

CRAFTON HILLS COLLEGE

FACULTY HANDBOOK



Mission Statement:

The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment. The institution's values are creativity, inclusiveness, excellence and learning centeredness.

This mission is carried out in a dynamic educational community that encourages intellectual curiosity and fosters openness to a wide range of people and ideas.

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(909) 794-2161
www.craftonhills.edu

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Crafton Hills College realizes its purpose of excellence in education by enabling students of all backgrounds and preparation to succeed. Our dynamic faculty and staff maintain a tradition of dedicated service and excellence. For the past 35 years Crafton Hills College has created new opportunities for growth and progress for our students, and of equal importance, it has brought opportunities for growth and progress to the institution. In order to be a vital and significant educational institution, we must continually assess and understand our students and our communities. This assessment mandates a continual institutional self-assessment in order to meet the needs of our students. We must learn our own strengths, as individuals and as an organization, and optimize those strengths to benefit our common mission.

As we better understand the people we serve, we will improve the way we plan. Our faculty and staff participate in the planning and program review process. Training and staff development are recognized and developed to support the organizational culture that is not only supportive of assessment, but uses the data at every level for allocation of resources to ensure good quality programs and services to accomplish the college mission. In doing so, Crafton Hills College demonstrates it is not only a place to learn, but that it is an organization that learns.

What is our vision of Crafton Hills College? We see Crafton as a center of higher education respected for its quality education, training programs, and services; as an institution at the forefront of educational technology; as a place that reviews and revises its processes to ensure student success; and as an organization that places the student/learner as primary in its planning process. CHC is attuned to the training and economic needs of the community, and we proactively seek to build partnerships. A smooth transition from one institution to another stimulates Crafton Hills College's collaboration with other educational institutions; and as a highly regarded institution of higher learning, we see ourselves as the first choice in our community for transfer education, skills training, and life long learning.

Given this vision, our priorities over the next five years are quite clear--they are: *access, retention, and advancement.*

Efforts will be made to monitor progress on these priorities, discovering where there are gaps that need attention, and then attending to those needs. All the while, we will maintain an organizational climate in which collaboration; trust, foresight, listening, and the ethical use of power and empowerment are *sine qua non.*

First we must identify the different points of access to determine whether or not they are available to our students. Where points of access are available, we must evaluate them for effectiveness and ease of use. Where they are unavailable, we must determine the extent to which they can and should be made available to students. Where relevant, we shall integrate what we learn into campus planning processes.

We have a rich diversity of students and communities; therefore, we must make every effort to provide accessible, quality programs that are sensitive to both our students and the community. It is imperative that we design programs that meet these various needs. Our goal is the full participation of students in our programs and services and an increased accessibility for these services. It is essential we have openness to the diverse learning styles of our students as well as pedagogies and strategies that meet these needs.

We must continue to maintain and enhance programs, projects, and/or practices that lead to improved retention rates for students in their classes, as well as in their programs. It is vital to understand why students are successful or unsuccessful in courses and programs. We must provide our instructors with the latest information regarding how our students learn. We must develop learning methodologies that work. Intervention services must be examined to evaluate their effectiveness. This process must be completed with the cooperation of departments and in close collaboration with the basic skills components on campus.

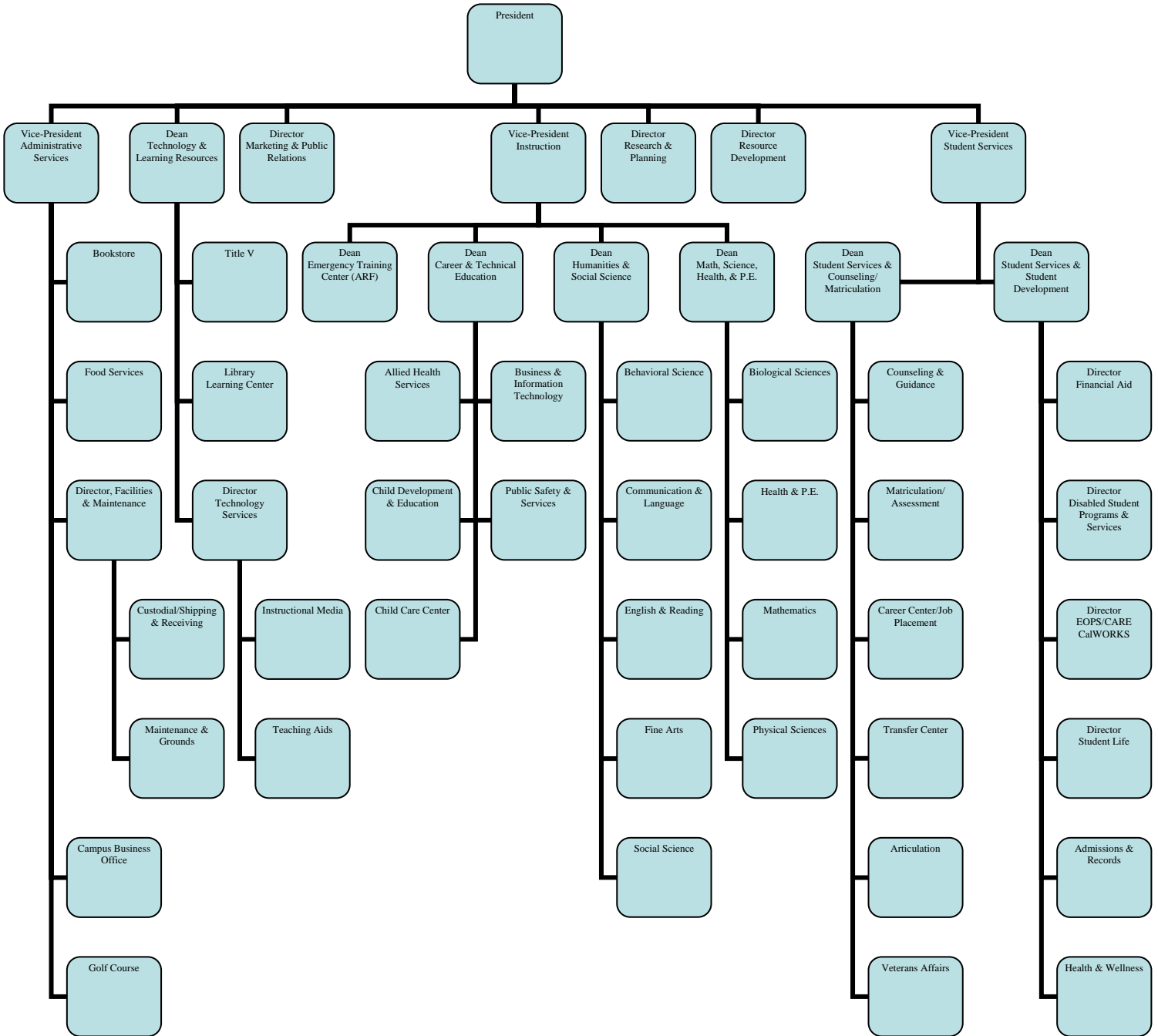
If we are to be successful as a place to learn, and as an institution that learns, we must diligently monitor the progress and advancement of our students and their continual intellectual development. Articulation and collaboration with K-12 and other institutions of higher learning, as well as public and private entities, must be expanded and become the norm.

While we have accomplished much during the past few years, it is only through a comprehensive assessment process with clear goals and objectives that we can further our vision and stay true to our mission.



Your future is on the rise...

CRAFTON HILLS COLLEGE ORGANIZATIONAL CHART



**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
CRAFTON HILLS COLLEGE ADMINISTRATION
11711 Sand Canyon Road
Yucaipa, CA 92399
(909) 794-2161
Prefix for all numbers is 389**

Gloria Macias Harrison, M.A.	President	3200	LADM-301
Cheryl A. Marshall, Ed.D.	Vice-President, Instruction	3202	LADM-303
Alex Contreras, M.S.	Vice-President, Student Services	3355	SSA-306
Charlie Ng, Jr., M.B.A.	Vice-President, Administrative Services	3210	LADM-166
Judith Ashton, M.A.	Interim Dean, Humanities & Social Science	3205	LADM-300F
Donna Ferracone, M.A.	Dean, Career & Technical Education	3214	LADM-300D
Laurens K. Thurman, M.A.	Dean, Math, Physical Science, Health & PE	3362	LADM-300E
June Yamamoto, M.A.	Dean, Emergency Training Center	382-0309	E.T. Cntr.
Joe Cabrales, M.A.	Dean, Student Svcs., & Student Development	3368	SSA-212
Kirsten Colvey, M.A., M.S.	Dean, Student Svcs./Counseling & Matriculation	3327	SSB-205
Ted Phillips, Ed.D.	Dean, Technology & Learning Resources	3297	LR-316
Cheryl Bardowell, M.P.A.	Director, Resource Development	3260	LADM-300A
Wayne Bogh, M.B.A.	Director, Technology Services	3309	LADM-228B
Rejoice Chavira, M.A.	Director, EOPS, CARE/CalWORKs	3456	SSA-307
Patrick Fite, B.A.	Director, Marketing & Public Relations	3333	LADM-300B
Mamerto Licerio, M.A.	Director, Disabled Student Programs & Svcs.	3326	SSB-112
John Muskavitch, B.A.	Director, Financial Aid	3269	CL-214
Ericka Paddock, M.A.	Director, Student Life	3457	SC-108
Cammy Purper, M.A.	Director, Child Development Center	3401	CDC-102
Cidhinnia Torres Campos, Ph.D.	Director, Research & Planning	3206	LADM-300C

**SAN BERNARDINO COMMUNITY COLLEGE
DISTRICT ADMINISTRATION
114 South Del Rosa Drive
San Bernardino, CA 92408
(909) 382-4000**

Donald F. Averill, Ed.D.	Chancellor
Robert J. Temple, M.A.	Vice-Chancellor, Fiscal Services
Trudy Largent, J.D.	Vice-Chancellor, Human Resources & Employee Relations
Frank Reyes, M.A.	Executive Director, Governmental Relations
David Salazar, M.A.	Executive Director, Facilities, Planning & Administrative Services
Ron Gerhard, M.B.A.	Business Manager
Larry Cicalone, M.B.A.	President and General Manager, KVCR TV/FM
Vacant	Chief Information Officer, Computer Services
Glen Kuck, Ed.D.	Executive Director, Distributed Education & Technology Services
Diogenes Shipp, M.A.	Interim Director, Human Resources
Donna Hoffmann, M.A.	District Director, Marketing & Public Relations
Crispina Ongoco, B.S.	Director, Fiscal Services
Matthew Isaac, Ph.D.	Executive Director, Economic Development & Corporate Training
Patrick McCurry	Chief of Police, District

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES**

Donald L. Singer, Ph.D...	President
Charles S. Terrell, Jr., Ed.D.	Vice-President
James C. Ramos, B.S.	Clerk
Marie A. Alonzo	Member
Charles H. Beeman, Pharm. D.	Member
Allen B. Gresham, J.D.	Member
Carleton W. Lockwood, Jr., B.S.	Member
Seth Pro	Student Trustee, CHC

CRAFTON HILLS COLLEGE

Faculty Chairs

Allied Health	Brad Franklin	3284	CHS-130
Behavioral Science	T.L. Brink	3343	SSA-324
Biological Science	Mark Jonasson	3226	LADM-226
Business & Information Technology	Catherine Pace-Pequeno	3430	LADM-103
Child Development & Education	Jean Searle-Grassick	3401	CDC 114
Communication & Language	Richard Hogrefe	3235	SSA-314
English & Reading	Mark Snowwhite	3334	SSA-315
Fine Arts	Mark McConnell	3283	PAC-310
Health & Physical Education	Ralph Rabago	3279	G-113
Mathematics	Sherri Wilson (FA 07)	3336	SSA-317
	Jodi Hanley (SP 08)	3339	SSA-320
Physical Science	Kelly Boebinger	3291	CHS-241
Public Safety Services	Daniel Word	3570	OE1-119
Social Science	Mario Perez	3352	SSA-333

Coordinators/Managers

Bookstore Manager	Diana Heemstra	3248	Bookstore
Cafeteria Manager	Marty Rea	3376	Cafeteria
EMT - Paramedic Program Coordinator	Kathy Crow	3220	OE1-116
Financial Aid Outreach Coordinator	Fermin Ramirez	3240	CL-214
Health Services Coordinator	Judith Giacona	3271	SSB-109
Learning Center Coordinator	Damaris Matthews	3314	Library
Library Coordinator	Laura Winningham	3323	Library
Maintenance & Grounds Super.	Stephen Kelley	3380	Maint. Pad
Acting Police Supervisor	Patricia Tafoya-Bryson	3275	LADM-150

CHC DIRECTORY OF SERVICES

Student Service	Department/Office	Location	389 - Ext.
Add/Drop Classes	Admissions/Records	SSA-213	3372
Admissions/Registration	Admissions/Records	SSA-213	3372
Adults Returning to School	Counseling Center	SSB-201	3366
Advertising/Campus Publicity	Public Information	LADM-300B	3333
Assessment Testing	Counseling	SSB-201	3366
Basic Academic Skills	The Learning Center	Library	3312
Book Buy Back	Bookstore	BK-101	3250
CalWORKs	EOPS/CalWORKs	SSA-307	3239
Campus Police	Police	LADM-150	3276
Career Counseling	Career Center	SSB-201	3361
Child Care Referrals	CalWORKs	SSA-307	3239
Counseling	Counseling Center	SSB-201	3366
Credit by Exam	SEE FACULTY CHAIR		
Computers for Students	The Learning Center & Library	Library	3312/3321
Disabled Student Programs & Services	DSP&S Office	SSB-110	3325
Employment (Students)	Job Placement Office	SSB-201	3361
Extended Opportunity	EOPS/CalWORKs Office	SSA-307	3239
Financial Assistance	Financial Aid Office	CL-214	3242
Foreign Students	Student Services	SSA-306	3354
Grade Grievances	Instruction Office	LADM-300	3202
Graduation Application	Admissions & Records	SSA-213	3372
Graduation/Commencement	Student Services	SSA-306	3354
Health Services	Health & Wellness Center	SSB-101	3271
Housing	Career Center	SSB-201	3361
Library Services	Library	Level 1	3321
Lost and Found	Communications	LADM-150	3276
Parking Permits	Communications	LADM-150	3276
Photocopy Machines for Students	Library	Level 1	3321
Photocopy Services for Instructors	Teaching Aids (Library)	LR-310	3310/3319
Refunds for Dropped Classes	Admissions & Records	SSA-213	3354
Scholarships	Student Services	SSA-306	3354
Single Parents	Counseling Center	SSB-201	3366
Student Affairs	Student Services	SSA-306	3354
Student Clubs	Student Senate Office	SC-107	3410
Student Government	Student Senate Office	SC-107	3410
Student Body Card	Student Senate Office	SC-107	3410
Student Success Program	Counseling Center	SSB-203	3451
Theater & Concert Information & Tickets	Box Office	PAC	389-3292
Transfer Information	Counseling/Transfer Center	SSB-301	3366
Transcripts	Admissions & Records	SSA-213	3372
Tutoring	The Learning Center	Library	3312
Typewriters	The Learning Center	Library	3312
Veterans	Admissions Office	SSA-213	3370

CHC HISTORY HIGHLIGHTS

1902	First Junior College organized - Joliet, Illinois
1910	First California Junior College - Fresno
1926	San Bernardino Valley Union Junior College District created
1962	Academic rank established
1965	California State University, San Bernardino, opens its doors
1966	The Board accepts 163 acres in Yucaipa donated by the Finkelstein Foundation and the L and R Cattle Company (by the time the college was ready to open, the gift of land had grown to 523 acres).
1967	Multi-campus district administrative organization approved
1968	The Board selects the name Crafton Hills College for the as-yet-unbuilt college
1969	Dr. Gordon C. Atkins is appointed the first Provost of CHC
1970	San Bernardino Junior College District becomes San Bernardino Community College District
1972	Crafton Hills College, the 96th community college in California, opens its doors to its first group of students
1972-1974	Mr. FOSTER DAVIDOFF from Compton College serves as the first President of CHC
1974	Superintendent becomes Chancellor
1974-1976	President ROGER ANTON
1976-1981	President WILLIAM J. MOORE
1981-1982	Acting President GLENN GOODER
1982-1990	President DONALD L. SINGER
1986	Collective bargaining voted in
1990-1992	Acting President LUIS S. GOMEZ
1992-2000	President LUIS S. GOMEZ
2000-Present	President GLORIA MACIAS HARRISON

CRAFTON HILLS COLLEGE VITAL STATISTICS

The San Bernardino Union Junior College District was created in **1926**.

Crafton Hills College is one of two public community colleges serving the San Bernardino Community College District. The other is San Bernardino Valley College. Both are tax-supported, coeducational institutions governed by a locally elected Board of Trustees acting through a district Chancellor and the President of each college.

The SBCCD encompasses the **school districts** of:

San Bernardino	Redlands	Rim of the World	Bear Valley
Colton	Rialto	Yucaipa	Needles

The college covers **513 acres** and has **14 buildings**.

There are **59 full-time teaching faculty**, **17 non-teaching faculty**, and **approximately 110 part-time faculty**.

CHC offers classes in the following subject areas for **transfer** or an **Associate Degree**:

Accounting	Economics	Philosophy
Administration of Justice	Emergency Medical Services	Physics
Anthropology	English	Political Science
Art	Fire Technology	Psychology
Astronomy	Geography	Radiologic Technology
Biology	Geology	Religious Studies
Business Administration	History	Respiratory Care
Chemistry	Liberal Arts-CSUGE	Social Science
Child Development	Liberal Arts-IGETC	Sociology
Communication	Mathematics	Spanish
Computer Information Systems	Music	Theatre Arts

Occupational Certificates can be earned in:

Accounting	Fire Inspection Academy
Administration of Justice	Firefighter I Basic Training Academy
Associate Teacher (Child Development)	Mobile Intensive Care Nurse
Business Management	Marketing Management
California Fire Officer Training	Master Teacher (Child Development)
Child Home Day Care Provider (Child Development)	Programming
Computer Assisted Graphics Design	Radiologic Technology
Computer Information Systems	Registered Respiratory Therapist
Certified Respiratory Therapist	Retail Management
Cisco Certified Network Associate	Site Supervisor (Child Development)
Cisco Certified Network Professional	Teacher (Child Development)
Computer Hardware Technician	3D Computer Animation
Emergency Medical Technician-1	Webmaster
Emergency Medical Technician-Paramedic	

**Crafton Hills College
Educational Philosophy**

In a free society all individuals should have access to educational opportunities in order to develop their unique potential. The programs and services at Crafton Hills College help to promote an informed and engaged citizenry by providing an environment where intellectual dialogue becomes the foundation for lifelong learning. At Crafton Hills College, students prepare to meet the challenges of an increasingly complex society.

Approved by the Academic Senate, 12/10/03.

**Crafton Hills College
General Education Philosophy Statement**

General Education at Crafton Hills College is designed to prepare students to:

- analyze, synthesize, and evaluate various forms of information;
- demonstrate effective oral and written communication;
- analyze and use quantitative and qualitative data;
- apply problem-solving and decision-making skills utilizing multiple methods of inquiry;
- recognize the contributions of the arts, humanities, and sciences;
- make informed decisions regarding physical, mental, and emotional health issues;
- develop social awareness and a global perspective;
- understand the power and complexity of diversity.

General Education provides a broad cultural and intellectual background to complement mastery of specific fields of knowledge and contributes to an individual's self-awareness.

Approved by the Academic Senate, 02/11/04.

CRAFTON HILLS COLLEGE FACULTY ETHICS STATEMENT

Faculty members devote their energies to developing and improving their scholarly competence. They keep up with new developments in their disciplines and in teaching methods, enabling them to infuse appropriate changes in curriculum as appropriate. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.

Adhering to their proper roles as intellectual guides and advisors, faculty members demonstrate respect for students as individuals, with no regard to their cultural background, ethnicity, race, gender, religious beliefs, political ideologies, disabilities, sexual preferences, age, or socioeconomic status. They make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect the true merit of the work of those students. Academic standards should not differ significantly from one faculty member to another teaching the same course or similar courses within the same discipline. And course content and methods should be consistent with official course outlines.

In order to promote an atmosphere of mutual respect, faculty members avoid any exploitation, harassment, or discriminatory treatment of students, colleagues, and support staff. Faculty members never use their positions for personal gain or gratification.

Faculty members accept their share of specified responsibilities for the development of educational policies and the governance of their institution. And although they follow the stated regulations of the institution, they maintain their right to criticize and seek revision. They have the responsibility to identify barriers to access, which may include restrictive admission policies, lack of counseling opportunities, or unjustified prerequisites.

When faculty members speak or act as private persons, they avoid creating the impression of speaking or acting for the college.

Resolution S06.06: General Education Outcomes

Whereas, the General Education Task Force was convened in 2003 in response to the college's most recent accreditation report which required the college to revisit its general education requirements;

Whereas, upon the GE Task Force's recommendation, the Academic Senate adopted both an educational philosophy and general education philosophy statement for the college;

Whereas, the new ACCJC accrediting standards require that "instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies and achieve stated student learning outcomes";

Whereas, in the Fall 2005 semester, the GE Task Force hosted a series of work groups to gather input regarding student learning outcomes for general education which was attended by scores of CHC faculty;

Resolved, that the Crafton Hills College Academic Senate recommended the college adopt the following thirteen general education student learning outcomes, providing a basis for new general education requirements.

A. Natural Sciences

"To apply a problem solving strategy such as the scientific method or other systematic process of inquiry and to recognize the contributions of science and technology in our world."

B. Social and Behavioral Sciences

"To recognize, describe and analyze individual behaviors and various social institutions that influence our world."

C. Humanities and Fine Arts

1. Humanities

"To identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience."

2. Fine Arts

"To appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture."

D. Language and Rationality

1. Written Traditions

"To write competently for a variety of purposes and audiences."

2. Oral Traditions

"To demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds."

3. Quantitative Reasoning

"To interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills."

4. Critical Thinking and Information Literacy

"To demonstrate information competence by accessing, analyzing, synthesizing, and evaluating various forms of information including verbal, electronic, and visual messages, including those in the mass media."

E1. Diversity and Multiculturalism

"To comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own."

E2. American Heritage

"To recognize and appreciate the unique contributions, history and collective heritage of the United States."

F. Health and Wellness

"To appreciate one's own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency."

G. Reading

"To demonstrate the ability to read, comprehend and critically respond to written materials at the collegiate level."

H. Computer Literacy

"To utilize computer technology effectively, selecting and appropriately using the correct tool for the task."

Professional Development will be providing training throughout the year.

GENERAL INFORMATION

Absences

If you are unable to meet a class, call the Instruction Office at 389-3215 or 389-3203, or after 4:00 p.m. call the evening secretary at 389-3328. A notice that your class has been cancelled will be posted on your classroom door, and an absence form will be put in your mailbox. (See Hourly Absence form in the back of this handbook). Only a certificated, board-approved person can substitute for an instructor. Do not make arrangements on your own.

For emergency, unpaid, conference and sabbatical leaves, check the relevant sections of the collective bargaining agreement for the most accurate information.

Accidents and Emergencies

Accident – Dial 9-911, then call the Nurse at extension 3271 or 3274 and Campus Police at extension 3275. If there is no answer, dial "0" and have the Nurse and Police paged. If you are not close to a phone, shout for help.

Emergencies after the Switchboard is Closed – Call the Campus Police at extension 3275 and you will automatically be connected to the San Bernardino County Sheriff's Dispatch.

Fire Alarm – Immediately evacuate the classroom and building. Remain at least 50 feet away from the building. Return to the classroom only when the all-clear signal is given

Earthquake – If inside, stay inside. Hide under sturdy furniture or within a doorway. Do not leave the building during the shaking. After the shaking, evacuate the building. Stay out and away from damaged buildings.

Disturbance Requiring Police Intervention - Call the Switchboard Operator by dialing "0." The Switchboard Operator will then contact the Campus Police by radio.

Advancement in Rank

First it should be pointed out that advancement in rank is not tied to salary. Advancement from Assistant Professor (the title of all certificated staff on probationary status) to Associate Professor occurs automatically upon being granted tenure status by the Board. A faculty member becomes a Professor three years after he/she earns tenure. Any tenured professor with at least seven years of service will be awarded the rank of Professor Emeritus upon retirement.

Advancement on the Salary Scale

You should check the collective bargaining agreement for details. If you plan on taking work-related courses to advance on the scale, you must submit your request in writing to the Vice-President of Instruction in advance of taking the courses. All requests are submitted to the Board for approval ONCE a year (July or August) so it is important that you submit your request in time. Note also that you must complete the course(s) within 2 years of submitting your request. Refer to the CTA agreement for additional information.

Book Orders

Books are ordered well before the beginning of the semester. As soon as you receive your teaching assignment, you should decide what texts or other materials you will need for your students. For some classes there will be department text adoptions that you will use, or there may be a list of texts from which you may choose. On the other hand, you may be on your own to select texts or materials. If you have questions about ordering books, or if you need a desk copy, contact Carol Diehl at extension 3247.

Changing Location of Class Meetings

You must conduct each of your classes in the room you have been assigned unless you receive special permission from your Division Dean. To request a relocation of your class for any reason, a Course Room Change Request form must be completed and submitted to your appropriate Dean. (See Course Room Change Request form in the back of this handbook). Remain in your current classroom until approval from the appropriate Dean is received.

Children on Campus

Children are **not** to be brought into the classroom by students or instructors nor left unattended on the campus. The Counseling Center is able to provide referral information regarding childcare facilities on and off campus.

Class Breaks

The Educational Code allows for a 20-minute break in a 3-hour class and a 10-minute break in a 2-hour class. Classes meeting less than 2 hours do not take a break. An instructor may choose to take a 20-minute break when the instructional format allows it. **The Education code does not allow this break to be taken during the last hour of class.** A class may **not** be dismissed early in lieu of a class break. While the Education Code does not require breaks, the Statewide Academic Senate has found that "best practices" include breaks for long classes. Research shows it improves student attention and learning.

Course Syllabus Requirement

A current syllabus for each course you teach at the college should be submitted, preferably electronically, to the appropriate Division Dean and Faculty Chair.

Eating and Drinking in the Classroom

The College **prohibits** eating and drinking in the classrooms and the corridors of the buildings. This regulation applies to instructors and students alike.

Email Account

You must submit a request for a district email account. (See User Application request form in the back of this handbook). You can get your voicemail messages on your district email account with the Cisco IP Phone System.

Flex

Background and Goals

Legislation (Assembly Bill 1149) was drafted in 1981 to allow colleges the option of using up to 15 days of the 175-day academic calendar for instructional improvement activities. The SBCCD CTA Agreement states that "the work year for a regular ten-month employee shall contain 177 workdays for any academic year and at least 170 days of

scheduled classes for students, two service days plus **four (4) days of flex activities** for any academic year" (Article 13, Section A, 2004-2007 Agreement). This translates to a total of **24 hours**, with a **maximum of 6 hours per day**.

Flexible calendar hours can be utilized by faculty any time during the fiscal year, **July 1 through June 30**. Flex activities **must not be scheduled to conflict** with a faculty member's **contractual obligations**. These include instructional schedules, office hours, and committee work.

The purpose of the flexible calendar is to provide time for faculty to participate in development activities that are related to staff, student, and instructional improvement (Title 5, section 55720).

Hourly Credit for Activity Participation

Faculty who are learners: 1=1

Faculty should receive one-hour credit for each hour of participation in an approved flexible calendar activity.

Faculty who are presenters: 1=3

Presenters receive 2 hours of preparation time for each hour of on-campus presentation. Presenters who repeat their programs will be given another 2 hours of preparation for each hour of on-campus presentation.

Reporting Flex Hours

A Flex Activity Report Form must be submitted to the Instruction Office by the end of April. Activities that will be completed by June 30 should be included on this form. (See Flex Activity Report form in the back of this handbook).

The Professional Development Committee will review these forms as they are received (Title 5 requires that there be an advisory committee for the flexible calendar program and that the approval of individual faculty plans be accomplished by a peer process). Your form will be returned to you:

- if you list activities that do not appear to meet the Flex guidelines, or
- if there are questions as to the nature of any of the activities.

It will be your responsibility to respond to the committee's questions and to return the form in a timely manner. The committee will submit its final report to the college President by commencement day.

Special Conditions

Sabbaticals, Re-Training Leaves, Leaves Without Pay, Teaching Exchanges:

Faculty in the above categories are not required to do Flex time for the period of the special assignment.

Faculty taking "Load-Banked" time:

Faculty in this category are required to complete their Flex obligation.

Keys to Classrooms

Most of the classrooms do not require keys. If you will be using a classroom that requires a key, it will be determined if one should be ordered for you. You must pick up and sign for your keys in the Communications Office, LADM-150. At the end of the semester, any keys you do not expect to be using again must be returned to the Communications Office. If your keys are lost, there is a \$5.00 replacement fee for each key.

Mailboxes

Full-time faculty mailboxes are located in various parts of the campus. Check with your Faculty Chair.

Overloads

After the semester begins, you will receive an **Agreement for Temporary, Part-time Teaching Assignment** and five **time sheets** for the semester. (See Agreement and Timesheet in the back of this handbook). Your agreement and all time sheets are to be signed and returned to the appropriate Division Dean's office. You will be compensated

on a Pay-Per-Course schedule. Compensation for overload classes is included in your regular paycheck on the first of each month.

Parking Privileges

Full-time faculty members are obligated by the same parking regulations as other staff and students. You may park in the faculty parking areas, however; you must purchase a parking permit and display it as indicated on the permit. You may purchase a permit by the semester or for the entire year. There are additional stalls marked "staff" in Lots E, F, & G. Purchase your parking permit in the Communications Office located in the Lab/Administration (LADM) Building, Room 150, before or during the first week of classes. NOTE: The parking permit allows you to park at both the Crafton Hills College and San Bernardino Valley College campuses and the San Bernardino Community College District location.

Paycheck

You will be paid once a month on the first (unless the first is a Sunday). You have 3 options: (1) You may have your check **mailed** to your home. You should receive it on the first or on the second day of the month if the first is a Saturday or Sunday. (2) You may arrange to collect your check in the **Campus Business Office** on the first working day of the month. (3) You may arrange for an **electronic deposit** in your bank in which case you can either collect your pay stub in the Campus Business Office or have it mailed to you.

Qualifications

In order to teach at Crafton Hills College you must have valid discipline qualifications as mandated by the State Chancellor's Office and current tuberculosis test results.

Smoking

The College **prohibits** smoking in **all** buildings on campus. Smoking outdoors must be at least 20 feet away from entrances. This regulation applies to instructors and students alike.

Substitute Instructors

If a substitute is needed, it must be an instructor who has a valid California Community College Credential or has met the minimum qualifications for faculty and has gone through the formal hiring process. Please check with the appropriate Administrative Office for additional information. They must also be approved by the Board of Trustees if they are not a regular faculty member. All substitutes are paid on an hourly basis and must complete a substitute time sheet. Contract instructors may also substitute if it extends beyond their load and they do not exceed the seven (7) hour per week limitation for overload. Circumstances will determine if a substitute is needed, i.e., extended absence, final exam, etc.

Teaching Aids

If you need duplicating or processing for your class, contact the Teaching Aids Office located in Library (LR) 310, Monday-Thursday from 8:00am-8:30pm or Friday from 8:00am-4:00pm.

To Submit Duplication Requests Using Email for a Quicker Turn Around Time

Teaching Aids will accept Word Documents for reproduction via email at teachingaids@craftonhills.edu. Please call 389-3310 in the morning or 389-3319 after 4:00 p.m. and leave a message to verify that Teaching Aids is aware of your request. They will acknowledge receipt of your email when they receive it. Attach the document to be reproduced and indicate the following: number of pages to be reproduced; number of copies needed; date and time needed; can it be printed back to back; are there special instructions: collated, stapled and collated, do not collate, etc.; furnish a telephone number where you can be reached if there is a problem. It is the instructor's responsibility to pick up all completed requests unless otherwise indicated on your request.

To Submit Requests in Person

Hard copy reproduction request forms are available in the Teaching Aids Office and in the Lab/Administration Building, 3rd floor. (See Teaching Aids Duplication Request form in the back of this handbook). Complete the form and paperclip it to your materials, retain the pink copy for your records before submitting the request. Leave materials in the tray labeled "Part-Time Afternoon/Evening Faculty" on Pat's desk or the tray labeled "Full-Time Faculty and AM Part-Time" on Sherri's desk.

Services Provided

The Teaching Aids Office has the materials to make photocopies, run transparencies, laminate, collate, staple, automatic fold, bind (adhesive strips or cone), 3-hole punch (single-sided copies only) and word processing work upon request. Types of projects include: exams, quizzes, syllabi, course outlines, graphics, various handouts, services for faculty members in conjunction with their instructional programs and CHC administrative projects.

Timelines

Plan ahead. Depending on the volume, for duplication only, provide 1-3 days notice. If you need items word processed and duplicated, add an additional 1-2 days to the request. Requests are filled on a first come, first served basis.

Picking Up Materials

Should the office be locked when you need to pick up your copies, please ask for the office key at the Learning Center (same floor).

Teaching Load/Office Hours

A full-time certificated employee is assigned 15 lecture hours per week, or 21 lab hours per week, or 24 clinic hours per week, or 35 counseling hours per week, or any combination of assignment such that the sum of full-time equivalencies (FTE) equals 1.000000. You must maintain at least three (3) posted office hours for students per week and two (2) arranged office hours per week.

Technology Services

Technology Services provides support for all of the technology on the Crafton Hills College campus.

The are prepared to help you do any of the following: setup, maintain and repair computers and other technology equipment; plan for technology projects and purchasing; assistance with materials, resources and instructional strategies using technology in the classroom (online or off); ensuring that your instructional practices and material comply with Federal and State laws and regulations, including the Americans with Disabilities Act; answer questions and provide training on a wide variety of topics, hardware, and programs.

Visit their webpage to get more information on assistive technology, instructional design, downloadable forms, information resources and frequently asked questions. (See Computer Use Policy in the back of this handbook).

Contact Technology Services as 389-3550 (7:30 a.m.-11:30 a.m.) or 389-3297.

Voice Mail Box Set Up

In order to listen to your voice mail messages, you must first follow these directions to set up your voice mail box:

- From an outside line call (909) 389-3300
- When the recorded message starts, press #
- Enter your ID number (extension number)

- Press #
- It will prompt you to enter a password, which at this point is 12345.

Once you have entered this password, you will be prompted how to set up your name and outgoing message. It will also instruct you on how to change your password. Once you have done these things, you will be given the option to listen to your message. When you get to the end of the setup you will hear “you have finished enrollment” before you can hang up. If you do not do this, your changes will not be accepted.

Students can leave messages for you by:

- Calling the college phone number (909) 794-2161
- Enter your voice mail extension

If you have any questions, contact Technology Services at 389-3550 (7:30 a.m. – 11:30 a.m.) or 389-3297.

Workload

The work year for a regular ten-month employee shall contain 177 workdays for any academic year and at least 170 days of scheduled classes for students, three (3) service days plus four (4) days of flex activities for any academic year. You must complete at least 24 hours of appropriate flex activities in each academic year, defined as July 1 to June 30. Activities or events used to satisfy the Flex Calendar obligation may not conflict with regularly scheduled classes or other regularly scheduled activities considered to be part of the normal “workload.” Completed Flex Activity Report forms must be turned in to your immediate supervisor on or before the day of graduation. (See copy of Flex Activity Report form and Flex Guidelines in the back of this handbook).

ACADEMIC POLICY AND PROCEDURE

Auditing

Governing Board policy prohibits student auditing of classes. All students in attendance must be officially enrolled in the class. Encourage potential students to consider enrolling in the class on a regular or credit/no credit basis.

Census and Attendance Record Keeping

By the first day of class, you should have a temporary class roster in your mailbox. After the census, you will receive your permanent rosters. The permanent roster must be signed and submitted along with your grades at the end of the semester to Admissions and Records (SSA 213) unless you submit grades on-line. (See Rosters in the back of this handbook).

Temporary Roster – Included will be the names of students who have officially enrolled in the class. If a student in the class claims that he/she officially enrolled in the class but his/her name does not appear on the roster, ask to see the student’s Student Class Program (a printout given to students to verify enrollment). If the student’s form lists your class, add that student’s name to the roster. Students who have no evidence of enrollment in your class may add the class if there is sufficient room. Send the student to the Admissions Office with Authorization Code Label located on the right side of your roster. The student should affix the label to a Web Authorization Code Card which is available in the Admissions Office, and register for the class. **Note the “USE BY” date on the label which is also the last day to add the class.** Be sure you know how many students are allowed in the class. When spaces are available, you must allow students to take those spaces. Students who do not attend the first class meeting may be dropped from the roll and another student given that space.

Enrollment Verification Roster

You will receive an enrollment verification roster for each of your classes two times during the semester. You will receive the first one during the fourth week of the semester. Drop students who are not regularly attending your class

or who are failing to participate or submit work. Be sure to **return** these rosters promptly so that your permanent roll sheet, which you will receive at the end of the fifth week of classes, will accurately reflect your class.

Permanent Roster

This roster, which you will receive at the end of the fifth week of classes, **must** be submitted with final course grades at the end of the semester unless you submit grades online. If you have any questions about a student's enrollment status, check with the Admissions and Records office.

Positive Attendance Roster

Classes that have irregularities in the meeting times or hours or are specified as noncredit or open entry/open exit are reported as positive attendance classes. You must indicate the exact number of hours each student ATTENDED. It is critical that you complete this roster as soon as your class ends.

Last Day to Add/Drop

The last day to add, the last day to drop (without a "W"), and the last day to withdraw (with a "W") are noted on the top of your student roster.

Record Keeping and Attendance

You are not obligated to keep a record of each student's attendance after the fourth week of classes, but you are free to do so. Also, the College has no stipulated number of class sessions a student is permitted to miss. You may use your own absence policy but make sure that it is clearly outlined in your syllabus. Check with your Faculty Chair to determine the prevailing practice in your department.

Crisis Intervention

To Activate the Crisis Intervention Plan, call Campus Police 389-3275, Communications 389-3276 or "0", Health and Wellness Center 389-3272. For more information see the Crisis Intervention Flip Chart – available in the V.P. of Student Services Office, or Health & Wellness Center.

If you encounter a student with inappropriate behavior(s), please complete a CHC Disruptive Student Behavior Incident Report and send it to the V.P. of Student Services. The form is available on the CHC Website at www.craftonhills.edu (Student Information), Vice President of Instruction, or Division Dean.

Mental Health Counseling is available for students by a licensed psychotherapist in the Health & Wellness Center, SSB-101, 389-3272, fax: 389-0772, e-mail: jgiacona@craftonhills.edu.

Course Outline of Record

There is an official course outline of record for the class(es) you are teaching, and you are expected to teach to this outline. Course outlines of record are rewritten every six (6) years. To obtain the most recent copies, check with your Faculty Chair or use the Crafton Hills College computer website, www.craftonhills.edu, click on Faculty/Staff Info, then click on Course Outlines.

Course Syllabus

A syllabus must be given to the students at the **first class meeting**. A copy of the syllabus should also be submitted to the appropriate Division Dean and your Faculty Chair. As you prepare your syllabus, be sure to review the college calendar to check important dates such as deadlines and holidays. A typical syllabus should contain the following:

1. The title, number, and brief description of the course.
2. Your name and when and where you can be reached.
3. The goals and objectives of the course, including expected student learning outcomes.
4. The name and author of all required and suggested texts and materials.

5. Criteria that will be used in evaluating students.
6. Grading standards and specific requirements for earning a desired grade in the class.
7. Any policies you feel are important (e.g., cell phones off, attendance requirements, policy on plagiarism).
8. A session-by-session outline of topics and assignments.
9. Final exam date and time.
10. Other important dates (e.g., last day to drop the course).

Evaluation of Instruction

Evaluations of instructors are conducted with the goal of improving instruction and are conducted by your Division Dean. Evaluations of instructors are conducted in accordance with the current agreement with CTA. Refer to the current contract for details.

Students will be asked to complete an instructor evaluation in each of the classes taught. (See Evaluation form in the back of this handbook).

Field Trips

Field trips are an extension of the campus instructional program and, as such, must be conducted in a manner similar to on-campus instructional practices such as organization of instructional materials, goal setting, course objectives, student contact, adherence to college rules, regulations, policy, and provisions for classroom safety. Field trips will be approved, subject to administrative review, when campus facilities and equipment do not provide the needed learning experiences necessary to adequately teach a class. Every field trip must have an educational goal which cannot effectively be obtained from on-campus activity. Approval for a field trip requires the completion of the *Request for Approval of Off-Campus Class Meeting* form by the instructor and the *Field Trip Waiver of Claims Acknowledgement* form by each student. (See Off-Campus Approval and Field Trip Waiver in the back of this handbook). Check with the appropriate Division Dean for the forms.

All requests for college-sanctioned class meetings at off-campus locations **MUST** be submitted on the appropriate form at least one ten days prior to the trip. It is best to have anyone who thinks they might attend fill out the waiver form. Anyone who does not have a waiver on file may not attend the trip. If any students are high school students, and/or are under the age of 18, their parent/guardian must sign the waiver. Should anyone become injured or is thought to be injured while on the trip, the instructor must notify the appropriate Division Dean's office as soon as possible after the trip. The Dean will then notify the appropriate District personnel. Family members may attend as long as they provide their own transportation, they are considered to be attending voluntarily and not as a part of the class.

Any time a faculty member meets a class at an off-campus site, whether it is a mandatory or voluntary meeting and whether the entire class or just a few members of the class attend, Board Policy 4300 must be followed:

FIELD TRIPS AND EXCURSIONS BOARD POLICY 4300

A. Authorization

Any curricular activity, field trip, or excursion involving student participation at an off-campus location other than the usual meeting location of the class requires authorization by the appropriate administrator prior to the commencement of the activity. Any overnight trip, in excess of \$500 total cost, or any trip involving cost for student meals must be approved by the College President.

B. Expenditure of Funds

The approval request shall include any anticipated expenditure of funds for lodging, food, transportation, or activity

fees. No expense of students participating in a field trip or excursion to any state other than California, the District of Columbia, or a foreign country shall be paid with District funds. Usual and customary travel expenses for authorized District personnel may be provided. Expenditures shall be approved only after an approved trip request is submitted with a Purchase Requisition, and if that amount has been budgeted and sufficient funds remain in the account to cover the claim.

C. Accountability

When transportation is provided, the individual responsible for the field trip shall leave a list of all participants, including students and employees who are on the trip, on his/her desk in a prominent place where it can easily be found in case of an emergency.

D. Transportation

1. Students shall be transported in commercially procured transportation whenever possible. Van size is limited to no larger than the 10-passenger size as defined in California Vehicle Code. Commercial bus lines must have on file a certificate of insurance with the Office of Risk Management prior to the commencement of the trip naming the District as "additional insured." Transportation requiring rental of van(s) or bus(s) must have a contract. The contract must be signed by a Board approved authorized signer fourteen (14) calendar days prior to the day of travel. (See AR 6340 Contracts)

2. If rented vans or automobiles are used, each driver must be a District employee, be registered on the Approved Drivers' List and have the appropriate class of driver's license to operate the intended vehicle. No student is authorized to drive any vehicle on District business. District insurance provides primary liability coverage for rented vehicles and secondary coverage for property damage coverage.

3. If funds are not available for transportation, students may provide their own transportation. In such cases students should be asked to meet at the site at a specified time. Car caravans are not appropriate.

4. No employee shall transport any student in his/her private vehicle on college business.

Final Exams

The College requires final exams for students in all classes. Final exams for day classes are administered according to a final exam schedule. Final exams for evening classes are given on the last scheduled evening of classes. The final exam schedule can be found in the class schedule. Final exams at other than scheduled times are permitted only by petitioning the Office of Instruction and for circumstances clearly beyond the student's control.

Grade Changes

Individual course instructors are responsible for assigning grades. All grades are final. As per SBCCD Board Policy 5040, grades will not be changed for any reason or under any circumstances after 36 months from the end of the term in which the grade was assigned. (See Grade Change form at the back of this handbook).

Grade Reporting

You will be expected to award grades according to reasonable standards based on the requirements of the course. These requirements must be consistent with the official course outline. The evaluative grading system used at Crafton Hills College is standard:

- A = Excellent
- B = Good
- C = Satisfactory
- D = Passing, less than satisfactory
- F = Failing

CR may be awarded for Credit (satisfactory or better) and **NC** for No Credit (less than satisfactory). Students who request to be graded on a credit/no credit basis must file a petition to do so before the end of the fifth week for semester-length courses (see policy in Catalog for more detail).

Non-evaluative symbols are also used. **I** is used for an **Incomplete**. Instructors who use this symbol must submit to Admissions and Records a course completion form indicating what assignments the student must submit to remove the "Incomplete" from his or her academic record. This form accompanies the roll sheet with final course grades submitted at the end of the semester. An Incomplete is assigned to allow for unforeseen circumstances, but it is **not** advisable to use the grade to prevent the student from receiving a low grade. The majority of students do not bother to complete the Incomplete, it must be completed within one year or convert to whatever grade you have indicated on the Incomplete Grade form.

Another non-evaluative symbol is the **W**, used to indicate a **withdrawal** from a class. Note that you **cannot** assign a W after the official drop date. Also, you **cannot** change a W to a grade after the fact.

The symbol **RD** (Report Delayed) may appear on a student's record to indicate that the instructor has failed to turn in his or her grades.

You may record your grades on your Permanent Roster and submit it to the Admissions & Records Office or you may choose to submit grades on-line using Campus Central. The instructions for submitting grades on-line are included in this handbook.

It is **very** important that final grades be submitted on or before their due date. Grades are due in the Admissions & Records office within 3 working days of the end of the session. Delays are costly to the College and troublesome for the affected students.

If a student asks for the privilege of **credit by examination** (granted on occasion by some departments), refer him or her to your Faculty Chair.

Posting of Student Grades

The posting of student grades with easily identifiable personal indicators is in violation of the Family Rights and Privacy Act of 1974. However, there are acceptable methods by which instructors may voluntarily provide this service or benefit for groups of students without jeopardizing the student's right to privacy, including:

- ❑ Instructors may post student grades by utilizing some derivative of a student's Social Security number - perhaps the only the last three or four digits.
- ❑ Instructors may post student grades by using their student ID.
- ❑ Instructors may voluntarily agree to mail grades if the student provides a self-addressed and stamped envelope.
- ❑ Instructors may post grades on-line using the Gradebook available in Campus Central. When students log onto Campus Central they will be able to access only their own grade, although they can see the class average as well. Workshops on the use of Gradebook are run periodically.

With respect to the reporting of grades, it is in the best interest of all concerned if all students in the group are treated alike.

Student Attendance

Instructors are **obligated**, at the beginning of the semester, to announce to students their policy regarding attendance. When absences exceed the number of hours a class meets in one week, the instructor may consider a drop for excessive absence. In the event that the instructor judges a student's absences to be so excessive as to make it impossible for the student to complete the course successfully, the instructor may drop the student from the class. It is the student's responsibility to withdraw from classes he/she is not attending and to discuss anticipated extensive absences with the instructor.

Student Conduct in Class

If in your judgment, a student persists in disrupting your class, you may dismiss him or her from that class meeting and the next class meeting. You are required to make reasonable effort to “give the student oral or written notice of the reasons for the proposed suspension.” If you dismiss a student you are required by Board Policy 5500 to notify the Vice President of Student Services (x3355) of the suspension as soon as possible. You should also direct the student to the Vice-President of Student Services (SSA-306, x3355). The student cannot return to class during this short suspension without agreement between the instructor and the Vice-President of Student Services. The Vice-President of Student Services will review the suspension and may talk to you and the student. Board Policy 5500 authorizes the President’s designee, the Vice President of Student Services, to decide on additional penalties or to return the student to class.

Your safety and the safety of your students should be your first concern. If you should incur serious disruption and/or violence in your classroom, contact the switchboard operator by dialing “0”. The operator will contact the Campus Police by radio to assist you.

Student Grievance

Students may file a grievance for any of the following reasons:

1. Any act or threat of intimidation;
2. Any harassment (sexual or other);
3. Any act of discrimination;
4. Any Act or threat of physical aggression;
5. Any arbitrary action or imposition of sanctions without a proper regard to academic due process as specified in college procedures.

For more information review Board Policy 6090. Board policies are accessible from the District website: www.sbccd.cc.ca.us. (See Grievance Procedure in the back of this handbook).

ADMISSIONS AND RECORDS QUESTIONS

What are the rules (mandated Title V) and CHC deadlines for Adds, Drops, & Withdrawals?

In order to report FTES accurately and in a timely manner, it is imperative that both the faculty and students strictly adhere to deadlines set by the Admissions and Records office in accordance with Title V regulations.

Last Date to sign a student into a class:

CHC is funded for all paid enrollments prior to the **census date** of each course. This date is otherwise referred to as the “**last date to add**” and is noted at the top of each class roster.

❑ Last date to sign students into 18-week courses:

The last date for students to add 18-week courses is noted in the class schedule as the second Friday of the term. The date also appears at the top of each roster.

Last Date to sign students into short-term courses:

Census dates will vary for each short-term class. The last date to sign students into a short-term class is the “**last date to add**” noted at the top of the class rosters.

All individuals attending class must be registered! If an individual is attending class and does not appear on the instructor’s roster nor has a class schedule indicating that they are registered in the class, they must be sent to the Registration office immediately to officially register. ALL students must be registered by the “USED BY” date printed on the AUTHORIZATION CODE LABEL and by the date indicated at the top of each roster.

Any individual attending class and not registered (1) will NOT earn credit for the class and (2) will NOT be included in the funding calculation for the institution and, (3) technically, is auditing the class, which is in violation of District policy.

****It is the potential student's responsibility to register and pay for a class. The Records department staff cannot initiate a student's registration into a course. Any request made by an instructor to "add" a student into a class will not be honored.**

When must a student obtain an instructor's authorization to ADD a class?

Prior to the beginning of a term, instructor signatures are not required to add courses. Students may either register using the Web or Telephone. Once the term has begun, any student attempting to register for an 18-week course must obtain an Authorization Code Label from the instructor (right side of the class roster), to be affixed on an Authorization Code Card obtained from the Admissions Office. **Students wanting to add classes (full-term or short-term) must do so by the add date indicated on the top of your class roster and the "use by" date on the Authorization Code Label.**

What is the last date to DROP?

While instructors may choose to drop a student from their class for non-attendance, they are encouraged to remind students that it is absolutely their responsibility to drop the class.

An instructor must complete an **Enrollment Verification Roster** in order to drop students from their class. Instructors may request an Enrollment Verification Roster from the Admissions Office at anytime during the semester up until the withdrawal date printed at the top of each roster. The first verification roster is distributed during the third week of the term (spring/fall) and only once during the Summer term (before 20% of instructional timeframe). The completed form should be returned to the Records department. Once drops have been posted, updated Class Rosters will be distributed.

After the withdrawal date, any student who remains on the Class Roster **MUST** be assigned a letter grade (A, B, C, D, F, CR, NC or I). **A grade of "W" will no longer be a valid option.** *Remember, an Incomplete form must be submitted to the Records department along with your grade scanner for all students receiving a grade of "I."*

Can a student who was dropped be reinstated?

An instructor may reinstate a student who has been inadvertently dropped from his/her class by completing a Instructor Drop Reinstatement form (See form in the back of this handbook). The reinstatement must be done prior to the withdrawal date indicated at the top of each roster.

What if I want to change a grade?

Changing a grade is an instructor's prerogative; however, no grade may be changed, for any reason, after 3 years from the end of the term in which the grade was assigned. To change a grade, an instructor must submit a "Change of Grade" form to the Records office. (See Change of Grade form in the back of this handbook). Change of Grade forms are never accepted from students.

What is FTES?

Part of the income for Crafton Hills College comes through the state apportionment funding process. A major portion of that funding is generated through the formula for Full-time Equivalent Students (FTES). FTES is calculated in several ways based on each class' attendance pattern (weekly, daily, positive attendance). The basic allocation is \$4,367 per credit FTES. Instructor records (*Class Rosters, Positive Attendance Rosters, Instructor Verifications, and Grades*) are all auditable documents that must be submitted to the Admissions and Records office at the end of each

term. In the case of an audit by the State, these documents must be presented to verify that CHC accurately reported FTES. If documentation cannot be presented, there is a possibility that the institution could be penalized and lose a portion of its funding.

What is involved in CR/NC?

Students may opt to take a class for Credit/No Credit (CR/NC) by completing a CR/NC petition and submitting it to the Admissions and Records office by the deadline date noted in the class schedule. (See Credit/No Credit form in the back of this handbook). Once the petition is processed, the instructor will receive a copy of the form. It is the instructor's responsibility to note the CR/NC option for the student. Upon assigning grades, CR is submitted for students earning a grade of A, B, or C. A grade of NC is submitted for any student earning a D or F.

Can a student repeat a class?

Courses in which a substandard grade of D, F, NC was issued may be repeated one time. Only the units and the grade for the course taken the second time will be used to compute the student's GPA and to count for degree or certificate requirements.

Courses in which a standard grade of C, B, A, CR was issued may be repeated one time only upon petition establishing circumstances that will justify such repetition. (Refer to the catalog for more details.)

INSTRUCTIONAL SERVICES

Audio-Visual Support

If you need equipment such as a TV, a VCR, an overhead projector, a tape player, or a projector, make your request one week in advance to the Instructional Media Technician who is based on the third floor of the Library at extension 3316. The preferred way to request equipment is through the Crafton website (www.craftonhills.edu). Go to: Departments/Technology Services/Audio Visual. There is a catalog of available materials, but there is no funding to rent videos.

Computer-Assisted Instruction

The Learning Center has Macintosh and Windows computers with printers attached. The Learning Center staff can assist students with word processing and classroom drills.

Computer Lab

The computer lab (LADM-101) is available only to Information Technology classes. However, LADM-216/LR-309 has computers and can be reserved for your class if time is available. Scheduled classes in those rooms have priority. You will be responsible for any computer training your students need. If you have a software package you would like installed, you must have an unopened software package and/or proof of licensing for each program (per machine) you want installed. There is no guarantee that the rooms can accommodate all requests. Follow the "Computer Room Reservation Process" to reserve space. The paperwork is available online or in the Career & Technical Education Office. (See Computer Room Reservation Request in the back of this handbook).

Evening Secretary

The evening secretary is located in the Part-Time Faculty Resource Room, LR-108 (northeast corner of the Library). The secretary is there to take messages from students and faculty, answer questions about schedule changes, post doors for evening classes and to distribute papers and notes from students to place in part-time faculty mailboxes. Evening secretary office hours are 3:30-8:00 p.m., Monday-Thursday, telephone number is (909) 389-3328 from off campus or extension 3328 from on campus.

Lab/Tutorial Support

The Learning Center is located on the third floor of the Library. Tutoring, computers, a Math Center and a Writing Center are available for student use. The Learning Center remains open until 10:00 p.m. Mondays through Thursdays. It closes at 4:00 p.m. on Fridays.

Library

The Library is open until 10:00 p.m. every school day except Friday, when it closes at 4:00 p.m., and on Saturday from 9:00 a.m. to 1:00 p.m. Orientations for students are available. Make an appointment in advance for this service. The Library does not buy textbooks. If you would like to have copies of the texts you are using available for student use, you should take a copy of the text to the Library and have it placed on reserve.

Part-Time Faculty Resource Room

The part-time faculty resource room is located at the northeast corner of the Library, LR-108. Enter from the inside of the Library, north of the resource librarian's desk. The room is accessible during regular Library hours.

You will find three computers (with CD and DVD; internet accessible), a scanner, telephone and a VCR player. Printing will be sent to the printer behind the Library checkout counter. General office supplies such as a stapler, 3-hole punch, paper clips, tape, calculator, pens, pencils, and highlighters are also available for your use in the resource room. Part-time faculty mailboxes are also located in the Resource Room.

STRATEGIES FOR ENHANCING STUDENT RETENTION

Raghu P. Mathur of Irvine Valley College identified the following strategies for enhancing student retention in the classroom:

1. The more frequent the feedback to students about their performance in class, the better.
2. Inform students about the availability of learning support services on the campus and show willingness to see that the student becomes actively involved with that service.
3. Develop an assessment procedure for identifying students who are unprepared for challenging courses. Without some reasonable placement testing, the open door may become a revolving door.
4. Studies indicate that students with a reading level two grades below that of the text have a 5% chance of earning a passing grade. There should be an attempt to match the reading level of the text materials to that of the student. To maintain course standards, some students will have to improve their reading ability.
5. Provide students at the outset of the semester a realistic expectation of what is required of them. Give students a chance to brace themselves and prepare sufficiently to avert "bombing" the first examination.
6. One non-academic variable related to drop out is the student's feeling lonely and isolated. Take steps to promote a friendly atmosphere in the classroom and encourage students to get to know one another on a first-name basis.
7. Solicit feedback from students who are about to or have decided to drop the course. Set up a system by which dropouts are urged to fill out a form indicating their reason(s) for dropping the course. This system may save some students who get "cold feet" prior to the first big exam of the semester.
8. Dick Rasnor of American River college asked students to list reasons why they had dropped courses. Rasnor provided the following frequently listed reasons which relate to factors under control of the instructor:
 - Student got too far behind in coursework and course tests were too difficult, unfair, or upsetting.

Recommendation: Assess students more frequently than the traditional midterm and final. Smaller, more frequent tests or evaluations provide more reliable data of student performance and less anxiety over "bombing the big one" or studying the wrong area. Frequent monitoring of student performance will reduce student procrastination.

- Many students dropped because they felt they had inadequate study habits.

Recommendation: Spend some time discussing good study habits and skills. Many instructors mistakenly take for granted that students know how to study.

9. Give students a feeling that their attendance and participation in class discussions are important.
10. Structure classroom curriculum that allows students to meet objectives and maintain feelings of accomplishment.
11. Understand and provide for the special needs of the re-entry student.
12. Instructor should be personable, approachable, and friendly.
13. Encourage students to seek assistance during office hours and/or by appointment.
14. Avoid competitive grading where there is a limit on "good" grades regardless of achievement, e.g., few "As" available.
15. Instructor should mix presentation styles.
16. Instructor should frequently seek student input in class.
17. Provide high-quality inspired teaching with emphasis on practical aspects of curriculum.
18. Encourage students to participate in college-sponsored extracurricular activities.

SOME HELPFUL HINTS FOR BETTER TEACHING

COURSE SYLLABUS

[The following summarizes the important points made in the NCRIPAL (The National Center for Research to Improve Postsecondary Teaching and Learning) report entitled "Preparing Course Syllabi for Improved Communication" by Malcolm A. Lowther, Joan S. Stark, and Gretchen G. Martens, 1989.]

The syllabus serves as a planning device to organize the course and to provide students with information about course content, the instructor's expectations, the methods of instruction and evaluation, and the overall course. When NCRIPAL researchers examined syllabi from different academic fields, they found wide variability in format and content. Despite the variability, the syllabi were designed to communicate course information and instructor views of the courses to the student.

The researchers found that students frequently approach courses with questions such as:

- Why do I have to take this course?
- What am I going to learn in it?
- What's in it for me, how does it relate to my interests?

An effective syllabus explains to students the rationale and purpose of the course as well as course content and procedures. Recent research confirms the assumption that students learn more effectively when they understand faculty intentions about course matters.

BASIC COMPONENTS OF A SYLLABUS

Basic Information: Instructor and Course

- Instructor's full name and title
- Office location and telephone number; hours (if applicable)
- Electronic address and communication procedures
- Course title/number
- Class meeting times and place
- Students for whom the course is intended

Course Purpose, Goals, and Objectives

- General course goals
- Specific objectives
- Relationship of course to student academic development
- Relationship of course to general education requirements

Educational Beliefs

- Prior preparation
- Effort anticipated

- Comprehension of time or personal pressures
- Acceptance of students' different learning styles

Content Outline

- Topic outline for course
- Sequencing of course content
- Rationale for course content
- Definition of the discipline
- Substantive component (assumptions of the discipline)
- Syntactical component (mode of inquiry of the discipline)
- Conjunctive component (the relationship of the discipline to other fields)
- Symbolic component (the language of the discipline)
- Skill component (the skills to be applied)

Assignments and Course Calendar

- Readings
- Papers
- Required documentation style, if any
- Tests/Quizzes
- Projects, laboratories, clinics
- Field experiences
- Relationship of course goals to assignments
- Relationship of specific objectives to assignments
- Dates for major assignments, exams, quizzes, projects, vacations, field trips
special activities

Textbooks

- Title(s) - Author(s) - Edition - Publisher
- Where textbook is available
- Estimated price of textbook
- Availability of textbook in library or on reserve
- Reason textbook was chosen

Supplementary Readings

- Required and recommended readings
- Location of supplementary readings
- Readings keyed to student abilities/interests

Methods of Instruction

- Description of instructional techniques
- Rationale for instructional techniques
- Description of class format (lecture, lecture/discussion, seminar, etc.)
- How techniques foster active involvement
- How techniques foster student independence
- How techniques achieve other specified goals

Student Feedback and Grading Procedures

- Grading system
- Learning expectations
- Non-grading feedback
- Policies on assignments/tests/make-ups
- Policies on attendance/incompletes
- Extra-credit policies
- Quizzes/tests/Papers
- Attendance and class participation

- Office visits

Learning Facilities and Resources for Students

- Library policies

- Learning-assistance policies

- Laboratory policies

- Computer availability and policies

- Reasons for using resources

STUDENT PERCEIVED INJUSTICES

Below are the results of a Ball State University survey of student perceived injustices in class based on a random sample of 230 students. The top 16 student experienced injustices identified were:

1. Used test items on content not covered in class.
2. Spoke at length about personal matters having nothing to do with the course.
3. Taught by reading verbatim from the book.
4. Mismanaged the class time during the semester so that near the end the semester, course content came at a hectic pace.
5. Required students to buy a book, perhaps an expensive one, and then never used it in the course.
6. Demanded much more work than was warranted by the credit offered by the course.
7. Taught a course whose content had very little to do with the title or catalog description.
8. Changed the course objectives and/or grading criteria during the semester.
9. Spoke negatively about a student in front of other students.
10. Encouraged student to speak out in class, but when the student did, the instructor ridiculed him/her or otherwise embarrassed him/her.
11. Was unable to admit that he/she had made an error although it was apparent that he/she had done so.
12. Required students to attend every class session but missed class sessions himself/herself without any excuses.
13. Was unable to demonstrate something he/she expected students to be able to do.
14. Told the class that the course was so hard that he/she expected many of the students would be unable to pass it and they should drop the course.
15. Lowered student grade as a result of the student exceeding the number of absences allowed.
16. Evaluated student achievement in a class but would not tell the student the basis for his/her evaluation.

2007-2008
CRAFTON HILLS COLLEGE DIRECTORY
Office/Department

Area code for all numbers is (909); prefix for all numbers is 389

ADMINISTRATION		Fax: (909) 794-0423	
Gloria Macias Harrison	President	LADM 300	3200
Cheryl Cox	Administrative Assistant II		3201
Cheryl Marshall	Vice-President, Instruction	LADM 300	3202
Kelly Bingham	Administrative Assistant		3203
Vicky Franco	Schedule/Catalog Data Specialist	LADM 300	3266
Nicole Rodriguez	Secretary I	LR 108	3328
Alex Contreras	Vice-President, Student Services	SSA 306	3355
Laura Record	Administrative Assistant I		3354
Charlie Ng, Jr.	Vice-President, Administrative Services	LADM 166	3210
Vacant	Administrative Assistant I		
Linda Ballesteros	Clerical Assistant I	LADM 166	3211
Judith Ashton	Interim Dean, Humanities & Social Science	LADM 300	3205
Sharen Chavira	Administrative Secretary		3215
Donna Ferracone	Dean, Career & Technical Education	LADM 300	3214
Linda Litvinoff	Administrative Secretary		3344
Laurens Thurman	Dean, Math, Science, Health & PE	LADM 300	3362
Sharen Chavira	Administrative Secretary		3215
June Yamamoto	Dean, Emergency Training Center (see address below)		382-0309
Carol Pister	Administrative Secretary		382-0309
Joe Cabrales	Dean, Student Development	SSA 213	3368
Kirsten Colvey	Dean, Student Services/Counseling & Matriculation	SSB 205	3327
Ted Phillips	Dean, Technology and Learning Resources	LR 316	3297
Tracy Gray	Secretary I	LR 317	3550
ADMISSIONS AND RECORDS		Fax: (909) 389-9141	
Joe Cabrales	Dean, Student Development	SSA 212	3368
Larry Aycock	Admissions/Regist. Specialist		3663
Kristin Overturf	Admissions/Regist. Technician		3367
Steven Rush	Admissions/Regist. Technician		3256
Floyd Simpson	Admissions/Regist. Technician		3371
June Wagner	Admissions/Regist. Technician		3369
Kathleen Wood	Admissions/Regist. & Records Coordinator		3660
Vacant	Admissions & Records Evaluator		3370
AUDIO/VISUAL		(audiovisual@craftonhills.edu)	
Shane Veloni	Senior Multi Media Specialist	LR 328	3316
Eric Chaffin	Multi Media Technician		
BOOKSTORE		Fax: (909) 389-3630	
Diana Heemstra	Bookstore Manager	BK 101	3248
Julie Stengel	Assistant Bookstore Manager		3246

Barbara Brown	Bookstore Assistant I		3249
Maria Davila	Bookstore Assistant I		3228
Carol Moreno	Book Buyer		3247
Melisa Williams	Bookstore Assistant I		3259

BUSINESS OFFICE

Fax: (909) 794-6984

Beth Crooks	Account Clerk II	LADM 151	3221
Lynnette Hunter	Account Clerk I	LADM 150	3218

CAFETERIA

Lourdes (Marty) Rea	Cafeteria/Snack Bar Manager	Cafeteria	3376
Norma DeLaFuente	Food Services Specialist		
Peggy Irgang	Food Service Worker I		

CHILD DEVELOPMENT CENTER – CDC x3400

Cammy Purper	Director	CDC 102	3401
Amy Belanger	Child Development Assistant	CDC 103	3440
Robyn Blue	Child Development Assistant		
Heather Grisham	Child Development Assistant		
Christina Johle	Child Development Teacher		
Candace Leonard	Secretary II		
Valerie Rivera	Child Development Assistant		
Diane Roque	Child Development Specialist		
Rita Quintana	Child Development Assistant		
Najma Shaikh	Child Development Assistant		

COUNSELING & CAREER CENTER Fax: (909) 794-3863

Judi Harrington	Articulation Officer	SSB 211	3357
Debra Bogh	Counselor	SSB 208	3359
John Gist	Counselor	SSB 207	3364
Arnie Kosmatka	Counselor	SSB 260	3285
Robert McAtee	Counselor	SSB 210	3324
Frances Southerland	Senior Student Services Technician	SSB 202	3361
Frances White	Faculty/Counselor	SSB 209	3365
Miriam Williams	Clerical Assistant II	SSB 201	3366
Kathryn Wilson	Administrative Secretary	SSB 203	3204

CUSTODIAL

Donna Garcia	Custodial Supervisor	Maint. Pad	
Richard Bryson	Custodian/Courier		3238
Jeremy Crooks	Lead Custodian		3375
Aaron Gilman	Custodian		3238
Moises Gonzales	Custodian		3238
Tyler Maddux	Custodian/Courier		3238
Ben Nguyen	Custodian I		3238
Arnold Regalado	Storekeeper II		3379
Ervin Sanford	Custodian I		3238
Paul Sosa, Jr.	Custodian I		3238

DISABLED STUDENT PROGRAMS AND SERVICES Fax: (909) 794-3684

Marty Licerio	Director	SSB 112	3326
Milly Douthit	Learning Disabilities Specialist	SSB 115	3578
Tina Gimple	Assistive Technician Specialist	SSB 111	3577
Susan Trost	Instructional Assessment Technician	LR 340	3558
Barbara Williams	Senior Student Service Technician	SSB 117	3325

**EXTENDED OPPORTUNITIES, PROGRAMS, AND SERVICES (EOPS)/ Fax: (909) 794-7881
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)/CalWORKs**

Rejoice Chavira	Director	SSA 306	3456
Troylynn Dial	EOPS Counselor		3241
Kathryn Farmer	Clerical Assistant II		3239
Leslie Gregory	CARE/CalWORKs Counselor		3299
Beth Morabito	Administrative Secretary		3519
Natividad Rodriguez	Senior Student Service Technician		3318

FACILITIES USE

Jacquelyn Ford-Wingler	Clerical Assistant II	LADM 167	3217
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FINANCIAL AID**Fax: (909) 794-7881**

John Muskavitch	Director	CL 214	3269
Fermin Ramirez	Financial Aid Outreach Coordinator		3240
Sandra Roberts	Financial Aid Specialist I		3242
Juanita Sousa	Financial Aid Coordinator		3224
Vacant	Clerical Assistant II		

GOLF COURSE/TENNIS COURT

James Azelton	Golf Course/Tennis Court Attendant	G 111	3280
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GROUNDS

Bud Darling	Director	Maint. Pad	3381
Steve Kelley	Maintenance & Grounds Supervisor	Maint. Pad	3381
Humberto Briseno	Grounds Caretaker		
John Boatman	Grounds Caretaker		
Antonio Carrillo	Grounds Caretaker		2638
Javier Davila	Grounds Caretaker		
Patrick Kirkhart	Lead Grounds Caretaker		
Richard Kirkhart	Grounds Caretaker		2637

HEALTH SERVICES**Fax: (909) 389-0772**

Judith Giacona	Coordinator	SSB 101	3271
Liane Jimenez	Secretary II	SSB 101	3272

JERRY LEWIS SAN BERNARDINO**REGIONAL EMERGENCY TRAINING CENTER FAX (909) 382-3462****2235 E. Perimeter Road****San Bernardino, CA 92408-0216**

June Yamamoto	Dean	(909) 382-3216
Carol Pister	Administrative Secretary	(909) 382-3208

LEARNING CENTER	Fax: (909) 794-9524 (Library)		
Damaris Matthews	Coordinator	LR 314	3314
Janet Burnham	Instructional Assessment Technician	LR 340	3313
Judith Cole	Learning Resource Assistant	LRC	3360
Karen Peterson	Learning Resource Assistant	LRC	3312
Jonathan Townsend	Instructional Assessment Technician	LR 332	3453
Betty Weischadle	Instructional Assessment Technician	LR 340	3313
David Williams	Instructional Assessment Tech., Math	LR 332	3317

LIBRARY	Fax: (909) 794-9524		
Laura Winningham	Coordinator		3323
Stacey Fullwiler	Library Technical Assistant II		3553
Catherine Hendrickson	Librarian		3551
Samuel Job	Technical Services Librarian		3322
Vickie Sowers	Library Technical Assistant II		3307
Vacant	Library Technical Assistant II		

MAINTENANCE	Fax: (909) 794-2897		
Bud Darling	Director	Maint. Pad	3381
Steve Kelley	Maintenance & Grounds Supervisor		3380
Miguel Chaure	Maintenance Technician		
Leroy Edwards	Lead Maintenance Technician		
Jose Olmos	HVAC/R Technician		
Joe Moreno	Maintenance Technician		

MARKETING & PUBLIC RELATIONS	Fax: (909) 794-0423		
Patrick Fite	Director	LADM 300	3333
Victoria Barra	Secretary II		3207

POLICE	Fax: (909) 794-6984		
Patricia Tafoya-Bryson	Acting College Police Supervisor	LADM 150	3275
Eric Dimaio	Police Officer		
Curtis Hill	Police Officer		
Shari McCurry	Campus Security Officer		
Vacant	Secretary I		

RESEARCH & PLANNING	Fax: (909) 794-0423		
Cidhinnia Torres Campos	Director	LADM 300	3206
Brittnee Quintanar	Research Assistant		3390
Vacant	Secretary I		

RESOURCE DEVELOPMENT	Fax: (909) 794-0423		
Cheryl Bardowell	Director	LADM 300	3260
Betty Jo Wood	Administrative Secretary		3245

SCHEDULE/CATALOG DATA SPECIALIST			
Vicky Franco		LADM 300	3266

STUDENT LIFE

Ericka Paddock	Director	SL 107	3410
Michelle Cole	Secretary I	SL 107	3410

STUDENT SUCCESS PROGRAM Fax: (909) 389-1794**Special Services Coordinating Assistants**

Carlos Maldonado	Student Services Technician II	SSB 214	3452
Rebecca Orta	Student Services Technician II	SSB 203	3450

SWITCHBOARD (COMMUNICATIONS OFFICE/CAMPUS POLICE) Fax: (909) 794-6984

Gloria Fuentes	Switchboard Operator	LADM 156	0 or 3378
Aquanetta May	Switchboard Operator	LADM 156	0 or 692

TECHNOLOGY SERVICES

Ted Phillips	Dean	LR 316	3297
Wayne Bogh	Director	LADM 222	3309
Gino Barabani	Senior Technology Support Specialist	LADM 222	3554
Tracy Gray	Secretary I	LADM 221	3550
Karen Mottl	Computer Technician	LADM 222	3561
Anthony White	Computer Technician	LADM 222	3562

TEACHING AIDS**Fax: (909) 794-9524 (teachingaids@craftonhills.edu)**

Sherri Bruner-Jones	Clerical Assistant II	LR 310	3310
Pat Saenz	Clerical Assistant II (evening hours)		3319

TITLE V

Ted Phillips	Program Coordinator	LR 316	3297
	Activity Director/Student Intervention Specialist		
Daniel Bahner		SSA 334	3330
	Instructional Assessment Specialist		
Gary Williams		LR 317	3567
	Developmental Studies Specialist		
Robert Brown		LR 314	3566
	Web Developer		
Kristi Simonson		LR 317	3568
	Administrative Secretary		
Ginger Sutphin		LR 317	3565

CRAFTON HILLS COLLEGE FACULTY & STAFF

ALLIED HEALTH Radiologic Technology

Fax: (909) 389-3229

Morris Hunter	Program Director	A.R.M.C. (909) 580-3540
Julie Leahy	Clinical Coordinator	A.R.M.C. (909) 580-2470

Respiratory Care

Brad Franklin	Faculty Chair, Allied Health Services	CHS 131	3282
Rey Bell	Clinical Coordinator	CHS 129	3288
Ken Bryson	Program Director	CHS 130	3284
Tom Bell		CHS 124	3283
Tony Brainard		CHS 125	3287
Cynthia Bidney	Secretary II	CHS 128	3286

BEHAVIORAL SCIENCE

Psychology

T. L. Brink	Faculty Chair, Behavioral Science	SSA 324	3343
Sandra Moore		SSA 322	3341
Diane Pfahler		SSA 312	3350

Sociology

Julie Davis		SSA 332	3351
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BIOLOGICAL SCIENCE

Anatomy

Mark Jonasson	Faculty Chair, Biological Science	LADM 226	3226
David Molnar	Lab Technician	LADM 230	3225

Biology

Roger Sadler		LADM 210	3230
Lisa Shimeld		LADM 202	3231
Carole Burns	Lab Technician (Microbiology)	LADM 213	3232
Rosemarie Hansen-Barnes	Lab Technician (Biology)	LADM 209	3227

BUSINESS & INFORMATION TECHNOLOGY

Business Administration

Bob O'Toole		BC 103B	3304
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Computer Information Systems

Catherine Pace-Pequeno	Faculty Chair, Business & Info Tech	LADM 104	3430
Mike Davenport		LADM 218	3522
Denise Hoyt		LADM 219	3603
Corey Johnson	Lab Technician	LADM 103	3236

Worksite Learning

Kim McCormick	Coordinator	OE2 215	3212
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CHILD DEVELOPMENT & EDUCATION

JoAnn Jones	Faculty Chair, Child Development & Ed	CDC 114	3213
Meridyth McLaren		CDC 103	3576

COMMUNICATION AND LANGUAGE

Spanish

Marina Kozanova		SSA 326	3345
Jeff Schmidt		SSA 323	3342

Speech Communication

Richard Hogrefe	Faculty Chair, Comm. and Language	SSA 314	3235
Jim Urbanovich		SSA 316	3377

ENGLISH AND READING

English

Mark Snowwhite	Faculty Chair, English & Reading	SSA 315	3334
Kris Acquistapace		SSA 328	3347
Ryan Bartlett		SSA 330	3373
Gwendolyn DiPonio		SSA 313	3332
Elizabeth Langenfeld		SSA	3340
Aaron Race		LR 326	3349
Bret Scaliter		SSA 325	3403

Reading

Lynn Lowe		LR 327	3315
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FINE ARTS

Art

Snezana Petrovic		OE1 130	3571
Michael Bedoya	Lab Technician	OE1 103	3353

Music

Mark McConnell	Faculty Chair, Fine Arts	PAC 310	3293
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Theatre Arts

Tom Bryant		PAC 111	3296
Kevin Palkki	Theatre Technician	PAC 101	3298

HEALTH AND PHYSICAL EDUCATION

Ralph Rabago	Faculty Chair, Health & Physical Ed	G 113	3279
Janine Ledoux		G 104	3278

MATHEMATICS

Sherri Wilson	Faculty Chair, Mathematics (fall)	SSA 317	3336
Jodi Hanley	Faculty Chair, Mathematics (spring)	SSA 320	3339
Robert Crise		SSA 318	3382
Merrill Deming		SSA 308	3329
Kathleen Gibson		LR 341	3335
Matthew Henes		SSA 321	3331

Stephen Ramirez		SSA 310	3552
PHYSICAL SCIENCE			
Chemistry			
Kelly Boebinger	Faculty Chair, Physical Science	CHS 241	3291
Kimberly Salt		CHS 236	3290
Greg Miller	Lab Technician	CHS 233	3289
Earth Science			
Richard Hughes		LADM 105	3237
Physics/Astronomy			
Matthew Adams		LADM 118	3234
Stan Lovingfoss	Lab Technician	LADM 111	3233
PUBLIC SAFETY & SERVICES Fax: (909) 389-3253			
Emergency Medical Services			
Dan Word	Faculty Chair, Public Safety & Services	OE1 119	3570
Kathy Crow	EMT-Paramedic Program Director	OE1 116	3220
Sandy Andrews	Coordinator, American Heart	OE1 119	3254
Jim Holbrook		OE1 125	3251
Gary Reese	Coordinator, Basic Life Support	OE1 127	3255
Aimee Marshall	Secretary II	OE1 123	3252
Fire Technology			
Terry Koeper		OE2 211	3261
Dan Sullivan	Academy Fire Chief	OE2 210	3418
Sue Breazile	Secretary II	OE2 217	3408
SOCIAL SCIENCE			
Economics			
Farhad Mansourian		SSA 329	3348
History			
Mario Perez	Faculty Chair, Social Science	SSA 333	3352
Jane Beitscher		SSA 327	3346
Philosophy/Religious Studies			
Chris Biffle		SSA 319	3338
Political Science			
Steven Hellerman		SSA 309	3337