | Smart Classroom | Projector Screen | LCD Projector | Computer | DVD/VHS Combo | Document Camera | Amplifier | Maps | Smart Boards | White Boards | Chalk Boards | Rocks | Microscopes | Podium | Bullentin Board | Mirrors | | | | |
|--------|----------------|------------|-------------------|-----------------|------------------|---------------|----------|---------------|-----------------|-----------|------|--------------|--------------|--------------|-------|-------------|--------|-----------------|---------|--|--|--|--|
| 103 | Classroom | 55 | Desks | | X | X | Teacher | | | | | | X | | | | X | | | | | | |
| 132 | Fitness Center | 63 | Fitness Equipment | | | | | | | | | | | | | | | | X | | | | |
| 133 | Yoga Studio | 35 | Yoga Floor Mats | | | | | | | | | | | | | | | | X | | | | |
| 135 | Dance Studio | 30 | | | | | | | | | | | | | | | | | X | | | | |
| Pool | Swimming Pool | | Bleachers | | | | | | | | | | | | | | | | | | | | |

Scheduling Short-Term Classes

[Research](#) conducted by the Crafton Hills College Office of Institutional Effectiveness, Research, and Planning showed that students who take short-term courses are statistically significantly more likely to successfully complete the short-term course (75%) than students in an 18 week course (69%). This relationship occurred among students with high GPAs, and low GPAs. Equally important, students enrolled in a compressed course are 1.5 times more likely to succeed than students enrolled in a traditional length course. Accordingly, offering and encouraging students to enroll in short-term classes is an important success strategy. Including finals week, the term lengths are 17 weeks, 15 weeks, 13 weeks, and 8 weeks. Only 8 week classes can end before finals week, that is they are to be either the first 8 weeks of the semester or the last 8 weeks. All other short term classes must end the last week of the semester (finals week). For the actual start dates please check with the scheduler.

Following the assignments of rooms, chairs will complete schedule worksheets which should be submitted electronically to the dean by the date identified in the schedule development timeline (this includes proofreading and revisions). This Spreadsheet must include all the pertinent information the scheduler needs to build the schedule in the Student Information System (e.g.: Datatel) including courses, method of instruction, room, exact start and end times, days, length of class (number of weeks), start and end dates, instructor information, capacity as well as information regarding distance education, linked classes, or cross-listed classes. Courses with zero cost books need to be identified as well. Faculty chairs should take special care in ensuring the accuracy of these spreadsheets as it is here where scheduling errors are often made ([link to scheduling spreadsheet](#)). Deadlines for scheduling are provided by the Office of Instruction. It is necessary these deadlines be followed. **If the submission is not made by the deadlines the dean will just rollover the previous year's schedule.** If a department prefers to use the previous year's schedule the worksheets do not need to be completed and minor changes can be noted on the previous year's schedule sheets.

The California Community College Chancellor's Office class time restrictions need to be followed in the building of class meeting times. The main ones are as follows:

- No class meeting can meet for less than 50 minutes as no FTES will be given to classes meeting less than 50 minutes
- No class meetings can be exactly 55 minutes or 60 minutes
- No Classes can have a meeting time of:
 - 1 hour 40 minutes or 1 hour 45 minutes (Clock hours)
 - 2 hours 40 minutes or 2 hour 45 minutes
 - 3 hour 40 minutes or 3 hour 45 minutes etc.
- **Classes should start on the hour or half hour. Exceptions should be discussed with the deans and VPI.**
- There must be a 10-minute passing time between classes.
- Meeting times for any given class should be consistent for the duration of the semester. Exceptions should be discussed with the deans and VPI. For assistance in determining the number of minutes a class needs, use of the minutes calculator which can be downloaded from the Chairs website at the [Calculator: Scheduling, FTES, Contact Hours, Units, and Load Calculators](#) click on the tab "Daily Census Meeting Times".

Dual Enrollment

JD10. ... dual enrollment, and non-credit as needed. May work with other faculty chairs on cross-discipline topics.....

Dual enrollment programs are agreements between a community college and a high school to offer community college classes to high school students after the K-12 school day. Dual enrollment classes are open to the public, but are specifically designed to help accelerate the education of high school students. High school students in a dual enrollment class earns college credit and high school credit at the same time. As of Fall 2019, Crafton works with two high school districts, Yucaipa-Calimesa Joint Unified School District and Redlands Unified School District, to offer approximately 12 dual enrolled sections a semester.

A process for offering Dual Enrollment courses was developed by the Faculty Department Chairs Counsel and forwarded to Academic senate (see [below](#)). However, discussion around dual enrollment is currently in the chairs council and being led by the VPI. There is also a joint committee around Dual Enrollment comprised of K-12 and CHC members who are also working on parameters and procedures for Dual enrollment.

The Dual Enrollment Menu

| FALL SEMESTER | | | | | | | |
|-----------------|--------------------|-----------------|----------|-----------------|-------------------|--|---|
| Course | Number of Sections | CSU and UC AREA | CSU AREA | Grades 9-12 A-G | Degree Applicable | Degree Specific, Multi Disciplinary degree, or certificate | Facilities Requirements (in addition to standard classroom) |
| ART 100 | 3 | C1 | 3A | | Y | A.A. and A.A.-T, Art | easels, paint etc. |
| ARABIC 101 | 1 | - | C2 | | Y | "page not found" | |
| FIRET 101 | 1 | - | - | | ? | ? | ? |
| COMMST 100 | 2 | 1C | A1 | | Y | A.A. and A.A.-T, Communications | |
| | | | | | | | |
| | | | | | | | |
| SPRING SEMESTER | | | | | | | |
| Course | Number of Sections | CSU and UC AREA | CSU AREA | Grades 9-12 A-G | Degree Applicable | Degree Specific, Multi Disciplinary degree, or certificate | Facilities Requirements (in addition to standard classroom) |
| ENVS 101 | 1 | 5A or 5B | B1 or B2 | | Y | N | internet, GIS |
| CD 105 | 1 | 4 | D | | Y | A.A., Child Development, Teacher Cert., Master Teacher, Cert., and Site Supervisor Cert. | May require additional lab hours |
| COUN 110 | 4 | - | E | | Y | - | |
| ARABIC 102 | 1 | LOTE | C2 | | Y | "page not found" | |
| MUSIC 103 | 2 | 3A | C1 | | Y | A.A. and A.A.-T, Music | sound stuff, instruments? |

1. Classes can only be added to this list by Department Chairs using the process they have agreed to with their departments. The number of sections offered are listed based on the chairs highest confidence level of being able to offer these courses. This will also support the coordinator in helping the high schools make decisions related to availability. For Example, if two high schools would like to offer ENVS 101 and see that it can only be offered one time per semester, the coordinator can work with the high schools to determine which semester they would like to offer it. If a chair has determined that more sections can easily be offered, as noted in the ART 100 example, then both schools can offer it at the same time.

2. This section should be verified or completed by the CHC counseling chair or other designated counseling faculty. The A-G can be completed by the high school partners and CHC dual enrollment "coordinator". It will help the high school partners identify which courses meet the needs of their students and support the individual goals of their District by giving them the ability to view requirements from the college and their district simultaneously.

3. This section is to be completed by the chair. It allows the high schools to identify whether they can meet the needs of the curriculum. The coordinator should verify that these facility requirements can be met by the site before agreeing to schedule the course.

Additional Comments

This recommendation is a suggestion to help provide some structure and predictability to the offering of courses through the dual enrollment partnership with the hope of addressing some of the concerns related to last minute scheduling, staffing, and facilities. The predictability will also support the high schools in that they can begin advertising courses earlier; thereby, potentially increasing the number of students enrolled. Chairs can continue to work with the partners to increase or modify course offerings but courses should not be added to the list until the chair can reasonably commit to scheduling them.

Noncredit

Noncredit courses should be developed and offered according to the [noncredit plan](#).

When scheduling noncredit courses, coordination with the deans is necessary. The courses must meet for the exact number of hours on the course outline. They should also stay within the class blocks and use the same section numbers as credit courses.

Syllabus

It is required that all faculty submit a copy of all syllabi to the division dean. It may be something a chair may also want in the event of a student grievance. However, upon request you should be able to get a copy from the dean's office. According to California Education Code, syllabi must include the course name and the student learning outcomes. The following page includes the list of [best practices](#) approved by the CHC Academic Senate for a syllabus. This is useful information to share with your part-time faculty.

Syllabus Checklist

References:

- ACCJC Reference Handbook, Standard II, A3
- CTA Agreement, Article 16, Section 4C and Peer Evaluation Form

Copies of the syllabus are to be sent to the division dean.

Syllabus Requirements

- Instructors' Name
- SLO's

Recommended Best Practices

Basic Information:

- Name of College
- Course Title
- Section and Reference Number
- Course Number
- Number of Units
- Day, Year, Time, Place of Class Meetings
- Final Exam Date/Time/Place
- Special Procedures/Safety (Labs) (Requirement if applicable)
- Special Event Days: Field Trips, etc. (Requirement if applicable)
- Office Location (Optional for Part Time Instructors)
- Office Hours (Optional for Part Time Instructors)
- At least one method of Contact: Phone, e-mail, etc.

Course Description:

- Catalog Description
- Course Prerequisites
- Syllabus Subject to Change (A Disclaimer)
- Attendance/Absence Policy
- Make-Up Exam/Quiz/Lab Policy
- Late Work Policy
- Percent/Points Possible and Grading Scale/Policy

Material:

- Required and Recommended Materials
- Software, Supplies, Equipment
- Notification of Additional Fees (Requirement if applicable)

Student Responsibilities:

- DSPS Accommodations

Other Elements

Schedule:

- Course Objectives/Outlines
- Incomplete Work
- Retakes/Resubmission
- Extra Credit/Work
- Last Day to Withdraw from the Course
- Schedule of Assignments, Papers, etc.
- Critical Dates for Exams or Other Work

Methods of Learning:

- Advice on Studying for Exams/Quizzes
- Advice on Reading Materials for Class
- Student Workload Policy

Resources:

- Copies of Past Exams/Model Papers
- Location of Class Materials
- Academic Support Services on Campus
- Internet Links/Resources

Course Disclaimers/Policies:

- Disclaimer Regarding Course Content
- Sexual Harassment
- Honesty Policy Regarding Cheating, etc. (Reference Student Handbook)
- Classroom Conduct
- Policy on Audio/Video Recording of Lecture
- Auditing Policy
- Cell Phone/Tablet/Technology Policy

Rights:

- Signature of Understanding of the Syllabus
- Chain of Command
- FERPA
- Instructor/Student Rights

Miscellaneous:

- Any other information that would help the students succeed in class

(5/01/2015; Faculty Chairs Council)

Budget

JD15. Recommends, to the appropriate administrator, the department's preliminary budget and makes requests for the necessary expenditures such as instructional materials and supplies as needed.

Based on your Planning and Program Review or your Annual Plan, objectives and resource requests are prioritized and processed as funding permits. Necessary materials and supplies should be requested through your dean and added to the department developmental budget in March of every year. Department Chairs should have access to their department budgets upon request.

Student Complaints

JD16. Attempts to initially resolve student-faculty concerns at an informal level.

[AP 5530](#) is the district policy on student complaints and was last updated in July of 2019. If the complaint is minor, a meeting with the student and/or the faculty may resolve the issue. If is not resolved at the Faculty Department Chair level, then the dean may need to be involved.

Issues involving grade appeals are handled according to the process outlined in the [current catalog](#) (search grade appeals of the correct catalog). Currently, there is an informal and formal grade appeal process.

JD17. Handles and is responsible for student challenge requests such as pre-requisites, course substitutions, and modification of majors.

There are two types of challenges that a student may be requesting, one is for credit by exam, the other is a prerequisite challenge.

Credit by Exam is granted as outlined in the 2018-2019 [College Catalog](#) (search credit by examination of the correct catalog) as quoted below.

Credit by Examination (2018-2019)

Currently enrolled students who feel that their knowledge is equivalent to the course content of a currently approved course may apply for Credit by Examination. To do so, the following conditions must be met:

- The student must submit evidence of extensive background and/or experience in the subject area to the instructor of the course
- The student must have completed twelve (12) or more units at Crafton Hills College or be a permanent employee of the San Bernardino Community College District
- The student must be enrolled in the college during the semester in which the examination is taken, but not enrolled in the course for which the student wishes to earn Credit by Examination
- The student must have the approval of a full-time instructor in the discipline

Students may receive Credit by Examination in foreign language courses only in sequence from the lowest to highest level. See a counselor for details.

To apply, the student must submit a fully completed and signed application for Credit by Examination for each course requested to the Office of Instruction (CCR-235). Applications may be obtained in the Admissions and Records Office (CCR-111). In addition to paying the enrollment fee based on the number of units of the course, there is an additional processing fee of \$20 that is applied to all Credit by Examination applications. No financial aid of any kind is available for Credit by Examination (SBCCD Administrative Procedure 4235)

Prerequisite challenges are to be handled by the current agreements with the assessment center, counseling center and the department. Please meet with these areas to be sure the processes are accurate and applicable.

Students through Admissions and Records, usually via an email, request course substitutions. These requests are evaluated and are either confirmed or denied by the Department Chair. Usually these are courses from other educational institutions. Approval must be documented and returned to Admissions and records, again via an email.

Additional Useful Information, Links and Forms

For issues with harassment, and academic integrity contact the Dean of Student Services or the VP of Student Services.

In order to serve on a hiring committee, each member must have completed the hiring committee training. Contact Human Resources or the Human Resources representative assigned to Crafton for information on the training.

If a faculty member, full or part-time, is going to miss class or several classes they may contact the Chair to assist them in arrangements for a substitute. Since this is not in chair duties, a chair should work with their Dean's Office to make such arrangements.

The [AC-9](#) is used to request and gain approval for off campus travel or conference attendance and funding.

You need to complete the [AC-10](#) and attach all receipts to receive a reimbursement.

Faculty Interested in Teaching Online

The [instructor verification process](#) to teach online is available on the Educational Technology Committee (ETC) Web Site. The revised three-step process that involves training, verification of canvas skills and training, and the verification of knowledge of CHC DE Instructional Strategies. Prior to teaching online at Crafton, you will need to complete this process.

