Faculty Chair Handbook
2025-2026

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.
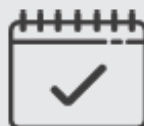
4 ACCREDITATION & SLOS

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.

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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 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, active listening, 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** (5): Physical & Biological Sciences, Business & Economics, English & Reading, Fire & Public Safety, Performing Arts
  - **Odd Years** (11): Allied Health, Communication & Language, Computer & Information Science, Counseling & Career Services, Human Development, Kinesiology & Health Education, Library, Mathematics, Social and Cultural Studies, Social Sciences, Visual & Media Arts

- 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.

- 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 2025-2026 and 2026-2027 academic years:

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.

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 2nd semester of the chair's term, which shall include a survey of the department faculty using the following:

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

- 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
August	IN-SERVICE (during designated Department time **on PD Calendar**): ○ 6-year revisions and DE addendums (due in Oct.) ○ Program Plan/Annual Plan – integrating goals for DEI ○ Review SLO data – including disproportional impact ○ Budget (if applicable) Send "Welcome Back" email, request syllabi, and summarize the department's DEI work. Schedule department meetings – support inclusive discussion and promote the department's desire for all members to participate in decision-making processes.
September	Send out availability sheets for spring. Discuss with Dean before/when offering classes. Make sure to follow the seniority list. Complete/Delegate faculty evaluations. Plan class schedules for next summer and fall.
October	Submit book orders for upcoming spring (if needed). Promote use of ZTC and LTC when appropriate. 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.)
November	Inform instructors which courses will need SLO assessments this semester and share department guidelines on assessing SLOs Remind Part-Timers to submit FLEX hours to be paid for them by… (enter due date)
December	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.
January	IN-SERVICE (during designated Department time **on PD Calendar**): ○ 6-year revisions and DE addendums (due in Oct.) ○ Program Plan/Annual Plan – integrating goals for DEI ○ Review SLO data – including disproportional impact ○ Budget (if applicable) Send "Welcome Back" email, request syllabi, and summarize the department's DEI work. Schedule department meetings – support inclusive discussion and promote the department's desire for all members to participate in decision-making processes. Through the PPR tool, complete department level program prioritization and roll up.
February	Send out availability sheets for fall and summer (including part- and full-time faculty for summer) Discuss with Dean before/when offering classes. Make sure to follow the seniority list (remembering to offer summer courses to full-time faculty first). Complete/Delegate faculty evaluations. Plan class schedules for next spring.
March	Submit book orders for summer and fall (if needed). Promote use of ZTC and LTC when appropriate. 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.)
April	Inform instructors which courses will need SLO assessments this semester and share department guidelines on assessing SLOs Remind Part-Timers to submit FLEX hours to be paid for them by… (enter due date)
May	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.

DEPARTMENT PLANNING

Communication

JD13. The department chair ensures regular and effective communication with administration, faculty, staff, students, and the community regarding departmental programs and initiatives. This includes maintaining the accuracy of the department's website and facilitating ongoing discussions. To foster engagement, the chair holds two department meetings per semester and conducts monthly or bi-monthly check-ins with faculty and staff.

Planning and Program Review

JD5. The department chair provides leadership in coordinating and facilitating the preparation of departmental planning and program review (PPR) documents. This process is a collaborative effort that includes faculty, staff, and other departments as needed. Faculty chairs work closely with their assigned PPR coach to guide the preparation of these documents. While the chair plays a key coordinating role, the responsibility for developing PPR documents is shared among all faculty and staff within the department.

Each fall, the Planning and Program Review Committee (PPR) distributes a timeline for the review process (see the sample on the next page). The most current timeline can be found at the bottom of the PPR website under "Planning & Program Review Materials."

The PPR process includes:

- **Annual updates** to Student Learning Outcomes (SLOs).
- **Biennial updates** to program goals, objectives, and Program Learning Outcomes (PLOs).
- **Comprehensive review every four years**, requiring programs to complete all sections and update their four-year plan.

Additionally, programs must analyze disaggregated course completion and success rates to identify any disproportionate impact related to gender, age, or ethnicity. If disparities exist, an action plan must be developed to address them.

Comprehensive planning is essential, as these documents serve as the foundation for resource allocation, including funding for equipment, supplies, and personnel. Instructions and planning templates are available on the college's PPR website. To access these materials, visit the **Program Review** page (requires campus single sign-on login).

Requests for additional tenure-track faculty originate from the Program and Planning Review (PPR) process and are prioritized by Faculty Department Chairs. This process begins in mid-fall for the following academic year.

Department Chairs collaborate to identify and recommend the top five full-time faculty positions they believe should be considered, without ranking them in order of priority. Faculty seeking to have their positions included in this recommendation must provide both quantitative and qualitative justification, including:

1. **Full-Time to Part-Time Faculty Load Ratio** – This includes part-time faculty and overload assignments.
2. **Reasons for Recommending a Full-Time Faculty Hire**, such as:
   - **Discipline Expertise** – If it is challenging to find qualified faculty to teach in a particular discipline.
   - **Program Expansion & Enrollment Growth** – If hiring a full-time faculty member would support program development and increased enrollment.
   - **Institutional Initiatives** – If the hire directly supports key initiatives, such as equity efforts or guided pathways.

Department Chairs submit their recommendations, along with the supporting data, for administrative review. The administration then evaluates the recommendations and supporting evidence to make final hiring decisions.

Crafton Hills College
Four-Year Planning Schedule – Start Year 2024-2025

Requirements for Each Type of Plan

1. **SLOs (Copy prior plan and submit)** – Programs need to continue assessing and reporting SLOs using the SLO Cloud reporting tool. Plan needs to be copied from the prior year and finalized by the Two-Year 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.)

2. **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.

3. **PR** – Program Review – Complete all questions and write a four-year plan. **Please note: You will not be able to copy over prior year goals, objectives, and resource requests for Question 10.**

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

	2024 2025	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	2030 2031
Office of the President	**0**	**0**	**1**	**0**	**0**	**0**	**1**
Institutional Advancement	2yr	SLO	PR	SLO	2yr	SLO	PR
Administrative Services	**2**	**0**	**1**	**0**	**2**	**0**	**1**
Athletics/Aquatics Program	PR	SLO	2yr	SLO	PR	SLO	2yr
Facilities (Custodial, Maintenance, & Grounds)	PR	SLO	2yr	SLO	PR	SLO	2yr
Technology Services	2yr	SLO	PR	SLO	2yr	SLO	PR
Instruction							
Social, Information, and Natural Sciences	**10**	**1**	**2**	**1**	**10**	**1**	**2**
Biological Science and Physical Science							
Biological Sciences	PR	SLO	2yr	SLO	PR	SLO	2yr
Chemistry	2yr	SLO	PR	SLO	2yr	SLO	PR
Earth Science (Environmental Science, Geography, Geology, Oceanography)	PR	SLO	2yr	SLO	PR	SLO	2yr
Physics/Astronomy	PR	SLO	2yr	SLO	PR	SLO	2yr
College Honors Institute	2yr	SLO	PR	SLO	2yr	SLO	PR
Kinesiology/Health Education/Athletics	SLO	PR	SLO	2yr	SLO	PR	SLO
Mathematics	PR	SLO	2yr	SLO	PR	SLO	2yr
Social and Cultural Studies							
Philosophy/Religious Studies	SLO	2yr	SLO	PR	SLO	2yr	SLO
Sociology	PR	SLO	2yr	SLO	PR	SLO	2yr
Social Sciences							
Anthropology	PR	SLO	2yr	SLO	PR	SLO	2yr
History	PR	SLO	2yr	SLO	PR	SLO	2yr
Political Science	PR	SLO	2yr	SLO	PR	SLO	2yr
Psychology	PR	SLO	2yr	SLO	PR	SLO	2yr
STEM Program and Center	PR	SLO	2yr	SLO	PR	SLO	2yr

Crafton Hills College
Four-Year Planning Schedule – Start Year 2024-2025

	2024 2025	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	2030 2031
Career Education and Human Development	**1**	**4**	**1**	**5**	**1**	**4**	**1**
Allied Health Services							
Allied Health / Respiratory Care	SLO	PR	SLO	2yr	SLO	PR	SLO
Radiologic Technology	SLO	PR	SLO	2yr	SLO	PR	SLO
Business, Economics and Information Technology							
Business/Accounting/Marketing	SLO	PR	SLO	2yr	SLO	PR	SLO
Economics	SLO	2yr	SLO	PR	SLO	2yr	SLO
Child Development Center	SLO	2yr	SLO	PR	SLO	2yr	SLO
Computer and Information Sciences	2yr	SLO	PR	SLO	2yr	SLO	PR
Emergency Training Center	SLO	2yr	SLO	PR	SLO	2yr	SLO
Human Development							
Child Development and Education	PR	SLO	2yr	SLO	PR	SLO	2yr
Public Safety and Services							
Emergency Medical Services	SLO	PR	SLO	2yr	SLO	PR	SLO
Fire Academy/ Fire Technology	SLO	2yr	SLO	PR	SLO	2yr	SLO
Paramedics	SLO	2yr	SLO	PR	SLO	2yr	SLO
Letters, Arts, and Instructional Support	**4**	**3**	**4**	**1**	**4**	**3**	**4**
Communication and Language							
American Sign Language	PR	SLO	2yr	SLO	PR	SLO	2yr
Foreign Language	2yr	SLO	PR	SLO	2yr	SLO	PR
Spanish	SLO	PR	SLO	2yr	SLO	PR	SLO
Speech Communication/Journalism	SLO	PR	SLO	2yr	SLO	PR	SLO
Distance Education	2yr	SLO	PR	SLO	2yr	SLO	PR
English (Includes Reading)	SLO	2yr	SLO	PR	SLO	2yr	SLO
Library	PR	SLO	2yr	SLO	PR	SLO	2yr
Performing Arts							
Music	PR	SLO	2yr	SLO	PR	SLO	2yr
Theater Arts	PR	SLO	2yr	SLO	PR	SLO	2yr
Tutoring Center	SLO	2yr	PR	SLO	2yr	SLO	PR
Visual & Media Arts							
Art	2yr	SLO	PR	SLO	2yr	SLO	PR
Multimedia	SLO	PR	SLO	2yr	SLO	PR	SLO
Professional Development	2yr	SLO	PR	SLO	2yr	SLO	PR
Institutional Effectiveness, Research & Planning	2yr	SLO	PR	SLO	2yr	SLO	PR
Student Services							
Counseling and Student Success	**2**	**3**	**2**	**0**	**2**	**3**	**2**
CalWORKs	2yr	SLO	PR	SLO	2yr	SLO	PR
Counseling	SLO	PR	SLO	2yr	SLO	PR	SLO
Career Center	2yr	SLO	PR	SLO	2yr	SLO	PR
SAS (DSPS)	PR	SLO	2yr	SLO	PR	SLO	2yr
Dual Enrollment	SLO	PR	SLO	2yr	SLO	PR	SLO
EOPS /CARE/Foster Youth	PR	SLO	2yr	SLO	PR	SLO	2yr
Transfer Center	SLO	PR	SLO	2yr	SLO	PR	SLO
Student Development	**1**	**3**	**0**	**1**	**1**	**3**	**0**
Admissions and Records	PR	SLO	2yr	SLO	PR	SLO	2yr
Financial Aid	SLO	2yr	SLO	PR	SLO	2yr	SLO

Approved by PPRC on May 13, 2024

Crafton Hills College
Four-Year Planning Schedule – Start Year 2024-2025

	2024 2025	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	2030 2031
Health and Wellness Center	SLO	PR	SLO	2yr	SLO	PR	SLO
Student Life	SLO	PR	SLO	2yr	SLO	PR	SLO
Veterans Center	SLO	PR	SLO	2yr	SLO	PR	SLO
Student Life	SLO	PR	SLO	2yr	SLO	PR	SLO
Total Number of 2 Year Plans for Year	12	9	17	8	13	8	20
Total Number of Program Reviews for Year	20	14	13	12	20	12	13

Budget

JD15. The Department Chair recommends the department's preliminary budget to the appropriate administrator and submits requests for necessary expenditures, such as instructional materials and supplies.

Budget planning should align with the **Planning and Program Review** or **Annual Plan** documents, ensuring that objectives and resource requests are prioritized based on available funding. To secure necessary materials and supplies, requests should be submitted through the division dean and included in the department's **developmental budget** early in the spring semester (February). Department Chairs may request access to their department budgets as needed.

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 collaborates with discipline faculty to conduct an annual review of the college catalog, ensuring that all department-related information is current and accurate. In situations where information pertaining to the department or program is incorrect or outdated content is identified, the faculty chair should work with the Office of Instruction to update this information in a timely manner to ensure deadlines for the catalog production are met. This includes updates to degree requirements, program SLOs, current course descriptions, the two-year scheduling matrix, and department chair contact information. Additionally, the faculty chair oversees changes related to 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 Institutional Effectiveness, Research and Planning. Compensation for this work is included in the **2025-2026** 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
	5	SP	Dean & Scheduler review schedule (scheduling closed on Coursedog)	Scheduler/Deans
	8	SM	Set up meeting with counselors to obtain feedback on summer schedule	VPI
	12	SP	Scheduler sends drafts to Chairs and Deans. Department scheduling opens (**Final round**)	Scheduler/Chairs
	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 summer schedule within each department FTES targets by Division Efficiency targets (e.g.: average number of students) by Division Wait list by department and course to illustrate demand Student Educational Planning Data by Course Identify classes that follow the weeks in the Chairs handbook Incorporate feedback from counseling meeting and survey on courses to offer 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 Room efficiency for the primary rooms used by each Faculty Department Chair	
	26 (last Friday of Sept)	SP	Scheduler makes final minor changes, runs live checklist, and publishes Spring schedule.	Scheduler
	29	SM/FA	Provide the scheduler with the proposed "rollover" term for implementation in Coursedog.	Chairs/ Scheduler
October	1	FA	Administer survey to counseling area to obtain feedback on fall schedule	VPI
	3	SM/FA	Department scheduling opens in Coursedog (**round 1 for Summer & Fall**)	Chairs
	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 fall schedule within each department FTES targets by Division Efficiency targets (e.g.: average number of students) by Division Wait list by department and course to illustrate demand Student Educational Planning Data by Course	Dean of OIERP and VPI

Month	Date	Term	Task	Responsible Person
			Identify classes that follow the weeks in the Chairs handbook Incorporate feedback from counseling meeting and survey on courses to offer 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 Room efficiency for the primary rooms used by each Faculty Department Chair	
	16	SM	**Summer** Assignment recommendations from Chairs sent to Office of Instruction ("Sticky Friday") Do we still need this?	Chairs and Deans
	31	**SM/FA**	**Summer:** Dean & Scheduler review schedule (scheduling closed on Coursedog for Summer only) **Fall:** Open scheduling for **Fall** continues in Coursedog	Schedulers/Deans
November	1	SP	Specifically target groups that have been disproportionately impacted in terms of access by using the Students Applied are Not Currently Enrolled - Enrollment Management 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
	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 Students Applied are Not Currently Enrolled - Enrollment Management Informer Report	Director of Institutional Advancement, VPI, and VPSS
	2	**SP**	**Priority Registration for Spring begins**	
	4	SM	Chairs and Deans send changes to schedule based on changes to FTES targets	Chairs and Deans
	8	FA	**Fall** Assignment recommendations from Chairs sent to Office of Instruction ("Sticky Friday") Do we still need this?	Chairs
	14	**SM/FA**	**Summer:** Scheduler sends drafts to Chairs and Deans. Department scheduling opens in Coursedog (**round 2**) **Fall:** Dean & Scheduler review **Fall** schedule (scheduling closed on Coursedog for **Fall** only)	Scheduler/Chairs
	20	**SP**	**Open Registration for Spring begins**	
December	7	**SM/ FA**	Dean & Scheduler review schedule (scheduling closed on Coursedog **both terms**)	Schedulers/Deans
	14	**SM/ FA**	Scheduler sends drafts to Chairs and Deans. Department scheduling opens in Coursedog (**Final round for Summer**) (**round 2 for Fall**)	Scheduler/Chairs
	18 **(Last Friday before winter break)**	**SM**	Scheduler makes final minor changes, runs live checklist, and publishes **summer schedule.**	Scheduler
	5	SP	Specifically market to students enrolled in less than a specified unit value, like 7 units using the Emails of Students Actively Enrolled in Less than Specified Unit Value Informer Report. Students enrolled in more units are more likely to	Director of Institutional Advancement, VPI, and VPSS

Month	Date	Term	Task	Responsible Person
			transfer and may be eligible for additional financial aid. Students enrolled in 12 or more units are more likely to complete their educational goals.	
	7	SP	Market to students who successfully completed ENGL-101 in the fall to complete transfer level math in the spring using the Major, Course Success, and Currently Enrolled Informer Report	Director of Institutional Advancement, VPI, and VPSS
January	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 Major, Course Success, and Currently Enrolled Informer Report	Director of Institutional Advancement, VPI, and VPSS
	15		**Governor's budget proposal for the next year is distributed**	
	31		**SBCCD completes analysis based on proposed Governor's budget. Any changes to FTES targets are communicated by VPI to Deans and Chairs.**	VPI
	6	FA	Chairs and Deans send changes to schedule based on changes to FTES targets	Chairs and Deans
	23	**FA**	Dean & Scheduler review schedule (scheduling closed on Coursedog)	Schedulers/Deans
February	6	**FA**	Scheduler sends drafts to Chairs and Deans. Department scheduling opens in Coursedog (**Final round**)	Schedulers/Chairs
	15	SM	**Summer book orders due to bookstore**	Chairs
	16	SP	Administer survey to counseling area to obtain feedback on spring schedule	VPI
	20	**FA**	Scheduler makes final minor changes, runs live checklist, and publishes **Fall** schedule.	Scheduler
	23	SP	Set up meeting with counselors to obtain feedback on spring schedule	VPI
March	3	SP	Provide the following research to VPI, Deans, and Faculty Department Chairs to inform the development of the **spring schedule** within each department FTES targets by Division Efficiency targets (e.g.: average number of students) by Division Wait list by department and course to illustrate demand Student Educational Planning Data by Course Identify classes that follow the weeks in the Chairs handbook Incorporate feedback from counseling meeting and survey on courses to offer 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 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 **fall schedule**	Scheduler

Month	Date	Term	Task	Responsible Person
	28	**SP**	Provide the scheduler with the proposed "rollover" term for implementation in Coursedog.	Chairs
April	3	SP	**Spring** Room Assignment recommendations from Chairs sent to Office of Instruction ("Sticky Friday") **do we still need this?**	Chairs
	4	**SP**	Department scheduling opens in Coursedog (**round 1**)	Chairs and Deans
	5	**FA**	**Priority Registration begins for Fall and Summer**	
	12	SM	Specifically target groups that have been disproportionately impacted in terms of access by using the Students Applied are Not Currently Enrolled - Enrollment Management 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 Students Applied are Not Currently Enrolled - Enrollment Management Informer Report	Director of Institutional Advancement, VPI, and VPSS
	15	FA	**Fall book orders due to bookstore**	Chairs
May	**1**	**FA**	**Open Registration begins for Fall**	
	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		**Governor's May Revise is released**	
	23	SP	Dean & Scheduler review schedule (scheduling closed on Coursedog)	Schedulers/Deans
	31		**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.**	VPI
June	7	SP	Chairs (if available) and Deans send changes to schedule based on changes to FTES targets	Chairs and Deans
	15		**Final State budget is approved**	
	30		**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.**	VPI
	30	SP	Scheduler sends drafts to Chairs and Deans. Department scheduling opens in Coursedog (**round 2**)	Scheduler/Chairs
July	16	FA	Specifically target groups that have been disproportionately impacted in terms of access by using the Students Applied are Not Currently Enrolled - Enrollment Management 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 Students Applied are Not Currently Enrolled - Enrollment Management Informer Report	Director of Institutional Advancement, VPI, and VPSS
	25		**State provides the Advance Apportionment for the upcoming year.**	

Month	Date	Term	Task	Responsible Person
August	5	FA	Specifically market to students enrolled in less than a specified unit value, like 7 units using the Emails of Students Actively Enrolled in Less than Specified Unit Value 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	FA	Specifically market to students who applied and are currently not enrolled in the specified term using the corresponding Informer Report	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 Major, Course Success, and Currently Enrolled 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 Major, Course Success, and Currently Enrolled Informer Report	Director of Institutional Advancement, VPI, and VPSS
	10		**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.**	VPI

Recommendations for Scheduling
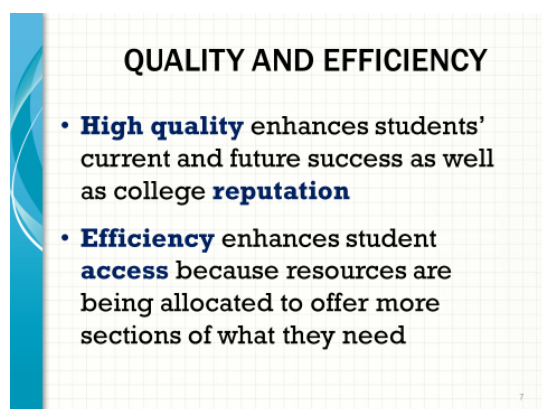
Strategic Enrollment Management (SEM) focuses on what is best for students and how to ensure their success through strategic course offerings and student support services. It is an evidence-based systematic approach to scheduling courses and supporting students in achieving their educational goals in 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.).
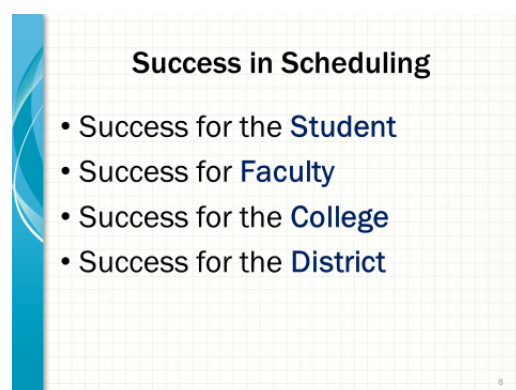
The following slides are from Dr. Craig Justice presentation/training provided for chairs July 2018 and summarize some of the critical factors to be used in building schedules.

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.

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 then in a daily census section, and a daily census section generates more FTES then 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.

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%

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.)

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.

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

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

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

Why multiple 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.

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

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.)

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.

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**

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
(see next 3 pages)

Course scheduling chart (times in 5-minute increments, 7:00 AM – 12:00 PM).

	C	D	E	F	H	J	K	L	M	N	O	P	Q	T
units	3 unit	3 unit	3 unit	3 unit	3 unit/1 unit lab	4 unit	4 unit	4 unit	4 unit	5 unit	5 unit	5 unit	5 unit	5 unit LEC
	2kwk	2kwk	3kwk	3kwk	1kwk	2kwk	2kwk	3kwk	1kwk	2kwk	3kwk	3kwk	4kwk	1kwk
	16 wk	16 wk	16 wk	16 wk	16 wk	16 wk	16 wk	16 wk	16 wk	16 wk	16 wk	16 wk	16 wk	16wk
min	85 min	85 min	50 min	50 min	185 min	125 min	125 min	75 min	255 min	155 min	90 min	90 min	70 min	320 min

Row labels (Column A):
- MWF 01-04 / TTh 05-09
- MWF 10-14 / TTh 15-19
- MWF 20-24 / TTh 25-29

Block start/end time markers by column:

- C: 8:00, 9:25, 11:00, 11:10
- D: 7:00, 8:25
- E: 8:35, 9:25, 9:35, 10:25, 11:10, 12:00
- F: 10:10, 11:00, 11:45
- H: 9:35
- I: 7:35, 11:00, 11:10
- J: 7:20, 9:25, 9:35, 11:40
- K: 8:55, 11:00, 11:10
- L: 8:10, 9:25, 9:35, 10:50, 11:10
- N: 8:25, 11:00, 11:10
- O: 8:00, 9:30, 9:35, 11:05
- P: 11:10
- Q: 8:15, 9:25, 9:35, 10:45, 11:10
- R: 9:35
- S: 8:50
- T: 11:10
- U: 7:15
- V: 10:25

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
66	12:05:00 PM																				
67	12:10:00 PM																				
68	12:15:00 PM																				
69	12:20:00 PM															12:20					
70	12:25:00 PM	12:35			12:35		12:40				12:25									12:35	3:45
71	12:30:00 PM																				
72	12:35:00 PM																				
73	12:40:00 PM														12:25	12:40					
74	MWF 30-34	12:45		12:45		12:45			12:45		12:45					12:45				12:45	
75	TTh 35-39																				
76	12:55:00 PM																				
77	1:00:00 PM																				
78	1:05:00 PM																				
79	1:10:00 PM																				
80	1:15:00 PM									1:15											
81	1:20:00 PM			1:20																	
82	1:25:00 PM			1:35						1:30											
83	1:30:00 PM																				
84	1:35:00 PM																				
85	1:40:00 PM																				
86	1:45:00 PM							1:45													
87	1:50:00 PM			1:55							2:00										
88	1:55:00 PM																				
89	2:00:00 PM																				
90	2:05:00 PM	2:10		2:10				2:15	2:50												
91	2:10:00 PM																				
92	2:15:00 PM																				
93	MWF 40-44	2:20		2:20		2:20	2:20		2:20		2:20	2:20		2:20	2:20	2:20					
94	TTh 45-49																				
95	2:30:00 PM																				
96	2:35:00 PM																				
97	2:40:00 PM																				
98	2:45:00 PM																2:55				
99	2:50:00 PM																				
100	2:55:00 PM																				
101	3:00:00 PM																				
102	3:05:00 PM			3:10																	
103	3:10:00 PM																				
104	3:15:00 PM																				
105	3:20:00 PM											3:30									
106	3:25:00 PM										3:45	3:35									
107	3:30:00 PM															3:50					
108	3:35:00 PM	3:45			3:45																
109	3:40:00 PM																				
110	3:45:00 PM																				
111	3:50:00 PM									4:00											
112	MWF 50-54	3:55		3:55				3:55				3:55			3:55		3:55	3:55			
113	TTh 55-59																				
114	4:05:00 PM																				
115	4:10:00 PM																				
116	4:15:00 PM																				
117	4:20:00 PM																				
118	4:25:00 PM													4:45							
119	4:30:00 PM			4:45	4:30														4:30		
120	4:35:00 PM																				
121	4:40:00 PM																				
122	4:45:00 PM											5:10									
123	4:50:00 PM																5:05				
124	4:55:00 PM																				
125	5:00:00 PM		5:00											5:25							
126	5:05:00 PM	5:20			5:50		5:25														
127	5:10:00 PM																				
128	5:15:00 PM																				
129	5:20:00 PM																				

Row	A	B	Bars (column: time label)
130			
131	EVENING	5:25:00 PM	
132	60-69	5:30:00 PM	
133		5:35:00 PM	
134	DE	5:40:00 PM	
135	70-79	5:45:00 PM	
136		5:50:00 PM	
137	FRI/SAT	5:55:00 PM	
138	80-89	6:00:00 PM	G 6:00; N 6:00; C 6:10
139		6:05:00 PM	U 6:05; J 6:05
140	ARR	6:10:00 PM	
141	90-99	6:15:00 PM	
142		6:20:00 PM	
143		6:25:00 PM	D 6:25
144		6:30:00 PM	
145		6:35:00 PM	
146		6:40:00 PM	
147		6:45:00 PM	
148		6:50:00 PM	
149		6:55:00 PM	
150		7:00:00 PM	I 7:00; D 7:00
151		7:05:00 PM	
152		7:10:00 PM	
153		7:15:00 PM	
154		7:20:00 PM	
155		7:25:00 PM	C 7:25
156		7:30:00 PM	
157		7:35:00 PM	
158		7:40:00 PM	S 7:40
159		7:45:00 PM	
160		7:50:00 PM	
161		7:55:00 PM	
162		8:00:00 PM	
163		8:05:00 PM	
164		8:10:00 PM	
165		8:15:00 PM	
166		8:20:00 PM	
167		8:25:00 PM	D 8:25
168		8:30:00 PM	
169		8:35:00 PM	N 8:35
170		8:40:00 PM	
171		8:45:00 PM	
172		8:50:00 PM	
173		8:55:00 PM	
174		9:00:00 PM	
175		9:05:00 PM	G 9:05
176		9:10:00 PM	R 9:15

Column headers: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V

Guidelines for Assigning Term Section Numbers

Understanding Section Numbers: A Guide for Faculty
Since Spring 2010, section numbers have been assigned based on when a course meets. This system provides several benefits:

- **For students**: It simplifies schedule planning by ensuring that courses with the same section number typically meet at the same time or overlap, making it easier to avoid scheduling conflicts.
- **For faculty and instructional management**: It allows for more effective tracking of enrollment trends, retention rates, and student success across semesters. By analyzing this data, we can better understand how course scheduling impacts student performance.

Assigning Section Numbers

- If a course start time is not listed on the official chart, consult your dean to determine the appropriate section number.
- Assign the first section number to the first course in that time block (e.g., 01, OS, 10).
- If multiple sections of the same course are scheduled within the same time block, use additional section numbers within the designated range.

If you have any questions about this process, please reach out to your dean for guidance. Ensuring consistency in section numbering helps streamline scheduling, improve data analysis, and ultimately enhance student success.

CRAFTON HILLS COLLEGE
SCHEDULING TIME BLOCKS
Class Schedule Section Numbers

Start Time	MWF	TTH
7:00AM – 9:25AM	01-04	05-09
9:30AM		
9:35AM – 11:00AM	10-14	15-19
11:05AM		
11:10AM – 12:35PM	20-24	25-29
12:40PM		
12:45PM – 2:10PM	30-34	35-39
2:15PM		
2:20PM – 3:45PM	40-44	45-49
3:50PM		
3:55PM – 5:20PM	50-54	55-59
Evening Classes		
5:30PM- 9:50PM	60-69	

Fully Online	70-79
Online Hybrid	70Y -79Y
Friday only	85-86
Friday/ Saturday	95-97
Saturday/Sunday	87-89
ARR/ Irregular	98-99
Linked/ Corequisite	90-94
Dual Enrollment	(Corresponding Section #) D
CCAP	(Corresponding Section #) C

CRAFTON HILLS COLLEGE
SCHEDULING TIME BLOCKS

Class Schedule Section Numbers

	M	T	W	TH	F
7:00AM-7:30AM 0700-0730 7:30AM-8:00AM 0730-0800 8:00AM-8:30AM 0800-0830	01-04	05-09	01-04	05-09	01-04
8:30AM-9:00AM 0830-0900 9:00AM-9:30AM 0900-0930 9:30AM-10:00AM 0930-1000	10-14	15-19	10-14	15-19	10-14
10:00AM-10:30AM 1000-1030 10:30AM-11:00AM 1030-1100	20-24	25-29	20-24	25-29	20-24
11:00AM-11:30AM 1100-1130					
11:30AM-12:00PM 1130-1200 12:00PM-12:30PM 1200-1230 12:30PM-1:00PM 1230-1300	30-34	35-39	30-34	35-39	30-34
1:00PM-1:30PM 1300-1330 1:30PM-2:00PM 1330-1400 2:00PM-2:30PM 1400-1430 2:30PM-3:00PM 1430-1500	40-44	45-49	40-44	45-49	40-44
3:00PM-3:30PM 1500-1530 3:30PM-4:00PM 1530-1600 4:00PM-4:30PM 1600-1630 4:30PM-5:00PM 1630-1700	50-54	55-56	50-54	55-56	50-54
5:00PM-5:30PM 1700-1730 5:30PM-6:00PM 1730-1800 6:00PM-6:30PM 1800-1830 6:30PM-7:00PM 1830-1900	60-64	65-69 60-64	60-64	65-69 60-64	60-64
7:00PM-7:30PM 1900-1930 7:30PM-8:00PM 1930-2000 8:00PM-8:30PM 2000-2030 8:30PM-9:00PM 2030-2100 9:00PM-9:30PM 2100-2130	80-84	57-59 80-84	80-84	57-59 80-84	80-84

Class Type	Class Schedule
Online	70-79
Friday only	85-86
Friday/Saturday	95-97
Saturday/Sunday	87-89
Linked/Corequisite	90-94
ARR/Irregular	98-99

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 (hr:min)
5 (80-90 hours)	16	30-32	2:35
	13	25-26	3:10
	8/8	15-16	5:20
4 (64-72 hours)	16	30-32	2:05
	13	25-26	2:30
	8/8	15-16	4:15
3 (48-54 hours)	16	30-32	1:25
	13	25-26	1:50
	8/8	15-16	3:05
2 (32-36 hours)	16	32	50 mins
	13	25-26	1:05
	8/8	16	1:50
One Day A Week (Cannot Offer 1 unit 13–16-week courses two days a week)			
1 (16-18 hours)	16	16 (One Day a Week)	50 mins
	13	13 (One Day a Week)	1:05
	8/8	16 (Two Days a Week)	50 mins

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)]

Units and semester contact hours	Course Length (weeks)	# of meeting days (assuming 3x a week)	Class Length (hr:min)
5 (80-90 hours)	16	44-48	1:30
	13	37-39	2:05
	8/8	21-24	3:25
4 (64-72 hours)	16	44-48	1:15
	13	37-39	1:30
	8/8	21-24	2:50
3 (48-54 hours)	16	44-48	50 min
	13	37-39	1:05
	8/8	21-24	2:05
2 (32-36 hours)	8/8	21-24	1:15

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)]

Units and semester contact hours	Course Length (weeks)	# of meeting days (assuming 4x a week)	Class Length (hr:min)
5 (80-90 hours)	16	60-63	1:10
	13	50-52	1:25
	8/8	29-32	2:30
4 (64-72 hours)	13	50-52	1:05
3 (48-54 hours)	13	50-52	50 min
	8/8	29-32	1:20
2 (32-36 hours)	8/8	32	50 mins

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 (hr:min)
2 (96-108 hours)	16	16	6:25
1 (48-54 hours)	16	16	3:05
	13	13	3:50
	8/8	8	6:25

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 (hr:min)
3 (144-162 hours)	16	30-32	4:50
	13	25-26	5:50
	8/8	15-16	9:30
2 (96-108 hours)	16	30-32	3:10
	13	25-26	3:50
	8/8	15-16	6:25
1 (48-54 hours)	16	30-32	1:25
	13	25-26	1:50
	8/8	15-16	3:05

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)]

Units and semester contact hours	Course Length (weeks)	# of meeting days (assuming 3x a week)	Class Length (hr:min)
3 (144-162 hours)	16	44-48	3:05
	13	37-39	3:50
	8/8	21-24	6:25
2 (96-108 hours)	16	44-48	1:50
	13	37-39	2:05
	8/8	21-24	4:15
1 (48-54 hours)	16	44-48	50 mins
	13	37-39	1:05
	8/8	21-24	2:05

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)]

Units and semester contact hours	Course Length (weeks)	# of meeting days (assuming 4x a week)	Class Length (hr:min)
3 (144-162 hours)	16	60-63	2:15
	13	50-52	2:50
	8/8	29-32	4:50
2 (96-108 hours)	16	60-63	1:25
	13	50-52	1:50
	8/8	29-32	3:05
1 (48-54 hours)	13	50-52	50 mins
	8/8	29-32	1:20

Summer Scheduling Blocks

12 Week Summer Session		# of Days	Class Length (hr:min)
3-unit lecture	**M-T-W-TH**	**46**	**50 min**
	T-W-TH	35	1:15
	M-T-W	35	1:15
	T-TH	23	2:05
	M-W	23	2:05
4-unit lecture	**M-T-W-TH**	**46**	**1:15**
	T-W-TH	35	1:50
	M-T-W	35	1:50
	T-TH	23	2:50
	M-W	23	2:50
5-unit lecture	**M-T-W-TH**	**46**	**1:35**
	T-W-TH	35	2:15
	M-T-W	35	2:15
	T-TH	23	3:35
	M-W	23	3:35
1 unit lab	**M-T-W-TH**	**46**	**50 min**
	T-W-TH	35	1:15
	M-T-W	35	1:15
	T-TH	23	2:05
	M-W	23	2:05

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

Summer Scheduling Blocks

6 Week Summer Session		*# of Days*	*Class Length (hr:min)*
3-unit lecture	**M-T-W-TH**	**22-24**	**1:50**
	T-W-TH	17-18	2:50
	M-T-W	17-18	2:50
	T-TH	11-12	4:20
	M-W	11-12	4:20
4-unit lecture	**M-T-W-TH**	**22-24**	**2:50**
	T-W-TH	17-18	3:50
	M-T-W	17-18	3:50
	T-TH	11-12	5:50
	M-W	11-12	5:50
5-unit lecture	**M-T-W-TH**	**22-24**	**3:25**
	T-W-TH	17-18	4:50
	M-T-W	17-18	4:50
	T-TH	11-12	7:15
	M-W	11-12	7:15
1 unit lab	**M-T-W-TH**	**22-24**	**1:50**
	T-W-TH	17-18	2:50
	M-T-W	17-18	2:50
	T-TH	11-12	4:20
	M-W	11-12	4:20

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

Research conducted by the Crafton Hills College Office of Institutional Effectiveness, Research, and Planning showed that students who take short-term courses are statistic 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:

o No class meeting can meet for less than 50 minutes as no FTES will be given to classes meeting less than 50 minutes
o No class meetings can be exactly 55 minutes or 60 minutes
o 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.
o Classes should start on the hour or half hour when possible. Exceptions should be discussed with the deans and VPI.
o 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 allow high school students to take community college courses during and after the K-12 school day, earning both high school and college credit. Faculty teaching these courses follow the SBCCD/SBCCDTA negotiated contract.

Crafton offers two types of dual enrollment courses at the K-12 sites:

- College Career Access Pathways (CCAP): Restricted to high school students and scheduled during the school day (bell schedule).
- Partnership Courses: Open to the public and primarily offered after school.

Both CCAP and Partnership courses accelerate high school students' education.

As of Fall 2023, Crafton partners with Yucaipa-Calimesa Joint Unified School District, Redlands Unified School District, Sage Oak, and The Grove School offering about 5 to 15 dual enrollment sections per site per semester. The Faculty Department Chairs Council developed a process for offering these courses, which was forwarded to the Academic Senate and is now under the Dean of Student Services. A joint K-12 and CHC committee continues to refine dual enrollment parameters and procedures.

INSERT IMAGE OF DUAL ENROLLMENT MENU HERE.

Non-Credit Courses

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 Assignments

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

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 Amenities and Prioritization Chart

CLASSROOMS AND LABS SCHEDULED FOR STUDENTS

Child Development Center (CDC) BLDG #2

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
105	Student Resource/Workroom		Work Stations															
106	CDC Classroom	30	Tables & Chairs	X	X	X	Teacher				X				HDEV	ENGL		
115	CDC Classroom	40	Tables & Chairs	X		X	Teacher				X				HDEV	ENGL		

Crafton Center (CCR) BLDG #6

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
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				COUN	ENGL		
233	Meeting Room	21	Tables & Chairs		X	X	X				X							
247	Meeting Room	12	Tables & Chairs		X	X					X							

West Building (WEST) BLDG #5

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
106	Classroom	38	Desks		X	X	Teacher				X			X	CMLG	SOCSCI	ENGL	
107	Classroom	29	Desks		X	X	Teacher				X			X	GMLG	ENGL		
108	Classroom	29	Desks		X	X	Teacher				X			X	ENGL	SOCSCI		
109	Classroom	28	Desks		X	X	Teacher				X			X	ENGL	SOCSCI		
110	Classroom	28	Desks		X	X	Teacher				X			X	ENGL			
111	Classroom	31	Desks		X	X	Teacher				X			X	ENGL			
214	HONORS OFFICE																	
215	Classroom	27	Desks			X	Teacher				X				ENGL			
216	Classroom	26	Desks			X	Teacher				X				ENGL			
217	Classroom	25	Desks			X	Teacher				X				ENGL			
218	Classroom	34	Desks			X	Teacher				X				SOCSCI	ENGL		
219	Classroom	31	Desks			X	Teacher				X				ENGL			

Learning Resource Center (LRC) BLDG #8

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
110	PDC Meeting Room		Tables & Chairs															
135	Meeting Room	11	Tables & Chairs		X	X	Laptop				X							

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
226	Meeting Room		Tables & Chairs		X	X					X							
231	Classroom	102	Tables & Chairs		X	X	Teacher				X		X		SOCSCI			

Visual Arts (ARTS) BLDG #13

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
101	Drawing Lab	24	Tables & Chairs												VART			
120	Classroom	42	Desks Chairs		X	X	Teacher				X				VART	MATH	ENGL	
127	Classroom	48	Desks Chairs		X	X	Teacher				X				MATH			
130	Arts Lab	32	Tables & Chairs												VART			

Performing Arts Center (PAC) BLDG #9

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
101	Auditorium	500	Stadium		X	X	Tech	DVD/VHS Combo			X		X					
308	Classroom	55	Stadium		X	X	Teacher	DVD/VHS Combo			X		X					
309	Classroom	55	Stadium		X	X	Teacher	DVD/VHS Combo			X		X					
219															PART			
225															PART			
315															PART			
316															PART			

East Complex (EAST) BLDG #14, #15

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
101	Classroom	75	Desks		X	X	Teacher				X				SOCSCI			
104	Computer Lab	33	Desks w/ Computers		X	X	Teacher				X				PBSF	ENGL		
105	Classroom	41	Desks		X	X	Teacher				X		X		CMLG	ENGL		
106	Classroom	36	Desks		X	X	Teacher				X				CMLG	MATH	ENGL	

Central Complex (CNTL) BLDG #10, #11

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
109A	Computer lab	34	Tables & Chairs	FOR CIS/CSCI	X	X	Teacher & Student				X				BUS/ECON CIS/CSCI			
118	MAC Computer lab	34	Tables & Chairs	FOR CIS/CSCI	X	X	Teacher & Student				X				BUS/ECON VART	MATH		
119	Computer lab	36	Tables & Chairs	FOR CIS/CSCI	X	X	Teacher & Student				X				BUS/ECON CIS/CSCI	MATH	ENGL	
121	Computer lab	36	Tables & Chairs	FOR CIS/CSCI	X	X	Teacher & Student				X				BUS/ECON CIS/CSCI	MATH	ENGL	
130	Lecture Hall	78	Stadium		X	X	Teacher				X				BUS/ECON	PHY BIO SCI		
132	Lecture Hall	77	Stadium		X	X	Teacher	Periodic Table					X	X	PHY BIO SCI	SOCSCI	BUS/ECON	

CLASSROOMS AND LABS SCHEDULED FOR STUDENTS

134	Computer Lab	28	Tables & Chairs		X	X	Teacher & Student				X				MATH	BUS/ECON	ENGL
135	Computer Lab	28	Tables & Chairs		X	X	Teacher & Student				X				MATH	BUS/ECON	ENGL
136	Computer Lab	32	Tables & Chairs		X	X	Teacher & Student				X				MATH	ENGL	
202	Lecture Hall	40	Tables & Chairs		X	X	Teacher				X				CMLG	ENGL	
203	Lecture Hall	42	Tables & Chairs		X	X	Teacher				X				CMLG	ENGL	
209	Lecture Hall	45	Tables & Chairs		X	X	Teacher				X				SOCSCI	ENGL	
210	Lecture Hall	46	Tables & Chairs		X	X	Teacher				X				BUS/ECON	ENGL	
237	Lecture Hall	38	Tables & Chairs		X	X	Teacher				X				MATH	PHY BIO SCI	
238	Lecture Hall	38	Tables & Chairs		X	X	Teacher				X				MATH	PHY BIO SCI	
244	Lecture Hall	77	Stadium		X	X	Teacher				X				PHY BIO SCI		
245	Lecture Hall	77	Stadium		X	X	Teacher					X	X		SOCSCI	PHY BIO SCI	
246	Geology Lab	28	Tables and Chairs		X	X	Teacher				X				PHY BIO SCI		
249	Physics Lab		Tables and Chairs		X	X	Teacher				X				PHY BIO SCI		
250	Anthro Lab	55	Tables & Chairs		X	X	Teacher				X				SOCSCI		
302	Lecture Hall	38	Tables & Chairs		X	X	Teacher				X				SOCSCI	ENGL	
306	Lecture Hall	41	Tables & Chairs		X	X	Teacher				X				SOCSCI	CMLG	ENGL
307	Lecture Hall	40	Tables & Chairs		X	X	Teacher				X				CMLG	SOCSCI	ENGL

CLASSROOMS AND LABS SCHEDULED FOR STUDENTS

Canyon Hall (CYN) BLDG #12

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
101	Lab Room	32	Stools		X	X	Teacher				X				PHY BIO SCI			
103	Lab Room	32	Stools		X	X	Teacher				X				PHY BIO SCI			
104	Lab Room	24/24	Chairs/Stools		X	X	Teacher	Periodic Table			X				PHY BIO SCI			
117	Lecture Room	76	Stadium		X	X	Teacher	Periodic Table			X				PHY BIO SCI	SOCSCI		
118	Lecture Room	76	Stadium		X	X	Teacher	Periodic Table			X				PHY BIO SCI	SOCSCI		
201	Lab Room	32	Stools		X	X	Teacher				X				PHY BIO SCI			
203	Lab Room	32	Stools		X	X	Teacher				X				PHY BIO SCI			
204	Lab Room	32	Stools		X	X	Teacher				X				PHY BIO SCI			
205	Lab Room	32	Stools		X	X	Teacher				X				PHY BIO SCI			
206	Lab Room	32	Stools		X	X	Teacher				X				PHY BIO SCI			

Clock Tower Building

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
206	Computer Lab	25	Tables and Chairs												English			

Kinesiology, Health Education & Aquatics Complex (KHA) BLDG #19

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
103	Classroom	55	Desks		X	X	Teacher				X		X		KINES	ENGL		
132	Fitness Center	63	Fitness Equipment					Mirrors							KINES			
133	Yoga Studio	35	Yoga Floor Mats					Mirrors							KINES			
135	Dance Studio	30						Mirrors							KINES			
Pool	Swimming Pool		Bleachers												KINES			
	TC/ CRTS (#21)		Tennis courts												KINES			

CLASSROOMS AND LABS SCHEDULED FOR STUDENTS

Room #	Type of Room	# of Seats	Type of Seating	Smart Classroom	Projector Screen	LCD Projector	Computer	Room features	Room features	Smart Boards	White Boards	Chalk Boards	Podium	Bulletin Board	1st	2nd.	3rd.	4th.
North Complex (NRTH) BLDG #18																		
101	Computer Lab	40	Computers	X	X	X	Teacher & Student				X				MATH	ENGL		
102	Computer Lab	40	Computers	X	X	X	Teacher & Student				X				MATH	ENGL		
107	Lab Room	32	Tables & Chairs		X	X	Teacher				X							
109	Lab Room	32	Tables & Chairs		X	X	Teacher				X							
Public Safety & Allied Health (PSAH) BLDG #16																		
101	Computer Lab	25	Desks				Teacher & Student											
109	Paramedic Classroom	65	Tables and Chairs		X	X	Teacher				X		X		PBSF	AH		
111	EMT Classroom	40	Tables and Chairs		X	X	Teacher				X		X		PBSF			
113	Respiratory Classroom	44	Tables and Chairs		X	X	Teacher				X		X		AH			
115	Respiratory Classroom	36	Tables and Chairs		X	X	Teacher				X		X		AH			
201	Fire Classroom	73	Tables and Chairs		X	X	Teacher				X		X		PBSF			
213	Fire Classroom	45	Tables and Chairs		X	X	Teacher				X		X		PBSF	ENGL		
215	Fire Classroom	45	Tables and Chairs		X	X	Teacher				X		X		PBSF	ENGL		
224	Classroom	74	Tables and Chairs		X	X	Teacher				X		X		AH	PBSF	SOCSCI	
226	Classroom	74	Tables and Chairs		X	X	Teacher				X		X		PBSF	VART	SOCSCI	
227	Meeting Room	25	Tables and Chairs		X	X					X							

ZOOM MEETING SPACES Available for students	
STEM CENTER	CNTL-218
LIBRARY	5 STUDY ROOMS AVAILABLE
TUTORING CENTER	1 STUDY ROOM AVAILABLE

PREPARING FOR THE SEMESTER

Part-Time Faculty Recruitment and Assignment Guidelines

Faculty Department Chairs play a key role in identifying and recommending candidates for new part-time faculty positions within their department. The initial interview process, candidate selection, and recommendations should align with **SBCCD Administrative Procedure 7210** (starting on line 1135). While department chairs provide recommendations, the **division dean** makes the final hiring decision. Once selected, new part-time faculty will work with the **division administrative secretary** to complete the hiring process. For further details, consult the **division dean**.

Minimum Qualifications

All part-time faculty must meet the **minimum qualifications** set by the **Board of Governors for California Community Colleges** or hold a **valid credential** as outlined in **Ed. Code 87355**. These qualifications can be reviewed on the **CCCCO website**. Candidates who do not meet the minimum qualifications may apply for an **equivalency review**, following the process detailed in **SBCCD Administrative Procedure 7210** (starting on line 1246).

Part-Time Faculty Load Limits

When assigning courses to part-time faculty, department chairs must ensure that faculty do not exceed the **0.67 load limit** (or **two-thirds of a full-time faculty load**) per **California Education Code 87482.5**. This applies across both **Valley College** and **Crafton Hills College**.

Current Load Calculations for the Physical and Biological Sciences Department:

- **Lecture (3-unit):** 0.2 load
- **Lab (1-unit):** 0.143 load
- **Lab (2-unit):** 0.286 load

Faculty load can be checked using the **Total Adjunct Faculty Load** or **FTEF 67% Rule** Informer Report (accessible on campus) or calculated manually:

- **Lecture Load:** Divide the course units by **15** and round to two decimal places.
- **Lab Load:** Divide total **weekly contact hours by 21**.
- **Field/Clinic Load:** Divide total **weekly hours by 24**.

(Note: The faculty union is currently in discussions regarding lab load calculations. Updates may impact these numbers.)

The **division dean** is responsible for verifying compliance with load limits. For part-time faculty, lab classes are compensated based on **three hours per week per unit**.

Onboarding & Compensation

The **division dean** or **division administrative secretary** will assist new part-time faculty in setting up a **district email account, campus mailbox, voicemail extension, and keys**, if necessary. Part-time faculty pay is calculated per course based on **contact hours multiplied by the negotiated hourly rate**. Non-instructional faculty are paid according to their contracted hours. For specifics, consult the **division dean**.

Seniority & Course Assignment

Each year, the district provides an updated **seniority list** for part-time faculty, which must be used when assigning courses. While each department may have a slightly different process, this process must be documented and maintained by the **Department Chair**.

To determine part-time faculty availability, department chairs may use a **faculty availability form**, such as the sample provided below.

Guidelines for Part-Time Faculty

Part-time faculty are responsible for submitting their class syllabus and office hours to their Division Office. Office hours may be included on the syllabus, and both must be submitted by the end of the first week of class.

The syllabus must include the course name and the course Student Learning Outcomes (SLOs). Additionally, part-time faculty are required to enter the results of their SLO assessments at the end of each semester (refer to JD11 for details).

Office Hour Requirements & Compensation

Part-time faculty are required to hold office hours, as outlined in Article 10.E.2. Compensation for office hours is included in the updated pay rate established in the Tentative Agreement on March 22, 2019. The required office hours per week are based on teaching load:

- **Up to .4 load** → 0.50 scheduled office hour per week per semester or session
- **.401 load and above** → 1 scheduled office hour per week per semester or session

Professional Development Opportunities

Part-time faculty may participate in professional development activities in accordance with Article 10 of the SBCCD contract. Compensation for professional development is available at the non-instructional rate, with the maximum allowable hours determined by teaching load:

- **Up to .4 load** → Up to 4 compensated hours per semester
- **.401 load and above** → Up to 8 compensated hours per semester

The division dean will provide the necessary forms for requesting compensation. Faculty with questions regarding their teaching load or office hour requirements should contact their Division Office for clarification.

These guidelines ensure consistency and support for part-time faculty while enhancing the learning experience for students.

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) 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.

	Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
SAMPLE					
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/LTC

At Crafton Hills College, we strongly encourage the adoption of Zero Textbook Cost (ZTC) and Open Educational Resources (OER) course materials whenever possible, of appropriate rigor, and meet student learning outcomes. These materials help reduce the financial burden on students while maintaining high academic rigor and meeting course learning outcomes. When available, OER and ZTC materials are the preferred options to support student success.

Due Dates for Course Materials Orders
Please ensure that course materials orders are submitted by the following deadlines:
- **Spring Semester**: Orders due by mid-October
- **Summer Semester**: Orders due by mid-March
- **Fall Semester**: Orders due by mid-April

Be on the lookout for emails from the bookstore with specific due dates and reminders.

Ordering Process

Course material requisitions must be submitted through the Follett Discover app, located in the left-side toolbar on Canvas (see Image 1). If the adoption request is not received by the due date, the last placed adoption will be the default order for your course materials. If you are renewing the same materials from the previous semester, no action is required, though we encourage you to confirm the order to ensure accuracy.

Image 1. *Canvas icon.*

For those using ZTC or OER materials, please inform the bookstore, and these will auto-renew each term (see Image 2). Any changes to course materials after the auto-renewal deadline will require approval from your department chair or discipline lead.

Why Timely Material Orders Matter
By submitting your course material orders on time, you contribute to the affordability of course materials for students. Early orders allow the campus bookstore to source used and rental books, which results in significant savings for students. If you consistently use the same materials from term to term, consider working with the bookstore to explore further cost-saving opportunities for students.

e-Schedule Badges
Once course materials have been submitted to the bookstore, they provide a list of OER/ZTC courses and titles that meet pricing thresholds to the Office of Instruction. This list is used to update course badges on the e-schedule. For courses that meet pricing thresholds, badges will appear, helping students easily identify cost-effective courses (see Image 3 on the next page). Therefore, it is essential that the materials submitted to the bookstore are accurate and complete. Both Crafton's and the bookstore's system communicate with each other to ensure accurate textbook pricing at the point of student registration.
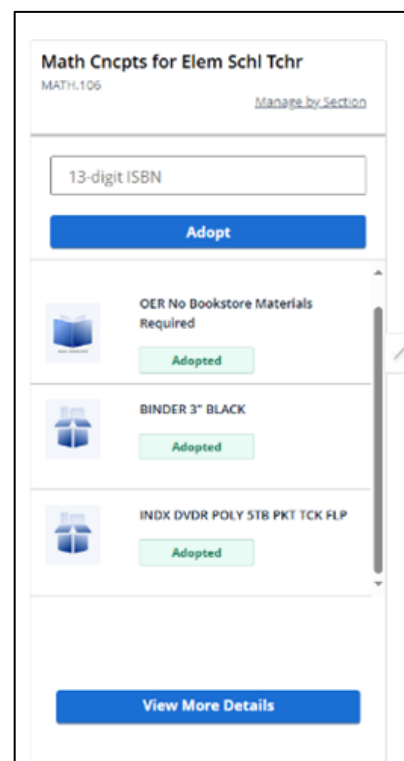
Image 2. *Example of Follet Discover app with "OER No Bookstore Materials Required."*

| ($): The textbooks used for these sections are available free of charge. Students may still be required to purchase supplies. |
| ($): The estimated course materials cost is $2 - $49.99 |
| ($$): The estimated course materials cost is $50 - $99.99 |
| ($$$): The estimated course materials cost is $100 - $199.99 |
| ($$$$): The estimated course materials cost is $200 or more |

Image 3. *e-Schedule Badges with descriptions and price thresholds.*

Faculty Interested in Teaching Online Classes

Training Requirements
Prior to teaching online at Crafton, instructors must have completed or presented verification of appropriate training in Online Teaching & Learning. This training ensures that faculty are equipped with the necessary skills to effectively design, deliver, and manage online courses while adhering to best practices in distance education.

Instructor Verification Process

Faculty must complete the Instructor Verification Process to confirm their eligibility to teach online. This process may include:

- Submission of equivalent training certificates from other colleges or accredited programs in Online Teaching & Learning (such as @ONE, Quality Matters, etc.), completed within the last 3 years; **OR**
- Participation in Crafton's internal certification program, which covers the college's Learning Management System (Canvas), accessibility requirements, student engagement strategies, and other distance education best practices.

Regular and Substantive Interaction (RSI)
Federal and state regulations require that all online courses include Regular and Substantive Interaction (RSI) between instructors and students, as detailed in CHC's Regular & Substantive Interaction statement.

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Recommended Best Practices

Does your syllabus contain the following?

1. **Course Information:**
   o Name of College
   o Course Title
   o Section and Reference Number
   o Course Number
   o Number of Units
   o Day, Year, Time, Place of Class Meetings

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

3. **Course Description:**
   o Catalog Description
   o Course Prerequisites
   o SLO's
   o Syllabus Subject to Change (Disclaimer)

4. **Schedule:**
   o Final Exam Date/Time/Place

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

6. **Materials:**
   o Required and/or Recommended Materials
   o Software, Supplies, Equipment (Requirement if applicable)
   o Notification of Additional Fees (Requirement if applicable)

7. **Policies and Grading Methods:**
   o Attendance/Absence Policy
   o Make-Up Exam/Quiz/Lab Policy
   o Late Work Policy
   o Percent/Points Possible and Grading Scale/Policy

8. **Other:**
   o SAS Accommodations
   o Diversity Statement

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 or Expectations
   - Licensure or Accreditation Information (if applicable)
   - Any other information that would help the students succeed in class

(Updated March 2025; Faculty Chairs Council)

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

CRAFTON HILLS COLLEGE

Course Challenge or Credit by Exam?

Course Challenge

Credit by Exam

	Course Challenge	Credit by Exam
Who is this process for?	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 dicipline.	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 dicipline. Foreign Language courses must be challenged or assessed in sequence from lowest ot highest level.
How much does this test cost?	Free	Student pays for the units plus associated fees
What steps do I need to take?	1. It is highly recommended that a student meet with a counselor before completing and submitting the Course Challenge form. 2. Student completes the Course Challenge form, attaches appropriate documentation, and submits it to the Department Chair or Faculty Lead of the discipline. 3. Faculty administers the Challenge Process and communicates results to the office of Instruction. 4. The office of Instruction enters the EQ in Colleague with notes, if approved. 5. The Office of Instruction will notify the student and inform them of appropriate next steps.	1. Student obtains form in Admissions and Records. Admissions & Records will verify the student is currently enrolled and has completed 12 units at CHC (some exceptions may be granted). 2. Student must obtain approval from the instructor. 3. Student turns in form at CBO to pay for the exam/review fee(s). 4. Student works with the Full Time Instructor in the Discipline to schedule the exam. Dean and VPI must sign off on the exam. 5. Full Time Instructor in the Discipline administers the exam. 6. Full Time Instructor in the Discipline returns the completed form with a grade to the Admissions Office for posting. 7. Admissions enters the grade and notifies the student.
What happens after the process?	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.	This assessment is graded. The grade earned will be submitted for documentation on the student's transcript and units will be awared accordingly.
Need more info? Visit these website	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://www.craftonhills.edu/admissions-and-records/enroll/credit-by-examination.php

Student Workers

Federal Work Study Students: FWS is federally subsidized employment available to students with financial need. Priority is given to those students who have completed the necessary paperwork by the appropriate deadlines. The length of a student's employment under FWS funding is based on the student's FWS award, pay rate, and hours worked per week.

If you are interested in the Federal Work-Study (FWS) program, you are required to complete a Free Application for Federal Student Aid (FAFSA). The Financial Aid Office will determine if you meet eligibility. If determined eligible, after you have been awarded a Federal Work-Study award, you may apply for a position online https://sbccd.org/careers. For more information please visit the Office of Financial Aid or Federal Work Study. Note: Students cannot begin working until all hire forms have been completed and approved by the Office of Financial Aid and Human Resources.

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

AP 5530 (last updated 2024) establishes a clear process for resolving student grievances regarding actions by instructors, college officials, or other students that negatively impact a student's rights, status, or privileges. Certain matters fall outside the scope of this procedure, including complaints related to sex discrimination under Title IX, financial aid appeals, grade appeals, student disciplinary actions, and police citations. The grievance process encourages students to first attempt informal resolution by addressing their concerns directly with the involved party. If unresolved, students should seek mediation through the appropriate department chair or administrator before escalating the matter further. For cases where informal resolution is not possible, the procedure outlines a formal grievance process that requires students to submit a written complaint to the designated College Grievance Officer, Vice President of Student Services, within the specified timeframe. The policy details the formation and role of the Grievance Hearing Committee, including the steps involved in the hearing process, the presentation of evidence, representation rights, and decision-making procedures.

Student Conduct

AP 5500 (last updated 2024) outlines the expectations for student behavior and the procedures for addressing violations. If a district community member experiences harassment, whether verbal, physical, or sexual, or if there is a violation of academic integrity, they should promptly report the matter to the Dean of Student Services. Harassment is broadly defined to include bullying, bias-related incidents, stalking, discrimination, and other behaviors that create an unsafe, negative, or unwelcome environment for any member of the district community. Additionally, academic misconduct, including cheating, plagiarism, and fabrication of information, is strictly prohibited and subject to disciplinary action. For further clarity, students should refer directly to AP 5500 for a comprehensive list of behaviors that constitute misconduct and the corresponding disciplinary actions.

Starfish

Starfish is an online student success platform implemented to enhance student retention and academic achievement. It facilitates seamless communication and coordination among students, faculty, counselors, and support services. Required Student Progress reports are opened for faculty to complete during the halfway point of each course.

Key Features for Department Chairs:
- **Automatic Canvas Inactivity Flag** – Get alerted when a student hasn't logged into Canvas for a set number of consecutive days, so you can step in before they fall too far behind.
- **Automatic Low Grade Flag** – Receive a notification when a student's grade drops below a threshold you set, allowing you to offer timely academic support.

If your **entire department** wants to opt in to one or both flags, we can set them as recurring, so you won't need to re-sign up each semester—especially useful for asynchronous online courses!

- To activate, send an email to starfishfaculty@craftonhills.edu with the following details:
  - **Canvas Inactivity Flag**
    Start Date (choose a Monday for initial set up):

Days of Inactivity:
Course/Section(s):

- o **Low Grade Flag**
  Start Date (choose a Monday for initial set up):
  % Threshold:
  Course/Section(s):

Benefits:
- **Enhanced Communication:** Streamlines interactions between students and faculty, ensuring that students receive timely support.
- **Proactive Support:** Identifies at-risk students early, allowing for prompt interventions to address academic or personal challenges.
- **Integrated Services:** Connects various campus support systems, providing a cohesive approach to student success.
- **Data-Driven Decisions:** Offers analytics to help faculty and administrators monitor student progress and the effectiveness of support services.

By leveraging Starfish, department chairs can foster a collaborative environment that proactively supports student success, leading to improved retention and academic outcomes.

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.
Note that all travel must be approved using the above form. There is a separate process to seek funding from the Professional Development Committee.

EXTRA LINKS AND RESOURCES

The "Calculator"… COMING SOON <mark>(refer to Keith)</mark>

Course Dog Training Videos… COMING SOON <mark>(Refer to Liz)</mark>

DE Approved Instructors

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.

▶ Please download the form <u>before</u> you start inputting your information.

Milage Reimbursement Form