



# Faculty Chair Handbook 2023-2024

## QUICK REFERENCE GUIDE: FACULTY CHAIR DUTIES

@ Crafton Hills College



### 1 DEPARTMENT MEETINGS

Holds regular departmental meetings (minimum of two per semester), promotes the campus' DEI initiative, maintains the agendas and minutes, and disseminates them to the department and the immediate supervisor.



### 2 CURRICULUM

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



### 3 DEPARTMENT PLANNING

Provides faculty leadership in coordinating, facilitating, and keeping a DEI focus in the preparation of departmental planning/program review documents, in consultation with department faculty and staff and other departments as needed. This may also include developing and implementing institutional initiatives (new and ongoing) that pertain to the department.



### 4 ACCREDITATION & SLOS

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), and DEI work, as appropriate. For areas with independent accrediting agencies, also participates in any independent accrediting agency process(es).



### 5 SCHEDULING

Facilitates and works collegially with the discipline faculty and staff in the department to offer courses or services that first and foremost 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 Chair makes recommendations for educational pathways, including certificates, degrees, dual enrollment, and non-credit as needed. Works with other faculty chairs on cross-discipline topics and schedules. May work with colleagues from other institutions regarding discipline specific issues (e.g. articulation).



### 6 STUDENT-FACULTY CONCERNS

Attempts to initially resolve student-faculty concerns at an informal level. Handles and is responsible for student challenge requests such as pre-requisites, course substitutions, and modification of majors.



### 7 ADDITIONAL TASKS

Disseminates information to the department faculty and verifies the selection, ordering, and availability of textbooks for the department as needed. Maintains regular and effective modes of communication with appropriate offices regarding the accuracy of the department's website and information in the college catalog. Makes recommendations to the appropriate administrator regarding the department's preliminary budget and makes requests for the necessary expenditures such as instructional materials and supplies as needed. Coordinates initial interviews, identifies, and recommends candidates for the recruitment of all new part-time faculty in the department, while using an equity lens.

## Table of Contents

Diversity, Equity, and Inclusion .....	4
<b>OVERVIEW and INTRODUCTION TO BEING A CHAIR .....</b>	<b>5</b>
Faculty Department Chair Selection Process .....	5
Department Chair Nomination Form (SAMPLE) .....	6
APPENDIX A-4: Faculty Department Chair Compensation .....	6
Faculty Chair’s Job Description (taken from CTA agreement):.....	7
Duties of Faculty Department Chair .....	7
Feedback Process .....	8
Department Chair Duties and Suggested Timeline .....	9
List of Departments and their Assigned Color (used for scheduling) .....	10
<b>DEPARTMENT PLANNING .....</b>	<b>10</b>
Communication .....	10
Planning and Program Review .....	10
PPR Requests and Recommendations for Full Time Hiring .....	11
Upcoming PPR Schedule by Department .....	12
Budget .....	13
Curriculum and Catalog.....	13
Student Learning Outcomes.....	13
<b>SCHEDULING .....</b>	<b>14</b>
Scheduling Timeline.....	15
Scheduling Spreadsheet.....	19
Recommendations for Scheduling.....	20
Scheduling Guiding Principles .....	20
Enrollment Management.....	21
FTES (Full Time Equivalent Students) .....	22
Efficiency .....	23
Block Scheduling .....	23
Primary Term Blocks .....	24

Guidelines for Assigning Term Section Numbers .....	25
Fall and Spring Contact Hour Guide for 2 day a week Lecture Classes.....	26
Summer Scheduling Blocks .....	31
Short Term Classes.....	33
Dual Enrollment .....	34
<b>Non Credit vs. Not for Credit</b> .....	35
Room Assignment .....	35
Room Prioritization Chart (by room).....	36
Room Prioritization Chart (by department) .....	38
Room Amenities Chart.....	40
<b>PREPARING FOR THE SEMESTER</b> .....	44
Part-Time Faculty Interviewing, Recommendations, On-Boarding, and Staffing.....	44
Responsibilities for Part-Time Faculty.....	45
Faculty Availability Sheet .....	46
<b>Course Material Requisitions and ZTC/LCT</b> .....	47
Faculty Interested in Teaching Distance Education .....	47
Syllabus.....	47
Syllabus Checklist.....	48
Student Course Challenges vs. Credit by Exam.....	50
Course Challenges.....	50
Differences between a Course Challenge and a Credit by Exam .....	51
Student Workers .....	51
<b>TEACHING</b> .....	52
Substitute Instructors.....	52
Student Concerns.....	52
Student Conduct .....	53
Travel .....	53
<b>EXTRA LINKS AND RESOURCES</b> .....	54
Department Chair Extra Work Stipend .....	54

## Diversity, Equity, and Inclusion

Faculty Chairs have the opportunity to take a leadership role in promoting diversity, equity, and inclusion (DEI) within their academic departments and drive change and create a more inclusive academic environment. By taking an active role in promoting DEI within their departments, they can help ensure that all faculty members feel valued, supported, and empowered to succeed. This active role includes the following:

- Set the tone: Faculty chairs should lead by example by modeling the behavior they expect from their colleagues. They should demonstrate a commitment to DEI in their actions, decisions, instructional methods, and interactions with students and colleagues.
- Support an inclusive environment: Faculty chairs can create or support a welcoming and inclusive environment by encouraging open communication, actively listening to, and valuing diverse perspectives, and promoting opportunities for all faculty members to participate in decision-making processes.
- Advocate for diverse hiring: Faculty chairs can advocate for diverse hiring practices by working with their dean and department to actively seeking out diverse candidates for part-time positions and supporting the recruitment and retention of underrepresented faculty.
- Promote DEI training: Faculty chairs can promote DEI training and professional development opportunities for faculty members. This includes DEI training within the campus and in the broader educational community. Faculty chairs can regularly share these opportunities with their departments, being sure to emphasize any training they are attending, for example.
- Foster a culture of responsibility: Faculty chairs can collaborate with their department to develop a set of expectations for DEI goals and foster an environment where department members hold themselves and each other responsible for meeting these goals. This accountability process can be an ongoing effort to track progress and share results within the department, showcasing the department's dedication to DEI principles.



## OVERVIEW and INTRODUCTION TO BEING A CHAIR

### Faculty Department Chair Selection Process

- Faculty chairs serve for a two-year term.
- 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.
  - Even Years: Physical & Biological Sciences, Business, Economics & Information Technology, English & Reading, Fine Arts, Public Safety & Services, Kinesiology & Health Education
  - Odd Years: Allied Health Services, Communications & Language, Counseling, Human Development, Mathematics, Non-Instructional Faculty, Social Sciences
- Any full-time faculty member may self-nominate or nominate someone else to serve as chair or co-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.
- Nomination Forms must be submitted to the Office of Instruction by the published deadline. The forms may be dropped off or may be emailed to [knewton@craftonhills.edu](mailto:knewton@craftonhills.edu).
- 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.
- 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.
- 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.**
- 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.
- 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.

## Department Chair Nomination Form (SAMPLE)

I nominate \_\_\_\_\_ to serve as chair of the \_\_\_\_\_ Department.

This Nomination Form is due to the Office of Instruction by \_\_\_\_\_.  
The form may be dropped off as a physical copy or emailed to \_\_\_\_\_.

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 2022-2023 and 2023-2024 academic years:

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### APPENDIX A-4: Faculty Department Chair Compensation Stipend and Reassigned Time

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

- The number of Full-Time Equivalent Faculty (FTEF) assigned to full-time contract/regular faculty including any overload and;
- The number of (FTEF) assigned to temporary (part time) faculty.
- 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 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.

### 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 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.

### Feedback Process

Faculty chairs shall receive feedback from their supervisor on how the job functions of chair were collegially completed every 2<sup>nd</sup> 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.

- Was there adequate communication in the department (department meetings, scheduling of courses, educational pathways, etc.)?
- Was there an opportunity to participate/give feedback in processes such as program review, curriculum, SLOs, PLOs, SAOs, etc.?
- 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.*"



## Department Chair Duties and Suggested Timeline

Month	Task
<b>In-Service</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 6-year revisions and DE addendums (due in Oct.)</li> <li><input type="checkbox"/> Program Plan/Annual Plan – integrating goals for DEI</li> <li><input type="checkbox"/> Review SLO data – including disproportional impact</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send “Welcome Back” email, request syllabi, and summarize the department’s DEI work.</li> <li><input type="checkbox"/> Schedule department meetings – on the agenda and invitation list guidelines to support inclusive discussion and promote the department’s desire for all members to participate in decision-making processes.</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send out availability sheets for spring.</li> <li><input type="checkbox"/> Offer classes following the seniority list.</li> <li><input type="checkbox"/> Complete/Delegate faculty evaluations.</li> <li><input type="checkbox"/> Plan class schedules for next summer and fall.</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit book orders for upcoming spring (if needed). Promote the use of ZTC and LTC when appropriate.</li> <li><input type="checkbox"/> Interview and recommend hire for any openings – actively seeking out diverse candidates for part-time positions and supporting the recruitment and retention of underrepresented faculty. (Note: a request for equivalency will extend this process.)</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inform instructors which courses will need SLO assessments this semester and share department guidelines on assessing SLOs</li> <li><input type="checkbox"/> Remind Part-Timers to submit FLEX hours to be paid for them.</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send check-in email to remind faculty about finals, SLO and grade submission deadlines, and department updates including work to support DEI and/or relevant training opportunities.</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send “Welcome Back” email, request syllabi, and summarize the department’s DEI work.</li> <li><input type="checkbox"/> Schedule department meetings – on the agenda and invitation list guidelines to support inclusive discussion and promote the department’s desire for all members to participate in decision-making processes.</li> <li><input type="checkbox"/> Through the PPR tool, complete department level program prioritization and roll up.</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send out availability sheets for fall and summer (including part- and full-time faculty for summer)</li> <li><input type="checkbox"/> Offer classes following the seniority list (remembering to offer summer courses to full-time faculty first).</li> <li><input type="checkbox"/> Complete/Delegate faculty evaluations.</li> <li><input type="checkbox"/> Plan class schedules for next spring.</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit book orders for summer and fall (if needed). Promote the use of ZTC and LTC when appropriate.</li> <li><input type="checkbox"/> Interview and recommend hire for any openings – actively seeking out diverse candidates for part-time positions and supporting the recruitment and retention of underrepresented faculty. (Note: a request for equivalency will extend this process.)</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inform instructors which courses will need SLO assessments this semester and share department guidelines on assessing SLOs</li> <li><input type="checkbox"/> Remind Part-Timers to submit FLEX hours to be paid for them.</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send check-in email to remind faculty about finals, SLO and grade submission deadlines, and department updates including work to support DEI and/or relevant training opportunities.</li> </ul>

## List of Departments and their Assigned Color (used for scheduling)

- Allied Health: **Apricot**
- Business & Economics: **Lime green**
- Communication & Language: **Lavender**
- Counseling: **Navy Blue**
- English: **Red**
- Fine Arts: **Pink**
- Human Development: **Magenta**
- Kinesiology and Health: **Teal**
- Mathematics: **Purple**
- Multimedia and Information Technology: **Yellow**
- Physical & Biological Sciences: **Blue**
- Public Safety and Services: **Forest green**
- Social Sciences: **Orange**

## DEPARTMENT PLANNING

### Communication

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. This communication includes two department meetings per semester, and regular reach outs/check-ins on a monthly or bi-monthly basis.

### Planning and Program Review

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 cooperation and collaboration with their PPR provided coach, coordinate the preparation of the departmental planning and program review documents. **The faculty chair is not solely responsible for writing PPR documents.** The actual planning and program review should involve all faculty and staff within each program. The [Planning and Program Review Committee](#) (PPR) distributes a timeline each fall (see sample on the next page), and the current table can be found at the bottom of the PPR website, under the heading, "[Planning & Program Review Materials.](#)"

Student Learning Outcomes (SLOs) are updated every year in PPR. Every two years the goals, objectives, and PLOs need to be updated. In the fourth-year programs need to complete all questions and update their four-year plan. In addition, programs also need to examine their disaggregated course completion and success rates to determine if there is any disproportionate impact within gender, age, or ethnicity and develop an action plan to remove the disproportionate impact if it exists. 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](#) (uses campus single sign-on login).

## PPR Requests and Recommendations for Full Time Hiring

PPR requests for additional tenure track faculty come from the PPR requests and are prioritized by the Faculty Department Chairs. This process is initiated mid-fall, for the following academic year. Chairs collaborate to recommend the top 5 Full-Time hires they feel should be considered, in no particular order. Those who are hoping to have their positions considered, must provide the following quantitative and qualitative information:

1. FT/PT (PT includes overload) FTE load ratio
2. Possible reasons to recommend FT Faculty Hire
  - a. Discipline expertise – It might be difficult to find a pool of faculty to teach in a particular discipline.
  - b. Program expansion/Enrolment growth – Hiring a FT faculty member would help to grow the program and increase enrollments.
  - c. Initiatives – Hiring a FT faculty directly supports an initiative like equity or guided pathways.

Chairs send their position picks, along with the above information, for consideration by administration as they review the data (and comments), to make the final decision.



## Upcoming PPR Schedule by Department

### Requirements for Each Type of Plan

- SLOs (Copy prior plan and submit)** – Programs need to continue assessing and reporting SLOs using the SLO Cloud reporting tool. Program Review Plan needs to be copied from the prior year and finalized by the Annual Plan due date. (Note: units that are categorized as needing improvement will be required to complete an update every year until they have been removed from this status. See requirements for Two-Year Plan if you unit has been categorized as needing improvement.)
- 2yr – (Two-Year Plan) (Questions #4 and #10 need to be updated)** – Review and update the goals and objectives and the SLOs. Submit the finalized two-year plan by the due date in the spring term (see PPR Timeline for date). The PPRC will review each two-year plan and provide written feedback.
- PR – Program Review** – Complete all questions and write a four-year plan.

**Please Note:** Include SLO/SAO assessment data from at least the prior year.

	2022 2023	2023 2024	2024 2025	2025 2026	2026 2027	2027 2028	2028 2029
<b>Office of the President</b>	1	0	0	0	1	0	0
Institutional Advancement	PR	SLO	2yr	SLO	PR	SLO	2yr
<b>Administrative Services</b>	1	2	1	1	1	2	1
Administrative Services Area (CBO, Communications, Facilities)	SLO	PR	SLO	2yr	SLO	PR	SLO
Aquatics Program	2yr	SLO	PR	SLO	2yr	SLO	PR
Facilities (Custodial, Maintenance, & Grounds)	SLO	PR	SLO	2yr	SLO	PR	SLO
Technology Services	PR	SLO	2yr	SLO	PR	SLO	2yr
<b>Instruction</b>							
<b>Social, Information, and Natural Sciences</b>	4	3	7	4	4	3	7
<b>Biological Science and Physical Science</b>							
Biological Sciences	2yr	SLO	PR	SLO	2yr	SLO	PR
Chemistry	PR	SLO	2yr	SLO	PR	SLO	2yr
Earth Science (Environmental Science, Geography, Geology, Oceanography)	2yr	SLO	PR	SLO	2yr	SLO	PR
Physics/Astronomy	SLO	PR	SLO	2yr	SLO	PR	SLO
<b>Business, Economics and Information Technology</b>							
Business/Accounting/Marketing	SLO	2yr	SLO	PR	SLO	2yr	SLO
CIS	PR	SLO	2yr	SLO	PR	SLO	2yr
Economics	SLO	PR	SLO	2yr	SLO	PR	SLO
<b>Communication and Language</b>							
American Sign Language	2yr	SLO	PR	SLO	2yr	SLO	PR
Foreign Language	PR	SLO	2yr	SLO	PR	SLO	2yr
Spanish	SLO	2yr	SLO	PR	SLO	2yr	SLO
Speech Communication/Journalism	SLO	2yr	SLO	PR	SLO	2yr	SLO
<b>Kinesiology/Health Education/Athletics</b>	SLO	2yr	SLO	PR	SLO	2yr	SLO
<b>College Honors Institute</b>	PR	SLO	2yr	SLO	PR	SLO	2yr
<b>Social Sciences</b>							
History	2yr	SLO	PR	SLO	2yr	SLO	PR
Interdisciplinary/Multicultural Studies							
Philosophy/Religious Studies	SLO	PR	SLO	2yr	SLO	PR	SLO
Political Science	2yr	SLO	PR	SLO	2yr	SLO	PR
Sociology	2yr	SLO	PR	SLO	2yr	SLO	PR
Anthropology	2yr	SLO	PR	SLO	2yr	SLO	PR

Approved by PPRC on May 16, 2022

## 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 Planning and Program Review or Annual Plan documents, objectives and resource requests are prioritized and processed as funding permits. Necessary materials and supplies should be requested through the division dean and added to the department developmental budget early in the spring semester (February). Department Chairs should have access to their department budgets upon request.

## Curriculum and Catalog

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. Helpful documents can be found on the [Curriculum Committee's website](#).

All curriculum proposals and revisions are submitted through [CurriQunet META](#). Faculty chairs are responsible for giving input at various steps in the approval process depending on the course proposals.

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

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 outdated the faculty chair should coordinate efforts to correct the information. This may include degree requirements, program SLOs, current course descriptions, the 2-year 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](#).

## Student Learning Outcomes

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 every course, every semester, unless approved for a different schedule. 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).

In terms of the Department Chairs' duties, it is recommended the Chair tell their department members to submit their SLOs at the same time as they submit their course grades (within three business days of the end of the term). SLOs can also be submitted mid-term if the assessments are not part of the final. Lastly, it is helpful for Chairs to review submissions (whether they were submitted or not) and reach out to those faculty members who may have forgotten before the start of the following term.

## 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 underline all the following scheduling practices.

The Office of Instruction will provide the timeline for scheduling, approximate dates, and deadlines. It is imperative that these deadlines are followed. See next page for an outline of this timeline.

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 minute's calculator (click on the **"Daily Census Meeting Times"** tab) is used to calculate meeting times for short-term classes (i.e., less than 17 weeks).

When scheduling classes with no campus contact (asynchronous/remote/hybrid-remote), all required meetings, field trips, or off-campus required events must be posted on the schedule before student registration opens. If it is not posted before this date, the activity cannot be required.

The Part-Time seniority list must be followed when offering classes to part-time faculty.





## Scheduling Timeline

Note: The dates may fluctuate based on the academic calendar.

Month	Date	Term	Task	Responsible Person
September	1	SM	Administer survey to counseling area to obtain feedback on summer schedule	VPI
	8	SM	Set up meeting with counselors to obtain feedback on summer schedule	VPI
	15		Set FTES targets for the upcoming academic year (e.g.: Targets for Summer, Fall, Spring 2021-2022 are set by September 15, 2020)	President, VPAS, and VPI
	20	SM	Provide the following research to VPI, Deans, and Faculty Department Chairs to inform the development of the <b>summer schedule</b> within each department <ul style="list-style-type: none"> <li><input type="checkbox"/> FTES targets by Division</li> <li><input type="checkbox"/> Efficiency targets (e.g.: average number of students) by Division</li> <li><input type="checkbox"/> Wait list by department and course to illustrate demand</li> <li><input type="checkbox"/> Student Educational Planning Data by Course</li> <li><input type="checkbox"/> Identify classes that follow the weeks in the Chairs handbook</li> <li><input type="checkbox"/> Incorporate feedback from counseling meeting and survey on courses to offer</li> <li><input type="checkbox"/> Number of sections that have a start time that matches start time of scheduling block divided by the total number of sections by Division and Department</li> <li><input type="checkbox"/> Room efficiency for the primary rooms used by each Faculty Department Chair</li> </ul>	
October	1	FA	Administer survey to counseling area to obtain feedback on fall schedule	VPI
	5	SM	Scheduler sends drafts of schedule to Deans and Chairs	Scheduler
	8	FA	Set up meeting with counselors to obtain feedback on fall schedule	VPI
	15	FA	Provide the following research to VPI, Deans, and Faculty Department Chairs to inform the development of the <b>fall schedule</b> within each department <ul style="list-style-type: none"> <li><input type="checkbox"/> FTES targets by Division</li> <li><input type="checkbox"/> Efficiency targets (e.g.: average number of students) by Division</li> <li><input type="checkbox"/> Wait list by department and course to illustrate demand</li> <li><input type="checkbox"/> Student Educational Planning Data by Course</li> <li><input type="checkbox"/> Identify classes that follow the weeks in the Chairs handbook</li> <li><input type="checkbox"/> Incorporate feedback from counseling meeting and survey on courses to offer</li> <li><input type="checkbox"/> Number of sections that have a start time that matches start time of scheduling block divided by the total number of sections by Division and Department</li> <li><input type="checkbox"/> Room efficiency for the primary rooms used by each Faculty Department Chair</li> </ul>	Dean of OIERP and VPI
	16	SM	<b>Summer</b> Assignment recommendations from Chairs sent to Office of Instruction (“Sticky Friday”)	Chairs and Deans
	20	SM	Send <b>summer schedule</b> to Scheduler indicating zero textbook cost sections	Chairs
	30	SM	Chairs and Deans make corrections and send drafts back to scheduler	Chairs and Deans
November	1	SP	Specifically target groups that have been disproportionately impacted in terms of access by using the <a href="#">Students Applied are Not</a>	Director of Institutional



Month	Date	Term	Task	Responsible Person
			<a href="#">Currently Enrolled - Enrollment Management</a> Informer Report to identify groups to increase enrollments. For example, most recent data suggests need to market to African Americans, Pacific Islanders, and those 30 years old or older.	Advancement, VPI, and VPSS
	1	SP	Emphasize 1-3 new and/or low enrolled programs to students who have applied but not enrolled in specified start term using the <a href="#">Students Applied are Not Currently Enrolled - Enrollment Management</a> Informer Report	Director of Institutional Advancement, VPI, and VPSS
	2	SP	<b>Priority Registration for Spring begins</b>	
	4	SM	Chairs and Deans send changes to schedule based on changes to FTES targets	Chairs and Deans
	5	SM	Room optimizer is run to find most efficient rooms for courses	Scheduler
	6	SM	Scheduler sends second drafts to Chairs and Deans including any changes to the room assignments	Scheduler
	8	FA	<b>Fall</b> Assignment recommendations from Chairs sent to Office of Instruction ("Sticky Friday")	Chairs
	16	FA	Send <b>Fall schedule</b> to Scheduler indicating zero textbook cost sections	Chairs and Deans
	20	SP	<b>Open Registration for Spring begins</b>	
	20	SM	Chairs and Deans make corrections and send drafts back to scheduler indicating zero textbook cost sections	Chairs and Deans
December	1	SM	Scheduler sends final <b>summer schedule</b> draft to Chairs and Deans	Scheduler
	11	SM	Chairs and Deans make corrections and send drafts back to scheduler making sure to indicate zero textbook cost sections	Chairs and Deans
	18	SM	Scheduler makes final minor changes, runs live checklist, and publishes <b>summer schedule</b>	Scheduler

Month	Date	Term	Task	Responsible Person
	5	SP	Specifically market to students enrolled in less than a specified unit value, like 7 units using the <a href="#">Emails of Students Actively Enrolled in Less than Specified Unit Value</a> Informer Report. Students enrolled in more units are more likely to transfer and may be eligible for additional financial aid. Students enrolled in 12 or more units are more likely to complete their educational goals.	Director of Institutional Advancement, VPI, and VPSS
	6	SP	Specifically market to students who applied and are currently not enrolled in the specified term using the corresponding <a href="#">Informer Report</a>	Director of Institutional Advancement, VPI, and VPSS
January	7	SP	Market to students who successfully completed ENGL-101 in the fall to complete transfer level math in the spring using the <a href="#">Major, Course Success, and Currently Enrolled</a> Informer Report	Director of Institutional Advancement, VPI, and VPSS
	8	SP	Market to students who successfully completed transfer level math (102 and 110) in the fall to complete transfer level English in the spring using the <a href="#">Major, Course Success, and Currently Enrolled</a> Informer Report	Director of Institutional Advancement, VPI, and VPSS
	11	FA	Scheduler sends drafts of schedule to Deans and Chairs	Scheduler
	15		<b>Governor's budget proposal for the next year is distributed</b>	
	31		<b>SBCCD completes analysis based on proposed Governor's budget. Any changes to FTES targets are communicated by VPI to Deans and Chairs.</b>	VPI

Month	Date	Term	Task	Responsible Person
February	1	FA	Chairs and Deans make corrections and send drafts back to scheduler	Chairs and Deans
	6	FA	Chairs and Deans send changes to schedule based on changes to FTES targets	Chairs and Deans
	7	FA	Room optimizer is run to find most efficient rooms for courses	Scheduler
	8	FA	Scheduler sends second drafts to Chairs and Deans including any changes to the room assignments	Scheduler
	15	SM	<b>Summer book orders due to bookstore</b>	Chairs
	16	SP	Administer survey to counseling area to obtain feedback on spring schedule	VPI
	22	FA	Chairs and Deans make corrections and send drafts back to scheduler indicating zero textbook cost sections	Chairs and Deans
	23	SP	Set up meeting with counselors to obtain feedback on spring schedule	VPI

Month	Date	Term	Task	Responsible Person
March	1	FA	Scheduler sends final <b>fall schedule</b> draft to Chairs and Deans	Scheduler
	3	SP	Provide the following research to VPI, Deans, and Faculty Department Chairs to inform the development of the <b>spring schedule</b> within each department <input type="checkbox"/> FTES targets by Division <input type="checkbox"/> Efficiency targets (e.g.: average number of students) by Division <input type="checkbox"/> Wait list by department and course to illustrate demand <input type="checkbox"/> Student Educational Planning Data by Course <input type="checkbox"/> Identify classes that follow the weeks in the Chairs handbook <input type="checkbox"/> Incorporate feedback from counseling meeting and survey on courses to offer <input type="checkbox"/> Number of sections that have a start time that matches start time of scheduling block divided by the total number of sections by Division and Department <input type="checkbox"/> Room efficiency for the primary rooms used by each Faculty Department Chair	
	15	FA	Chairs and Deans make corrections and send drafts back to scheduler making sure to indicate zero textbook cost sections	Chairs and Deans
	21	FA	Scheduler makes final minor changes, runs live checklist, and publishes <b>fall schedule</b>	Scheduler
	28	SM	<b>Priority Registration begins for Summer</b>	
	April	3	SP	<b>Spring</b> Room Assignment recommendations from Chairs sent to Office of Instruction (“Sticky Friday”)
4		SP	Send <b>spring schedule</b> to Scheduler making sure to indicate zero textbook cost sections	Chairs and Deans
12		SM	Specifically target groups that have been disproportionately impacted in terms of access by using the <a href="#">Students Applied are Not Currently Enrolled - Enrollment Management</a> Informer Report to identify groups to increase enrollments. For example, most recent data suggests need to market to African Americans, Pacific Islanders, and those 30 years old or older.	Director of Institutional Advancement, VPI, and VPSS
12		SM	Emphasize 1-3 new and/or low enrolled programs to students who have applied but not enrolled in specified start term using the	Director of Institutional

Month	Date	Term	Task	Responsible Person
			<a href="#">Students Applied are Not Currently Enrolled - Enrollment Management</a> Informer Report	Advancement, VPI, and VPSS
	13	FA	<b>Priority Registration begins for Fall</b>	
	15	SM	<b>Open Registration begins for Summer</b>	
	15	FA	<b>Fall book orders due to bookstore</b>	Chairs
	30	SP	Scheduler sends drafts of schedule to Deans and Chairs	Scheduler
May	1	FA	<b>Open Registration begins for Fall</b>	
	10	SM	Target students who were enrolled in the fall or spring semester and who are not enrolled in the summer semester using csv file provided by OIERP. Students who enroll in summer semesters are 2 times more likely to transfer	Director of Institutional Advancement, OIERP, VPI, and VPSS
	15		<b>Governor's May Revise is released</b>	
	28	SP	Chairs and Deans make corrections and send drafts back to scheduler	Chairs and Deans
	31		<b>SBCCD completes analysis based on Governor's May revise. Any changes to FTES targets for summer, fall, or spring are communicated by VPI to Deans and Chairs.</b>	VPI
June	7	SP	Chairs (if available) and Deans send changes to schedule based on changes to FTES targets	Chairs and Deans
	8	SP	Room optimizer is run to find most efficient rooms for courses	Scheduler
	9	SP	Scheduler sends second drafts to Chairs and Deans including any changes to the room assignments	Scheduler
	15		<b>Final State budget is approved</b>	
	25	SP	Chairs and Deans make corrections and send drafts back to scheduler indicating zero textbook cost sections	Chairs (if available) and Deans
	30		<b>SBCCD completes analysis based on the final State budget. Any changes to FTES targets for summer, fall, or spring are communicated by VPI to Deans and Chairs.</b>	VPI
July	3	SP	Scheduler sends final <b>spring schedule</b> drafts to Chairs and Deans	Scheduler
	15	SP	Chairs (if available) and Deans make corrections and send drafts back to scheduler making sure to indicate zero textbook cost sections	Chairs (if available) and Deans
	16	FA	Specifically target groups that have been disproportionately impacted in terms of access by using the <a href="#">Students Applied are Not Currently Enrolled - Enrollment Management</a> Informer Report to identify groups to increase enrollments. For example, most recent data suggests need to market to African Americans, Pacific Islanders, and those 30 years old or older.	Director of Institutional Advancement, VPI, and VPSS
	16	FA	Emphasize 1-3 new and/or low enrolled programs to students who have applied but not enrolled in specified start term using the <a href="#">Students Applied are Not Currently Enrolled - Enrollment Management</a> Informer Report	Director of Institutional Advancement, VPI, and VPSS
	21	SP	Scheduler makes final minor changes, runs live checklist, and publishes schedule	Scheduler
	25		<b>State provides the Advance Apportionment for the upcoming year.</b>	
August	5	FA	Specifically market to students enrolled in less than a specified unit value, like 7 units using the <a href="#">Emails of Students Actively Enrolled in Less than Specified Unit Value</a> Informer Report. Students enrolled in more units are more likely to transfer and may be eligible for	Director of Institutional Advancement, VPI, and VPSS

Month	Date	Term	Task	Responsible Person
			additional financial aid. Students enrolled in 12 or more units are more likely to complete their educational goals.	
	6	FA	Specifically market to students who applied and are currently not enrolled in the specified term using the corresponding <a href="#">Informer Report</a>	Director of Institutional Advancement, VPI, and VPSS
	7	FA	Market to students who successfully completed ENGL-101 in the spring or summer to complete transfer level math in the spring using the <a href="#">Major, Course Success, and Currently Enrolled</a> Informer Report	Director of Institutional Advancement, VPI, and VPSS
	8	FA	Market to students who successfully completed transfer level math (102 and 110) in the spring or summer to complete transfer level English in the spring using the <a href="#">Major, Course Success, and Currently Enrolled</a> Informer Report	Director of Institutional Advancement, VPI, and VPSS
	10		<b>SBCCD completes analysis based on the final State budget. Any changes to FTES targets for summer, fall, or spring are communicated by VPI to Deans and Chairs.</b>	VPI

### Scheduling Spreadsheet

The following template spreadsheet is an example of how Chairs build their schedules. [An editable template](#) can be found on the Chairs Council SharePoint.

Submitted By:		Year and Semester:									
Course	Section Number	Start Date	End Date	Method	Room	Start Time	End Time	# of Weeks	Total Contact Hrs (ARR only)	Hours/Week (ARR only)	Instructor
Instructor ID	% for Instructor	Contract/Hourly/OL/NL	Wait	X-Listed Course	Learning Community	Linked Courses	Estimated Cost	Low Cost Textbook (\$50 cap)	Zero Cost Textbook		

## Recommendations for Scheduling

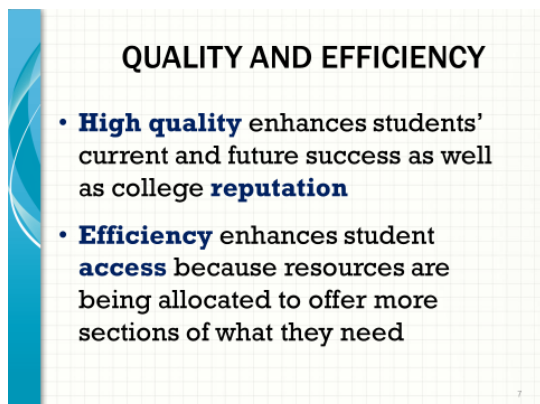
Strategic Enrollment Management (SEM) focuses on what is best for students and how to ensure their success through strategic course offerings and student support services. It is an evidence-based systematic approach to scheduling courses and supporting students in achieving their educational goals in a timely manner.

### Scheduling Guiding Principles

- Consider student needs first.
- Base time offerings (i.e., afternoon, evening, weekend, online, etc.) on student need.
- Use data to inform the development of the schedule: course cancellation history, average enrollments, efficiency data, student education plans, counseling and faculty input based on student needs, course success research (e.g.: short-term and late start classes), etc.
- Schedule within time blocks.
- Create a balance of face-to-face and online options so that students can complete programs in either instructional method format.
- Reduce redundancy of general education classes at the same times and days.
- Schedule classes that are aligned with the Career and Academic Pathways.
- Follow course rotation plan Matrix (scheduling).
- Consider special groups with specific scheduling needs (e.g.: veterans, EOPS, etc.).

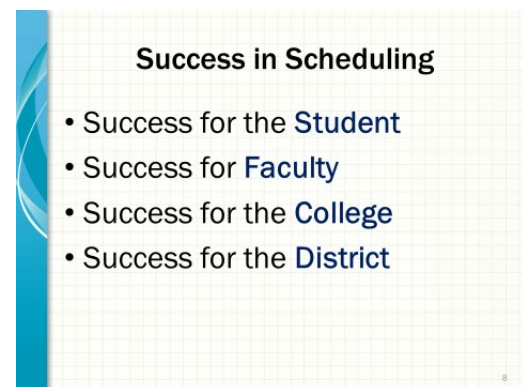
The following slides are from Dr. Craig Justice presentation/training provided for chairs July 2018 and summarize some of the critical factors to be used in building schedules.

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 all courses should 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 (Full Time Equivalent Students) 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 at 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 has 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 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

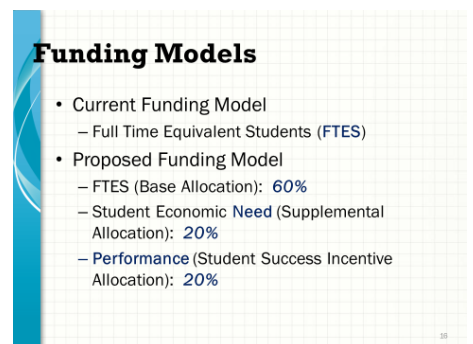
In order to achieve quality and efficiency the following guidelines should be incorporated into the creation of schedules. Scheduling in isolation of other departments can decrease both quality and efficiency.

Since 60% of the base allocation for the college is funded from the state on total FTES, 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.

There is an additional 20% based on student economic need, but that does not affect our roles as Chairs.

(Note: Our current model is based on 70% FTES, 10% success and 20% Student Economic Need, however by fall 2022(?), funding will transition to the 60-20-20 model outlined above.)



**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 (Full Time Equivalent Students)

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.

To calculate FTES, 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.

Why multiply by 17.5? 17.5 refers to the number of weeks a section lasts in a primary term for a weekly census section. 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 35 is divided by 2 primary terms, the result is 17.5.

Why divide by 525? 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.

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 install the EIS spreadsheets installed on desired office computers and for individual assistance in using them.

The Office of Institutional Effectiveness, Research & Planning has [videos on how to use the EIS data](#) located on the campus website. (Note: EIS will most likely be replaced with another data warehouse because it is getting more difficult to maintain.)

### FTES Calculation (WSCH)

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

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

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

### 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

### Full-Time Equivalent Student

1 FTES =  
1 student  
15 hours per week  
2 semesters of 17.5 weeks  
(3 quarters of 17.5 weeks)  
= **525 contact hours**



## 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

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. A campus computer must be used (behind the firewall) to access EIS. EIS uses the campus single sign-on credentials to gain access. 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 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 recommended 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 to 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 the division 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 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					

## Guidelines for Assigning Term Section Numbers

Beginning Spring 2010, section numbers were based on when a section of a course meets. There are many benefits to this strategy. For students, assigning section numbers based on times allows them to build a schedule more easily. Different courses with the same section number in most cases will meet at the same time or overlap. For faculty and instructional management, we will be able to compare enrollment as well as retention and success data from semester to semester more easily and identify whether a correlation exists between when a class is offered and enrollment or student performance. In the fall of 2014, the time blocks were modified to accommodate a “college hour” and the section numbers needed to be modified. Once more the blocks have been modified and will likely be modified again some other year. In the meantime, the following section numbers should be used. If you have any questions about following the guidelines for assigning section numbers, please see your dean.

<i>Section#</i>	<i>Scheduling Block</i>	<i>Course Start Times to be Assigned this Section Number</i>
01-04	MWF 7AM-8:29AM	<b>Coordinate class start time with section number range to the left</b>
05-09	TR 7AM-8:29AM	
10-14	MWF 8:30AM-9:59AM	
15-19	TR 8:30AM-9:59AM	
20-24	MWF 10AM-11:29am	
25-29	TR 10AM-11:29am	
30-34	MWF 11:30AM-12:59PM	
35-39	TR 11:30AM-12:59PM	
40-44	MWF 1:00PM-2:59M	
45-49	TR 1:00PM-2:59M	
50-54	MWF 3:00PM-4:59PM	
55-56	TR 3:00PM-4:59PM	
60-64	MWF 5PM-6:59PM	
65-69	TR 5PM-5:59PM	
80-84	MWF 7:00PM-9:30PM	
57-59	TR 6:00PM-9:30PM	
<b>70-79</b>	DE courses	All online and hybrid courses
<b>85-86</b>	<i>F only courses</i>	<i>All courses which meet on Friday only</i>
<b>87-89</b>	Sa/Su courses	All courses which meet on Saturday only, Sunday only, or Saturday and Sunday
<b>90-94</b>	Linked courses	All courses which are linked, including learning communities, EMS020-023, etc.
<b>95-99</b>	ARR /Irregular Courses	All arranged course and all courses with irregular meeting times

If you schedule a course that does not have a starting time listed above, work with your dean to identify the correct section number. Assign the first section number to the first course (e.g., 01,OS,10). Use additional section numbers in the range in the event that more than one section of a course meets during that time block.

## Fall and Spring Contact Hour Guide for 2 day a week Lecture Classes

[Note: Classes cannot end on the :55 minute or :00 hour (e.g.: 8:55 or 9:00)]

Units and semester contact hours	Course Length (weeks)	# of meeting days (assuming 2x a week)	Class Length
<b>5</b> (80-90 hours)	17	33-34	2 hr 25 min
	15	29	3 hr 05 min
	13	25	3 hr 20 min
	8/8	15	5 hr 50 min
	5/5/5	10	8 hr 50 min
<b>4</b> (64-72 hours)	17	33-34	1 hr 50 min
	15	29	2 hr 10 min
	13	25	2 hr 30 min
	8/8	15	4 hr 30 min
	5/5/5	10	7 hr 15 min
<b>3</b> (48-54 hours)	17	33-34	1 hr 20 min
	15	29	1 hr 30 min
	13	25	1 hr 50 min
	8/8	15	3 hr 20 min
	5/5/5	10	5 hr 10 min
<b>2</b> (32-36 hours)	17	33-34	50 minutes
	15	29	1 hr 5 min
	13	25	1 hr 10 min
	8/8	15	2 hr 10 min
	5/5/5	10	3 hr 20 min
<b>One Day A Week (Cannot Offer 1 unit 13–17-week courses two days a week)</b>			
<b>1</b> (16-18 hours)	17	17 (One Day a Week)	50 min
	15	15 (One Day a Week)	1 hr. 5 min
	13	13 (One Day a Week)	1 hr. 5 min
	8/8	16 (Two Days a Week)	50 minutes
	5/5/5	10 (Two Days a Week)	1 hr. 30 min

*Fall and Spring Contact Hour Guide for 3 day a week Lecture Classes*

[Note: Classes cannot end on the :55 minute or :00 hour (e.g.: 8:55 or 9:00)]

<b>Units and semester contact hours</b>	<b>Course Length (weeks)</b>	<b># of meeting days (assuming 3x a week)</b>	<b>Class Length</b>
<b>5</b> (80-90 hours)	17	49-50	1 hr. 30 min
	15	44	1 hr. 50 min
	13	38	2 hr. 5 min
	8/8	23	3 hr. 35 min
	5/5/5	14	6 hr. 10 min
<b>4</b> (64-72 hours)	17	49-50	1 hr. 10 min
	15	44	1 hr. 20 min
	13	38	1 hr. 30 min
	8/8	23	2 hr. 50 min
	5/5/5	14	4 hr. 50 min
<b>3</b> (48-54 hours)	17	49-50	50 min
	15	44	1 hr. 5 min
	13	38	1 hr. 10 min
	8/8	23	2 hr. 5 min
	5/5/5	14	3 hr. 30 min
<b>2</b> (32-36 hours)	8/8	23	1 hr. 15 min
	5/5/5	14	2 hr. 15 min
<b>1</b> (16-18 hours)	5/5/5	14	1 hr. 5 min

*Fall and Spring Contact Hour Guide for 4 day a week Lecture Classes*

[Note: Classes cannot end on the :55 minute or :00 hour (e.g.: 8:55 or 9:00)]

<b>Units and semester contact hours</b>	<b>Course Length (weeks)</b>	<b># of meeting days (assuming 4x a week)</b>	<b>Class Length</b>
<b>5</b> (80-90 hours)	17	66-67	1 hr. 5 min
	15	58	1 hr. 15 min
	13	50	1 hr. 30 min
	8/8	30	2 hr. 50 min
	5/5/5	19	4 hr. 25 min
<b>4</b> (64-72 hours)	17	66-67	50 min
	15	58	1 hr. 5 min
	13	50	1 hr. 10 min
	8/8	30	2 hr. 10 min
	5/5/5	19	3 hr. 25 min
<b>3</b> (48-54 hours)	13	50	50 min
	8/8	30	1 hr. 30 min
	5/5/5	19	2 hr. 30 min
<b>2</b> (32-36 hours)	5/5/5	19	1 hr. 30 min

*Fall and Spring Contact Hour Guide for 1 day a week Lab Classes*

[Note: Classes cannot end on the :55 minute or :00 hour (e.g.: 8:55 or 9:00)]

Units and semester contact hours	Course Length (weeks)	# of meeting days (assuming 1x a week)	Class Length
<b>2</b> (96-108 hours)	17	17	6 hr. 5 min
<b>1</b> (48-54 hours)	17	17	3 hr. 5 min
	15	15	3 hr. 20 min
	13	13	4 hr. 5 min
	8/8	8	6 hr. 25 min

*Fall and Spring Contact Hour Guide for 2 day a week Lab Classes*

[Note: Classes cannot end on the :55 minute or :00 hour (e.g.: 8:55 or 9:00)]

Units and semester contact hours	Course Length (weeks)	# of meeting days (assuming 2x a week)	Class Length
<b>3</b> (144-162 hours)	17	33-34	4 hr. 35 min
	15	29	5 hr. 15 min
	13	25	6 hr. 10 min
<b>2</b> (96-108 hours)	15	29	3 hr. 25 min
	13	25	4 hr. 5 min
<b>1</b> (48-54 hours)	17	33-34	1 hr. 20 min
	15	29	1 hr. 30 min
	13	25	1 hr. 50 min
	8/8	15	3 hr. 20 min
	5/5/5	10	5 hr. 10 min



*Fall and Spring Contact Hour Guide for 3 day a week Lab Classes*

[Note: Classes cannot end on the :55 minute or :00 hour (e.g.: 8:55 or 9:00)]

<b>Units and semester contact hours</b>	<b>Course Length (weeks)</b>	<b># of meeting days (assuming 3x a week)</b>	<b>Class Length</b>
<b>3</b> (144-162 hours)	17	49-50	3 hr. 5 min
	15	44	3 hr. 20 min
	13	38	3 hr. 50 min
<b>2</b> (96-108 hours)	17	49-50	1 hr. 50 min
	15	44	2 hr. 10 min
	13	38	2 hr. 30 min
	8/8	23	4 hr. 20 min
<b>1</b> (48-54 hours)	17	49-50	50 min
	15	44	1 hr. 5 min
	13	38	1 hr. 10 min
	8/8	23	2 hr. 5 min
	5/5/5	14	3 hr. 30 min

*Fall and Spring Contact Hour Guide for 4 day a week Lab Classes*

[Note: Classes cannot end on the :55 minute or :00 hour (e.g.: 8:55 or 9:00)]

<b>Units and semester contact hours</b>	<b>Course Length (weeks)</b>	<b># of meeting days (assuming 4x a week)</b>	<b>Class Length</b>
<b>3</b> (144-162 hours)	17	66-67	2 hr. 10 min
	15	58	2 hr. 25 min
	13	50	2 hr. 50 min
	8/8	30	5 hr. 10 min
<b>2</b> (96-108 hours)	17	66-67	1 hr. 20 min
	15	58	1 hr. 30 min
	13	50	1 hr. 50 min
	8/8	30	3 hr. 20 min
	5/5/5	19	5 hr. 20 min
<b>1</b> (48-54 hours)	13	50	50 min
	8/8	30	1 hr. 30 min
	5/5/5	19	2 hr. 30 min

## Summer Scheduling Blocks

The following time blocks will be used 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

<b>3-unit lecture</b>	<b>MTWTh</b>	<b>38 meetings</b>	<b>1 hour 10 minutes</b>
	TWTh	29 meetings	1 hour 30 minutes
	MTW	27 meetings	1 hour 50 minutes
	TTh	19 meetings	2 hours 30 minutes
	MW	18 meetings	2 hours 50 minutes
<b>4-unit lecture</b>	<b>MTWTh</b>	<b>38 meetings</b>	<b>1 hour 30 minutes</b>
	TWTh	29 meetings	2 hours 10 minutes
	MTW	27 meetings	2 hours 20 minutes
	TTh	19 meetings	3 hours 25 minutes
	MW	18 meetings	3 hours 50 minutes
<b>5-unit lecture</b>	<b>MTWTh</b>	<b>38 meetings</b>	<b>2 hours 05 minutes</b>
	TWTh	29 meetings	2 hours 55 minutes
	MTW	27 meetings	3 hours 05 minutes
	TTh	19 meetings	4 hours 25 minutes
	MW	18 meetings	4 hours 50 minutes
<b>1 unit lab</b>	<b>MTWTh</b>	<b>38 meetings</b>	<b>1 hour 10 minutes</b>
	TWTh	29 meetings	1 hour 30 minutes
	MTW	27 meetings	1 hour 50 minutes
	TTh	19 meetings	2 hours 30 minutes
	MW	18 meetings	2 hours 50 minutes

Note: Last updated March 1, 2023, to account for Juneteenth Holiday.

### 8 Week Summer Session

<b>3-unit lecture</b>	<b>MTWTh</b>	<b>30 meetings</b>	<b>1 hour 30 minutes</b>
	TWTh	21 meetings	2 hours 15 minutes
	MTW	19 meetings	2 hours 30 minutes
	TTh	11 meetings	4 hours 35 minutes
	MW	10 meetings	5 hours 10 minutes
<b>4-unit lecture</b>	<b>MTWTh</b>	<b>30 meetings</b>	<b>2 hours 10 minutes</b>
	TWTh	21 meetings	3 hours 10 minutes
	MTW	19 meetings	3 hours 25 minutes
	TTh	11 meetings	6 hours 15 minutes
<b>5-unit lecture</b>	<b>MTWTh</b>	<b>30 meetings</b>	<b>2 hours 50 minutes</b>
	TWTh	21 meetings	4 hours 00 minutes
	MTW	19 meetings	4 hours 25 minutes
<b>1 unit lab</b>	<b>MTWTh</b>	<b>30 meetings</b>	<b>1 hour 30 minutes</b>
	TWTh	21 meetings	2 hours 15 minutes
	MTW	19 meetings	2 hours 30 minutes
	TTh	11 meetings	4 hours 35 minutes
	MW	10 meetings	5 hours 10 minutes

Note: Last updated March 1, 2023, to account for Juneteenth Holiday.

### 5 Week Summer Session

<b>3-unit lecture</b>	<b>MTWTh</b>	<b>18 meetings</b>	<b>2 hours 50 minutes</b>
	TWTh	15 meetings	3 hours 20 minutes
	MTW	14 meetings	3 hours 30 minutes
<b>4-unit lecture</b>	<b>MTWTh</b>	<b>18 meetings</b>	<b>3 hours 50 minutes</b>
<b>0.5-unit PE</b>	<b>MTWTh</b>	<b>9 meetings</b>	<b>0 hours 50 minutes</b>
	TTh	6 meetings	1 hours 15 minutes
	MW	3 meetings	2 hours 50 minutes

Note: Last updated March 1, 2023, to account for Juneteenth Holiday.

## 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, 8 weeks, and 5 weeks. Only 5 and 8-week classes can end before finals week. Five-week and 8-week classes need to be scheduled consecutively, and with a companion so that the room is not empty for the rest of the term. For example, 8-week classes need 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 ([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 has the option to rollover the previous year's schedule.**

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 when possible. 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. Faculty teaching these courses follow the SBCCD/SBCCDTA negotiated contract. 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 earn 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](#)). It is currently under the Dean of Student Services. 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, 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"	
FIRE1 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.

## Non-Credit vs. Not for Credit

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.

## Room Assignment

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.

Faculty Department Chairs work with the Office of Instruction to identify the best rooms for each section using the room prioritization document (shown on the next page). The Chair should take into consideration prioritizations, course caps and room capacity, room amenities, program specific lab spaces, and other reasonable requests.

For smaller/lower enrolled 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 (by room)

\* Will be out of use starting in Spring 2024

NEW	Capacity	First Priority	Second Priority	Third Priority	Type
ARTS 101	24	Fine Arts			ART
ARTS 120	40	Fine Arts	Mathematics		Classroom – Studio/Lab
ARTS 127	40	Mathematics			Classroom
ARTS 128		<b>NOT IN USE</b>			
ARTS 130	24	Fine Arts			ART - Studio
CDC 106	30	Human Development	English and Reading		Classroom
CDC 115	40	Human Development			Classroom
CNTL ???	37	Business and Information Technology	Mathematics		PC Lab
CNTL 109		Business and Information Technology			Hardware Lab
CNTL 118	37	Business and Information Technology			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	Physical & Biological Sciences		Lecture Hall
CNTL 132	77	Physical and Biological Sciences	Social Science	Business and Information Technology	Lecture Hall
CNTL 134	36	Mathematics			Classroom
CNTL 135	36	Mathematics			Classroom
CNTL 136	32	Mathematics			Classroom
CNTL 202	41	Communication and Language	Fine Arts		Classroom
CNTL 203	45	Communication and Language			Classroom
CNTL 209	49	Social Science			Classroom
CNTL 210	40	Business and Information Technology			Classroom
CNTL 237	39	Mathematics	Physical & Biological Sciences		Classroom
CNTL 238	39	Mathematics	Physical & Biological Sciences		Classroom
CNTL 244	77	Physical and Biological Sciences			Lecture Hall
CNTL 245	77	Social Science	Physical & Biological Sciences		Lecture Hall
CNTL 246	32	Physical and Biological Sciences			PHYSIC lab
CNTL 247	40	Mathematics			Classroom
CNTL 250	32	Physical and Biological Sciences			PHYSIC lab
CNTL 302	40	Social Science			Classroom
CNTL 306	40	Social Science	Communication and Language		Classroom
CNTL 307	36	Communication and Language			Classroom
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
EAST 101	70	Social Science			Lecture Hall



NEW	Capacity	First Priority	Second Priority	Third Priority	Type
EAST 103		English and Reading			READ lab
EAST 104	33	English and Reading			Classroom
EAST 105	35	Communication and Language	English and Reading		Classroom
EAST 106	35	Communication and Language	Mathematics		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
LRC 231	102	Social Science			Lecture Hall
NRTH 101	40	Mathematics			Classroom
NRTH 102	40	Mathematics			Classroom
NRTH 107	30	Physical and Biological Sciences			GEOL lab
NRTH 109	32	Physical and Biological Sciences			GEOL lecture/lab
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
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 113	56	Allied Health			RESP
PSAH 115	54	Allied Health			RESP
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 224	70	Allied Health	Public Safety and Services	Social Science	Lecture Hall
PSAH 226	70	Public Safety and Services	Fine Arts	Social Science	Lecture Hall
WEST 106	40	Communication and Language	Human Development		Classroom
WEST 107	25	Communication and Language	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 111	40	Human Development	English and Reading	Communication and Language	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 218	45	Human Development	Social Science		Classroom
WEST 219	25	English and Reading			Classroom

\* Blue lines indicate designated rooms. These rooms cannot be taken by other disciplines.

Room Prioritization Chart (by department)

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	Physical & Biological Sciences		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
CNTL 307	36	Communication and Language			
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
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

NEW	Capacity	First Priority	Second Priority	Third Priority	Type
ARTS 127	40	Mathematics			Classroom
CHL 202		Mathematics			PC Lab
CNTL 136	32	Mathematics			Classroom
CNTL 237	39	Mathematics	Physical & Biological Sciences		Classroom
CNTL 238	39	Mathematics	Physical & Biological Sciences		Classroom
CNTL 247	40	Mathematics			Classroom
NRTH 101	40	Mathematics			Classroom
NRTH 102	40	Mathematics			Classroom
ARTS 120	40	Mathematics			Classroom
ARTS 128		<b>NOT IN USE</b>			
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	Physical & Biological Sciences		Lecture Hall
CNTL 306	40	Social Science	Communication and Language		Classroom
CNTL 302	40	Social Science			Classroom
EAST 101	70	Social Science			Lecture Hall
LRC 231	102	Social Science			Lecture Hall

\* Blue lines indicate designated rooms. These rooms cannot be taken by other disciplines.

## 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		

**Performing 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	Bulletin 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	Bulletin 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		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 Seat	Type of Seating	Smart Classroom	Projector	LCD Projector	Computer	DVD/VHS Combo	Document	Amplifier	Maps	Smart Board	White Board	Chalk Board	Rocks	Microscopes	Podium	Bulletin Board	Periodic Table		
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 Seat	Type of Seating	Smart Classroom	Projector	LCD Projector	Computer	DVD/VHS Combo	Document	Amplifier	Maps	Smart Board	White Board	Chalk Board	Rocks	Microscopes	Podium	Bulletin Board			
101	Drawing Lab	24	Tables & Stools																		
120	Classroom	42	Desks Chairs		X	X	Teacher						X								
127	Classroom	48	Desks Chairs		X	X	Teacher						X								
130	Arts Lab	32	Tables & Stools																		

East Complex (EAST)																					
Room #	Type of Room	# of Seat	Type of Seating	Smart Classroom	Projector	LCD Projector	Computer	DVD/VHS Combo	Document	Amplifier	Maps	Smart Board	White Board	Chalk Board	Rocks	Microscopes	Podium	Bulletin Board			
101	Classroom	75	Desks		X	X	Teacher						X								
104	Computer Lab	33	Desks W/ Computer		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 Seat	Type of Seating	Smart Classroom	Projector	LCD Projector	Computer	DVD/VHS Combo	Document	Amplifier	Maps	Smart Board	White Board	Chalk Board	Rocks	Microscopes	Podium	Bulletin Board			
101	Computer Lab	25	Desks				Teacher &														
109	EMS/Paramedic Classroom	65	Tables and		X	X	Teacher						X				X				
111	EMS/Paramedic Classroom	40	Tables and		X	X	Teacher						X				X				
113	Resp. Classroom	44	Tables and		X	X	Teacher						X				X				
115	Resp. Classroom	36	Tables and		X	X	Teacher						X				X				
201	Fire Classroom	73	Tables and		X	X	Teacher						X				X				
213	Fire Classroom	45	Tables and		X	X	Teacher						X				X				
215	Fire Classroom	45	Tables and		X	X	Teacher						X				X				
226	Classroom	74	Tables and		X	X	Teacher						X				X				
224	Classroom	74	Tables and		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	Bulletin 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	Bulletin 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																				



## PREPARING FOR THE SEMESTER

### Part-Time Faculty Interviewing, Recommendations, On-Boarding, and Staffing

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 the division dean for details.

All part-time faculty must meet the minimum qualifications adopted by the Board of Governors for California Community College or possess a valid credential as provided for in Ed. Code 87355. This information can be accessed by viewing the [minimum qualifications on the CCCCCO website](#). 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). The current non-parity teaching loads are as follows for the Physical and Biological Sciences Department:

1. Lecture (3-unit): carries a 0.2 teaching load
2. Lab (1-unit): carries a 0.143 teaching load
3. Lab (2-unit): carries a 0.286 teaching load

This includes classes at both campuses (Valley and Crafton). The current load for individual faculty can be checked by running the following Informer Report: [Total Adjunct Faculty Load or FTEF 67% rule](#). The report must be run on campus. Load can also be computed 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 24. The **Instructional FTEF & Contact Hour Sheet** in the [calculator](#) can also be used to calculate load. 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, inquire with the appropriate division dean.

Each year the district disseminates a “seniority list” for part-time faculty. This list must be used by chairs when offering classes to part-time faculty. Each department has a slightly different process, but the process needs to be documented and kept by the Department Chair.

To gather information about your Part-Time Faculty’s availability, a form (such as the sample shown below) can be used.

## Responsibilities for Part-Time Faculty

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 your 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:

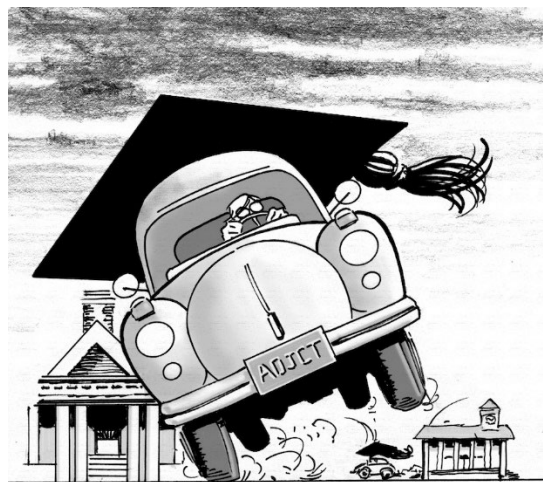
- A. Up to .4 load for .50 scheduled office hour per week per semester or session
- B. .401 load and above for 1 scheduled office hour per week per semester or session

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

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

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

The division dean will provide the appropriate forms for requesting compensation. For load amount questions, please reach out to your division office.



## Availability Sheet

**To:** Part Time American Sign Language Faculty

**From:** Breanna Andrews  
 Chair, Communication and Language Department

**Date:** September 1, 2020

**Re: SPRING 2021**

We are beginning the process of staffing classes for the **SPRING 2021** semester. I would like to know your availability and preferences concerning teaching next semester. If you could return this information to me via e-mail ([bandrews@craftonhills.edu](mailto:bandrews@craftonhills.edu)) as soon as possible, but at the latest by **September 11, 2020**, I would appreciate it. Thanks.

Name \_\_\_\_\_

\_\_\_\_\_ I am not available to teach during the **2021 Spring semester**.

\_\_\_\_\_ I am available to teach  1 class /  2 classes (10 units max) during this semester.

**Please shade the time slots that you CAN teach in green, and the time slots you CANNOT teach in red. Leave blank any times that are available to teach. If there are class times you prefer, mark those times with a "P." I will do my best to accommodate your preferences.**

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>SAMPLE</b>					
7:00					
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					
4:00					
5:00					
6:00					
7:00					
8:00					
9:00					

**Please return this form or e-mail me this information no later than September 11, 2020.**

## Course Material Requisitions and ZTC/LCT

ZTC/OER materials are recommended when they are available, of appropriate rigor, and meet student learning outcomes.

Book orders and material requisition are to be submitted through the Follet app on the left side tool bar on Canvas. Orders are due by the following dates:

- For Spring semester, book orders must be received by October 15th
- For Summer semester, book orders must be received by March 15th
- For Fall semester, book orders must be received by April 15th

If you use the same materials, every semester, then these dates do not apply to you.

In collaboration with the Faculty Department Chairs and the Office of Instruction, the following process for adopting course materials has been developed. If the course material adoption request is not received by the due date, your last placed adoption will be the only text ordered for the course. If you want to auto renew the previous course semester's text and materials, you do not need to respond to the request. If you use OER materials or no course materials are required, ensure that the bookstore is aware of this, and it will auto renew until the bookstore is otherwise notified. Any course material changes past the auto adopt date will need to be approved by your department chair and/or discipline lead.

Adopting on time contributes to course materials affordability. By submitting adoptions prior to the due date or by the due date, your campus store has time to source used and rental inventory which translates to savings for your students. If you consistently use the same book from term to term, partner with the campus store to let them know because this will translate into even larger savings for your students.

Follett Discover allows you to easily discover, research, and adopt course materials all in one place. In addition to adopting traditional print materials, Follett Discover makes it easy to search and adopt non-traditional materials such as YouTube videos and open education resources.

### How to Access Follett Discover

1. Log into CANVAS
2. Select Follett Discover or the Follett Discover icon
3. Start discovering!

If you have any questions about the tool or how it works, I'm happy to help, Watch a Follett Discover demo video to learn more – <https://www.follett.com/discover/training.cfm>

## Faculty Interested in Teaching Distance Education

The [instructor verification process](#) to teach online is available on the Educational Technology Committee (ETC) Web Site. Prior to teaching online at Crafton, this process will need to be completed.

## Syllabus

It is required that all faculty submit a copy of all syllabi to the division dean. It may be something a chair also wants in the event of a student grievance. However, upon request, Chairs should be able to get a copy from the dean's office. According to the 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 part-time faculty.

## Syllabus Checklist

(ACCJC Reference Handbook, Standard II, A3)

### **Recommended Best Practices**

Does your syllabus contain the following?



#### **1. Course Information:**

- Name of College
- Course Title
- Section and Reference Number
- Course Number
- Number of Units
- Day, Year, Time, Place of Class Meetings

#### **2. Contact Information:**

- Instructors' Name
- Office Location (Optional for Part Time Instructors)
- Office Hours (Optional for Part Time Instructors)
- At least one method of Contact: Phone, e-mail, etc.

#### **3. Course Description:**

- Catalog Description
- Course Prerequisites
- SLO's
- Syllabus Subject to Change (Disclaimer)

#### **4. Schedule:**

- Final Exam Date/Time/Place

#### **5. Safety:**

- Special Procedures/Safety (Labs) (Requirement if applicable)
- Special Event Days: Field Trips, etc. (Requirement if applicable)

#### **6. Materials:**

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

#### **7. Policies and Grading Methods:**

- Attendance/Absence Policy
- Make-Up Exam/Quiz/Lab Policy
- Late Work Policy
- Percent/Points Possible and Grading Scale/Policy

#### **8. Statement on Accommodations:**

- DSPS Accommodations

## **Other Elements**

Would your students benefit from any of the following?

### **1. Course Assessment:**

- 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



### **2. Methods of Learning:**

- Advice on Studying for Exams/Quizzes
- Advice on Reading Materials for Class
- Student Workload Policy
- Copies of Past Exams/Model Papers

### **3. Resources:**

- Academic Support Services on Campus
- Location of Class Materials
- Copies of Past Exams/Model Papers
- Internet Links/Resources
- Policy on Audio/Video Recording of Lecture

### **4. Course Disclaimers:**

- Disclaimer Regarding Course Content
- Sexual Harassment
- Honesty Policy Regarding Cheating, etc. ([Reference Student Handbook](#))
- Classroom Conduct
- Auditing Policy
- Cell Phone/Tablet/Technology Policy

### **5. Miscellaneous:**

- Signature of Understanding of the Syllabus
- Chain of Command
- FERPA
- Instructor/Student Rights
- Any other information that would help the students succeed in class

## Student Course Challenges vs. Credit by Exam

### Course Challenges

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, and the other is a prerequisite challenge (see next page).

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 or Faculty Lead of the discipline.
- 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 the Faculty Lead of the discipline or Department Chair.

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.



## Differences between a Course Challenge and a Credit by Exam

 <p><b>Course Challenge or Credit by Exam?</b></p>	<p><b>Course Challenge</b></p> 	<p><b>Credit by Exam</b></p> 
<p><b>Who is this process for?</b></p>	<p>Students who want to skip an intro level course without earning the units for the course. Students who are not planning to major in the specific discipline.</p>	<p>Students who want to skip an intro level course AND earn the units for the course. Students who are planning to major in the specific discipline. Foreign Language courses must be challenged or assessed in sequence from lowest to highest level.</p>
<p><b>How much does this test cost?</b></p>	<p>Free</p>	<p>Student pays for the units plus associated fees</p>
<p><b>What steps do I need to take?</b></p>	<ol style="list-style-type: none"> <li>1. It is highly recommended that a student meet with a counselor before completing and submitting the Course Challenge form.</li> <li>2. Student completes the Course Challenge form, attaches appropriate documentation, and submits it to the Department Chair or Faculty Lead of the discipline.</li> <li>3. Faculty administers the Challenge Process and communicates results to the office of Instruction.</li> <li>4. The office of Instruction enters the EQ in Colleague with notes, if approved.</li> <li>5. The Office of Instruction will notify the student and inform them of appropriate next steps.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student obtains form in Admissions and Records. Admissions &amp; Records will verify the student is currently enrolled and has completed 12 units at CHC (some exceptions may be granted).</li> <li>2. Student must obtain approval from the instructor.</li> <li>3. Student turns in form at CBO to pay for the exam/review fee(s).</li> <li>4. Student works with the Full Time Instructor in the Discipline to schedule the exam. Dean and VPI must sign off on the exam.</li> <li>5. Full Time Instructor in the Discipline administers the exam.</li> <li>6. Full Time Instructor in the Discipline returns the completed form with a grade to the Admissions Office for posting.</li> <li>7. Admissions enters the grade and notifies the student.</li> </ol>
<p><b>What happens after the process?</b></p>	<p>If the student meets the Course Challenge Requirements, they can enroll in the next level course. If the student does not meet the Course Challenge Requirements, the student can enroll in the lower level class and take the courses in their traditional sequence.</p>	<p>This assessment is graded. The grade earned will be submitted for documentation on the student's transcript and units will be awarded accordingly.</p>
<p><b>Need more info? Visit these website</b></p>	<p><a href="https://craftonhills.smartcatalogiq.com/2020-2021/Catalog/Section-III-What-You-Need-To-Know/Registration-and-Enrollment-Policies/Prerequisites-Corequisites-and-Departmental-Recommendations/Prerequisite-Corequisite-Challenge-Process">https://craftonhills.smartcatalogiq.com/2020-2021/Catalog/Section-III-What-You-Need-To-Know/Registration-and-Enrollment-Policies/Prerequisites-Corequisites-and-Departmental-Recommendations/Prerequisite-Corequisite-Challenge-Process</a></p>	<p><a href="https://www.craftonhills.edu/admissions-and-records/enroll/credit-by-examination.php">https://www.craftonhills.edu/admissions-and-records/enroll/credit-by-examination.php</a></p>

## Student Workers

Many departments have the ability or need to hire positions other than part-time faculty. These positions may have different deadlines for hiring, as well as different requirements for renewing the employee's contract.

**Federal Work Study Students:** These positions are paid for by the government and reserved only for students who meet specific qualifications. Students apply through financial aid. Requests for a federal work study student can be made anytime during the year. Hiring and funding is done through financial aid.

**ISEEK Students:** ISEEK is a program privately funded program from donations to the college and is regulated through Crafton Hills College's Foundation. At the beginning of each semester an e-mail is sent from the Foundation with information on how to request an ISEEK student. Limited funds are

available, however, if funds remain a student can be requested any time during the year. Hiring and funding is done through the foundation. Workers are assigned based on the time frame you request. However, ISEEK students must continue to fill out paperwork and check in with the foundation to remain employed. Continued employment beyond one year is dependent upon funding.

**Non instructional hourly Student Worker:** These types of workers are paid through department funds. They must be a current student. A worker may be hired at any time during the year. The process begins with the new hire meeting and filling out paperwork with your Division Secretary. New hires must be approved by the board.

**Non-instructional hourly worker:** These types of workers are paid through department funds. A worker may be hired at any time during the year. The process begins with the new hire meeting and filling out paperwork with your Division Secretary. New hires must be approved by the board.

**Professional expert:** Those seeking employment as a professional expert need to request an application from the department chair and meet the qualifications for the requested position. The criteria for employment will differ from discipline to discipline and those seeking employment should consult with the department head before seeking an application.

**SBCCD-approved Volunteer:** This is a non-paid position. Student and non-student volunteer who would like to gain experience on campus during business hours may identify with an individual who they want to volunteer with. A SBCCD volunteer form will be required and submitted to SBCCD office. The submission will need approval from the Dean and SBCCD Board. Once approved by SBCCD, the volunteer work may begin. The timeline of volunteer work may be requested on the volunteer form.

If you are the one requesting any of these hires although you are not technically a supervisor, you will be asked to sign off on the employee's monthly timecard in order for them to be paid. Timecards are usually filled out by the employee and turned into you by the 11th of each month. You will sign it and then have the employee take it to the division secretary, or foundation depending on the funding source.

The number of hours these employees can work will vary depending on funding sources and title.

## TEACHING

### Substitute Instructors

If a faculty member, full or part-time, is going to miss class or several classes they need to contact the Dean to assist them in arrangements for a substitute.

### Student Concerns

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 it 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.

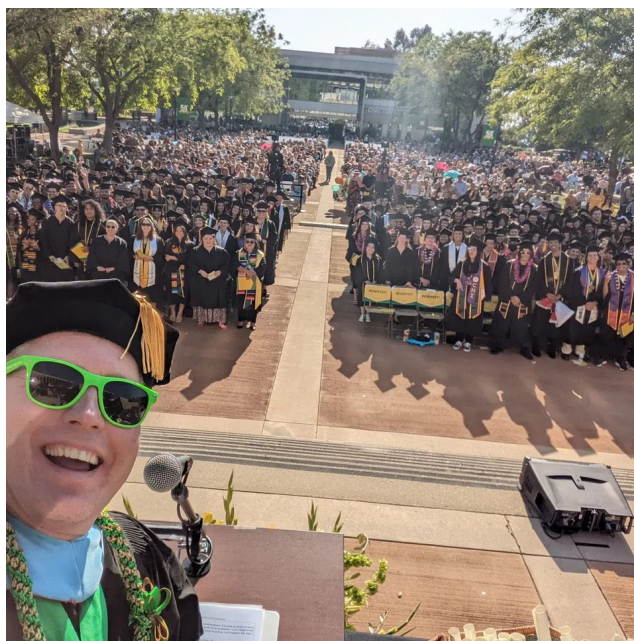
Make sure the student has approached the instructor and tried to work with them first, before moving on to the next step. After confirming the student has previously voiced their concerns, and could not agree, the department chair will attempt to mediate the situation and collect both sides of the situation. If a compromise cannot take place, the chair can forward the communication to the division dean.

## Student Conduct

If situations arise where harassment (verbal, physical, sexual, etc.) is experienced and/or there is a violation of academic integrity, contact the Dean of Student Services or the VP of Student Services. This is outlined in [AP 5500, Standards of Conduct and Disciplinary Procedures](#).

## Travel

The [Travel/Conference Request and Claim Form](#) (formerly AC-9 and AC-10) is used to request and gain approval for off campus travel or conference attendance and funding, as well as refund expenses. Part A and B must be completed, submitted, and approved before travel. Upon completion of travel, part C will need to be completed and have all receipts attached to receive a reimbursement.



# EXTRA LINKS AND RESOURCES

## Department Chair Extra Work Stipend

Per the CTA contract, 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**, can be compensated. Exceptions to performing the duties on campus may be made by mutual agreement between the chair and supervising manager. The following form must be completed and submitted upon returning from the break.

[Form can be found on the Department Chairs SharePoint.](#)

<u>Department Chair Work Summer</u>		
Name: _____		Term: _____
Per the CTA contract, 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.		
Date	Time Spent in Mins	Duties Performed
<b>0</b>		<b>Total Number of Hours Worked</b>
<b>X</b>	Department Chair's Signature & Date	
<b>X</b>	Division Dean's Signature & Date	
For Internal Office Use		Total Payment: \$       -
		Board Approval Date: _____
<b>X</b>		Vice President of Instruction & Date