

SANTA CLARITA COMMUNITY COLLEGE DISTRICT

Adjunct Faculty Handbook



COLLEGE OF THE CANYONS

Valencia campus: (661) 259-7800 • 26455 Rockwell Canyon Road, Santa Clarita, CA 91355

Canyon Country campus: (661) 362-3800 • 17200 Sierra Highway, Santa Clarita, CA 91351

Revised August 2014

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I Welcome to College of the Canyons

Welcome to our new faculty!

It gives me great pleasure to welcome you to College of the Canyons. Our College offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce skills development, and the attainment of learning outcomes supporting to their educational goals. College of the Canyons embraces diversity, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge. The College faculty and staff are committed to creating a successful, enriching environment for all our students. As a new faculty member, you play a key role in helping our students meet their scholastic and career goals.

The College strives each day to inspire all our students to reach higher and dream bigger. Since its beginnings in 1969, College of the Canyons has been providing basic skills, transfer academic and career-focused education to an ever-increasingly diverse student population in the Santa Clarita Valley. Just as the College is committed to helping students achieve their personal, professional and academic goals, it is also committed to you, as faculty, to assist you in being the best teacher you can be. To that end the College provides a wide variety of professional development and enrichment opportunities to help you grow as a teacher and as a leader.

College of the Canyons is an exciting place to work, offering moments of both challenge and reward. Please know that your instructional team is here for you as you weather those challenges and reap those rewards. I hope you reach out to all your colleagues and myself throughout your journey here at the College. Whether you are celebrating triumphs in the classroom or puzzling through difficult problems, we look forward to working with you throughout your career here at College of the Canyons, as educators committed to student success.

Welcome to the team!

Sincerely,



Jerry L. Buckley, Ed.D.

Assistant Superintendant/Vice President of Instruction

College of the Canyons

II. Key Campus Personnel

<http://app.canyons.edu/info/Directories/StaffDir/AlphabeticIndex.asp>

Your primary points of contact will be your department chair, division dean, Academic Affairs, and the Office of Instruction. Inquiries about scheduling, classroom issues, and most other matters should be directed to your chair first. On occasion you may need to contact Student Services, Admissions and Records and other departments.

VALENCIA CAMPUS CONTACT INFORMATION

Office	Location	Phone
Academic Affairs	X-6	Ext. 3640
Admissions	BONH-239	Ext. 3280
Bookstore	STCN-134	Ext. 3255
Campus Safety	X-8	Ext. 3229 Dial 7 for emergency
Campus Switchboard	BONH-238	Ext. 0
Counseling	BONH-226	Ext. 3287
DSPS	SCOH -103	Ext. 3341
Emergency	X-8	Ext.7
Human Resources	UCEN-346	Ext. 3427
Instruction Office	LIBR-220	Ext. 3411, Ext. 3412
Library	LIBR-103	Ext. 3361
Payroll Services	X-6	Ext. 3418
Reprographics	BONH-125	Ext. 3325
Student Conduct Issues	BONH-240 A	Ext. 3260
Student Health Center	STCN-122	Ext. 3259, Ext. 3243
The Learning Center (TLC) (Tutoring and Student Testing)	LTLC-126	Ext. 3662

CANYON COUNTRY CAMPUS CONTACT INFORMATION

Office	Location	Phone
Administration	Quad 1-A	Ext. 3802
Admissions	Quad 1-C	Ext. 3900
Campus Security	Quad 7 Rm. 700A	Ext. 3977
Campus Switchboard	Quad 5, Room 502A	Ext. 3801
Counseling	Quad 1-A	Ext. 3811
Emergency	Quad 1-A	Ext. 77
Canyon Country Campus Dean	Quad 1-A	Ext. 5930
Library	Quad 3, Rm.307	Ext. 3854
Reprographics	Quad 5, Room 502A	Ext. 3801
The Learning Center (TLC) (Tutoring and Student Testing)	Quad 3, Rm.306	Ext. 3857

DIVISIONS AND DEPARTMENTS

ALLIED HEALTH & PUBLIC SAFETY Dean - Cynthia Dorroh 661-362-3647
Department
Admin. of Justice
Fire Technology
Health Sciences/EMT
Nursing
MLT/Phlebotomy
CAREER TECHNICAL EDUCATION Dean - Kristin Houser 661-362-3408
Department
Alternative Energy - Plumbing - Solar Technology
Architecture
Automotive Technology
Computer Networking
Culinary Arts and Wine Studies
Telecommunications and Electronic Systems

Technology - Computer Networking - Electronic Systems
Engineering Technology - Construction Technology - Land Surveying - Manufacturing Technology - Water Systems Technology
Hotel and Restaurant Management
Interior Design
Internships and Job Development
Welding
LEARNING RESOURCES Dean - James Glapa-Grossklag 661-362-3632
Department
Distance Learning
Library
LMT
The Learning Center/Tutorial Lab Center (TLC)
EARLY CHILDHOOD ED./NONCREDIT

Dean - Diane Stewart 661-362-3503
Department
ECE
Continuing Education (Noncredit)
ENROLLMENT SERVICES/COUNSELING
Dean - Debbie Rio 661-362-3298
Department
Counseling
International Students
Student Success and Support Program (3SP)
Transfer Center
FINE and PERFORMING ARTS
Dean - Carmen Dominguez 661-362-3116
Department
Art
Dance
Graphic/Multimedia Design
Media Entertainment Arts
Music
Photography
Theatre
HUMANITIES
Dean - Jennifer Brezina 661-362-5919
Department
American Sign Language
Cinema
English
English as a Second Language
Modern Languages
- Chinese
- French
- German
- Italian
- Spanish
Humanities
Philosophy
MATHEMATICS, SCIENCES & ENGINEERING
Dean - Omar Torres 661-362-3135

Department
Biological Sciences
Chemistry
Computer Sciences
Earth, Space and Environmental Sciences
- Astronomy
- Environmental Science
- Environmental Studies
- Geographic Information Systems
- Geography
- Geology
- Physical Science
Engineering
Mathematics
Nanotechnology
Physics
PHYSICAL EDUCATION & ATHLETICS
Dean - Len Mohny 661-362-3207
Department
Kinesiology & Physical Education
Recreation Management
SOCIAL SCIENCE & BUSINESS
Dean - Patricia Robinson 661-362-3992
Department
Anthropology
Business
Communication Studies
Computer Information Technology (CIT)
Economics
Gerontology/SHARP
History
Paralegal
Political Science
Psychology
Real Estate
Sociology

STUDENT DEVELOPMENT Dean - Michael Joslin 661-362-3260

Department

DSP&S

EOPS/CalWORKS

Health Center

III. Finding Your Way on Campus

College of the Canyons has two campus locations: Valencia and Canyon Country. The Valencia Campus is located off Interstate 5, at Valencia Blvd. and Rockwell Canyon Road. The Canyon Country Campus, often referred to as CCC, is located off Sierra Highway and Soledad Canyon Road. Your employment assignment will have the course information as to location. Please note, many services are provided on both locations. However, there are some services that are specific to the Valencia Campus; these services are identified in this section of the handbook.

ADJUNCT FACULTY OFFICE

A group office for adjunct faculty is located in Room Bonelli-312 on the Valencia Campus. Space is also available on the Canyon Country Campus in Quad 2, Room 205 and in Quad 5, Room 507. To obtain a key, contact the Instruction Office or the Switchboard.

CAMPUS MAIL

A mailbox is assigned to you at the beginning of the semester. It is located behind the Switchboards on the Valencia Campus and Quad 5, Room 502A on the Canyon Country Campus. Mail boxes are only assigned at the Canyon Country Campus if that is the only campus you are teaching at. If you teach at both the Valencia and the Canyon Country Campus, a mail box will be assigned to you at the Valencia Campus. You need to check your mail frequently, as this is one of our main methods of communication. Daily mail service will be provided to and from the Canyon Country Campus.

EMAIL

College communications are issued through the Canyons email system. You should ensure that you are set-up with a College of the Canyons email account, which will have generally taken the form: first.last(names)@canyons.edu. For example, John Smith will have an email address: john.smith@canyons.edu. To request a COC email account for your use while you are employed by the District, log on to the COC Website, and click on Computer Support Services (A-Z Directory). There you will find a link to "Request an Account." You can also access this form here: http://app.canyons.edu/offices/css/account_request/account_req_form.asp.

KEYS

Key Requests are processed through the [Instruction Office](#). These will be ordered for you and available from the Office of Instruction (Valencia) or CCC Switchboard (Canyon Country).

PARKING

<http://www.canyons.edu/Offices/CampusSafety/Pages/parkingRegulations.aspx>

Parking lots 1, 2, and 3 on the Valencia Campus are reserved for employees' vehicles identified with a parking permit. Staff parking areas are designated in lots 2, 3, 4 and on the upper road on the Canyon Country Campus. Parking in the reserved areas is by permit only. Cars parked in these areas without permits are subject to citation.

Parking permits for both campuses are obtained from the Campus Safety Office located in X-8 on the Valencia campus (extension 3229). Faculty who are unable to obtain a permit from the Valencia campus can make arrangements to have a permit sent to the Canyon Country Campus Switchboard or mailed to their home address. Permits must be prominently displayed. Disabled parking permits are issued via the Department of Motor Vehicles.

However, physically disabled employees who have not yet received a DMV permit, or who have a short-term disability should contact the Disabled Students Programs and Services (DSPS) office for a temporary disabled permit.

For after-hours requests, please call the Campus Safety office at 661-362-3229, give them your vehicle license plate number, make and model of car, and cell phone contact information, and they will leave your permit at the Valencia or Canyon Country Switchboard. Also note that the beginning of any semester or term will inevitably feature parking challenges as students, faculty, and staff strive to arrive to their destination in a timely manner. Please be mindful of this, especially during the first few weeks of any semester or term, as students may be tardy, trying to find parking. With potential and ongoing construction, the number of available parking spots might also be reduced, so plan on arriving early when possible.

PRINTING AND COMPUTER ACCESS

Printing – Adjunct faculty can freely print documents at the adjunct office in BONH-312 (Valencia), CCC-205, and/or CCC-507. However, please note that faculty should use the Reprographics department on the Valencia and Canyon Country Campus for large volume printing.

Please visit the Tech Centers on both the Valencia Campus (BONH-106) and Canyon Country Campus (Quad 2, Room 205) to use district computers and printer.

REPROGRAPHICS

Requests can be submitted to our Reprographics center online via Repro@canyons.edu (Valencia) and/or ccc repro@canyons.edu (Canyon Country). You can also stop by the Reprographics in BONH-125 (Valencia) or the CCC Switchboard. Larger copy volumes may be requested with a paper request obtained in reprographics. Make sure not to wait until the last-minute to submit copy requests, as they take time to process. In addition, certain departments may have their own Xerox copier for small quantities.

SUPPLIES

You can obtain classroom instructional supplies (whiteboard markers, erasers, pens, etc.) from your division dean or department chair.

TEXTBOOKS

Textbooks must be ordered for courses well in advance of the semester. Your department chair or course coordinator can help you with the textbook ordering process. All textbooks can be ordered via the Bookstore's "[Enlight](#)" service. For more information on how to use "Enlight", please visit the COC Bookstore [homepage](#).

If you require desk copies or ancillary materials for the course(s) you will be teaching, please check with your department chair along with course coordinators or other full-time faculty members for any necessary materials. These can also be obtained directly from the Publisher. The Campus Bookstore can no longer lend faculty textbooks.

IV. Student Services

There are several key student services that will assist you during your employment at COC. Familiarizing yourself with these services and their policies will be very helpful to you; in many cases, you will want to include student services information on your course syllabus.

ADMISSIONS AND RECORDS

<http://www.canyons.edu/Offices/admissions/Pages/default.aspx>

ADDING AND DROPPING STUDENTS

Adding extra students – You are given add authorization numbers on your class roster at the beginning of the term to add students to a closed class. If your class is open, students can add the class without any authorization from you during the first week of classes. Beginning the second week, students need an add authorization number/add slip (gray form available from A&R) from you to add your class. If you choose to add students to any closed lab classes, please be conscious of safety protocol, fire laws, and district recommendations on class sizes.

To add a student to your class once the semester has begun, you will need to provide the student with a gray add slip found in your mailbox. Please fill out the gray add slip completely, with first date of attendance, add code and your signature for the student. Students will need to use that add slip to add by the add deadline. Add codes can also be obtained by accessing the course roster on the [MyCanyons](#) website. If there are students in your class who are not on your roster, and there are open spaces in the class, you may consider giving them an add slip and send them to the Admissions and Records office. Students cannot sit in or audit your class unless they appear on your roster. Do not allow more students than the classroom will allow, and check with your department chair before allowing the class enrollment to exceed the predetermined cap.

The college catalog states, “Any student absent for any reason, for one more time than that class meets in one week, may be dropped from the class, providing the withdrawal deadline for the semester/term has not passed.” This is at your discretion; you do NOT have to drop a student who has missed classes or who has stopped attending. Exception: You should drop no-show students during the first day of class (and thus allow waitlisted students to enroll instead). You should also clear your roster of students not in regular attendance prior to Census. That is the date on which the State counts the number of students we have in class and allocates money to the college accordingly. Please check with your department chair along with course coordinators/lead faculty for more specific information.

If a student who is on your roster does not attend on the first day of class, you are required to drop him/her using your “no-show drop.” Submit drops via the [MyCanyons](#) website. You must process your no-show, census and withdrawal drops online. You may log onto [MyCanyons](#) using your User Name and Password any time during the drop periods and drop a student at your convenience. Students may not be dropped after the drop deadline. You will have another opportunity to withdraw students who stop attending using [MyCanyons](#) online on or before the withdrawal deadline.

CLASS CANCELLATION

If a decision is made to cancel a class due to low enrollment, you will be informed as quickly as possible. If your class is canceled, you may be paid for canceled classes according to the terms of the negotiated agreement.

CLASS HOURS AND BREAKS

Class time is based on a fifty-minute hour. Classes meeting for two consecutive hours or more are expected to provide a ten-minute break for each hour of instruction, with the caveat that a ten-minute break should not be taken during the last full or partial class hour, and multiple breaks cannot be accumulated so that a class can end early. Classes meeting for 1-1/2 clock hours or less normally do not take a break. Arrangement of break time in classes of more than two hours is at the prerogative of the instructor. Instructors are expected to hold class for the full length of the session as indicated in the class schedule. Early dismissal of classes prevents students from obtaining their full learning experience. If you dismiss your class early, you should also report your absence to the Instruction Office or the switchboard.

CLASS ROSTERS

In order to print or access your class roster, please log on to My Canyons, and have the PDF version emailed directly to you. To receive a username and password, please follow the prompts in the faculty menu. You can print your roster at any time throughout the term using [MyCanyons](#). Please remember to check your roster after each deadline (located in the upper right hand corner of your roster) to ensure you have an accurate student count. Everyone who is

on your roster after the withdrawal deadline must be graded. If you need help at any time during the term, please contact Admissions and Records at 661-362-3629.

FINAL EXAM SCHEDULE

COC does not have a separate final examination week. Final exams for all classes are given during the last scheduled class meeting of the term, at the same time the class regularly meets. If more than one class session is needed for evaluation, the final two class sessions may be used for assessment.

FINAL GRADE CORRECTIONS

There are only four conditions that allow you to change a student's final grade in a class after it has been posted: mistake (either in calculating the grade or entering it), fraud, bad faith, and incompetence. You should not allow for grade changes after the due date by accepting late work or extra credit. In order to change a grade, you will need to visit the Admissions and Records office at either the Valencia or Canyon Country Campus to fill out a grade change form.

ONLINE GRADE SUBMISSION

Grades are due 48 hours after the term ends. You will need to submit your grades online. In order to submit your grades online you will need a user name and password for Web advisor. In order to obtain this information, please contact Admissions and Records at 661-362-3629. You will then go to the [MyCanyons](#) website and enter that user name and password. The system will prompt you to change your password. You will click on Main Menu and then on Grades. Select the term for which you would like to grade. Select the section number you would like to grade. Please have all your grades ready prior to entering them in the system. The system is timed and will time you out. Please see the counter at the bottom of the page to see how much time you have left. You can hit the submit button at any time, and then return to the class section at a later time. If you have a class that requires positive attendance hours, you will enter the hours the student has earned for the entire term on this same page. Once you hit the submit button you cannot use the back button.

INCOMPLETES

A student may request an Incomplete (I) grade after the last day to withdraw only in verifiable cases of emergency when the student is unable to complete the course due to extenuating circumstances that occur during the final week of the course. Approval to receive an "I" grade and assignment of a replacement grade are at the discretion of the instructor. The student must sign a contract with the instructor before the end of the current semester. Please note that an incomplete cannot be given to a student once s/he has taken the final exam. Incompletes are for students that fall seriously ill or have another emergency during the end of the term and miss a significant amount of class and graded work because of it. Students may not submit work after the term has ended (unless they have been given an incomplete). If a student is falling behind and finds that s/he cannot catch up, s/he should drop the course.

PRIVACY CONCERNS

FERPA (Family Educational Rights and Privacy Act) - Student Privacy and the Family Educational Rights and Privacy Act (FERPA) - FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education. Once a student reaches 18 years of age or enters a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records to anyone other than the student.

In the classroom setting, instructors should be careful when passing back exams, quizzes, reports, and/or any other graded assignments. Student privacy should be maintained at all times. For example, it is not appropriate to stack graded assignments and allow students to sort through the stack and obtain their graded paper(s) while simultaneously viewing other student scores. Regardless of a student's grade on a particular assignment, we have a duty to ensure that we maintain the confidentiality of these records at all times, especially in our day-to-day interactions with students.

On occasion, a parent or other outside person may inquire about a student's progress in a class, especially if the student is less than 18 years of age. Please note that you should NOT disclose any information to this parent or outside person under any circumstances; in fact, one should not even formally acknowledge that the student is enrolled at the college. Once more, the privacy and confidentiality of the student must be preserved at all times.

If a student and accompanying parent, guardian, or outside person request a conference with the instructor (to discuss the student's grade), you must first obtain written permission (FERPA waiver) from the student to include the accompanying parent, guardian, or outside person in the dialogue.

PETITIONS

Petition – Contract for Overlapping Classes: A Contract for Overlapping Classes is used when a student wishes to enroll in two or more classes whose class time overlaps and creates a conflict. This form is required for any overlap in time. Any contract received which has an overlap of more than five (5) minutes per class meeting, per week, will not be accepted and will be denied. The student will need to submit this form, signed by the instructor, along with an informal written contract between the instructor and student, as to how the missed time will be made up each week to Admissions & Records before the Add Deadline for the classes. Forms will NOT be accepted by Admissions and Records without the accompanying contract. Once received, the packet is forwarded to the dean for approval.

COUNSELING

<http://www.canyons.edu/offices/Counseling/Pages/default.aspx>

Counselors and program advisors are available days and evenings to assist your students with educational programming problems. Please encourage your students to consult with counselors in order to complete educational planning and set transfer goals. You may also wish to refer them to the COC Transfer Center. The Transfer Center provides assistance to students considering transfer to a four-year institution. In addition, the center hosts visits by representatives from four year institutions. Each fall semester, the Transfer Center sponsors Transfer Day which brings representatives from a variety of public and private four-year colleges and universities to the campus.

LIBRARY

<http://www.canyons.edu/Offices/Library/Pages/default.aspx>

The College Library serves students, staff, faculty, and the community. Services at the Valencia campus include reference assistance, orientation, copy machines, group study rooms, course reserves, open computer lab (with internet access and word processing available), and interlibrary loans. Many of the same resources are available on the Canyon Country Campus. Materials include books, pamphlets, magazines and newspapers, audiovisual media such as videotapes, DVD's, cassette tapes, CDs and CD ROMs are also available. A number of online databases are accessible to students, faculty, and staff on campus and at home, these include ProQuest (a large full-text periodical database), Biography Resource Center, NetLibrary and CQ Researcher. Materials and resources can be ordered from the Valencia Campus for next day delivery to the Canyon Country Campus.

THE LEARNING CENTER (TLC)

<http://www.canyons.edu/Offices/TLC/Pages/default.aspx>

The Learning Center (TLC) offers tutoring in English, math, and many other subjects. These services are available to enrolled College of the Canyons' students for their COC courses on a walk-in basis at no charge. Instructors may arrange for their students to makeup exams and other assessments through the TLC proctoring services.

For single exams, you may email all mathematics exams to Mary Williams (Brunty), and all other exams to TLCTestProctor@Canyons.edu. For any questions or concerns, please call Mary at 661-362-3345, or Kim Haglund at 661-362-3349. If you need to reach the testing desk directly, please call 661-362-3194. Exams will be returned to the switchboard Monday through Thursday during regular business hours the day after the exam was completed.

V. Instructional Information

College of the Canyons offers a variety of credit and noncredit courses designed to meet the mission of the California Community College. As an instructor at College of the Canyons, you are expected to provide an enriching education to all students. The following information will help you meet the goals of the College's mission and vision for high-quality education.

SCHEDULING

Once the full-time faculty members, management, and/or classified employees have received their assignments for an upcoming semester, the Department Chair will send a complete list of the available course sections or other work assignment to the department's adjunct faculty members. Consult the AFT contract for further information regarding scheduling processes.

OFFICE HOURS

Part-time faculty members are required to maintain office hours per week, based on their teaching load (reference chart below). Please check the recently ratified AFT contract for more information (available from Human Resources and the college's intranet, <https://intranet.canyons.edu/offices/aft>).

There are several places on both campuses where you can meet with students for office hours, including the Valencia adjunct office in BONH-312 (extension 3315), the TLC, CCC-205, CCC-507, etc. Please check with your department chair along with full-time faculty members for more suggested meeting locations. Office hours/location should be posted on your syllabus as well as entered online via

<https://intranet.canyons.edu/Offices/AcademicAffairs/FacultyOfficeHourSystem/UserProfileMain.asp>.

The instructor may make permanent changes in his/her office hours with notification to their Dean. The instructor's students are to be notified by email, social media, Blackboard, or notice placed on the door of any change in scheduled office hours.

On-Campus Units per week	Number of On Campus Office Hours	Number of Online Office Hours	Total per Week
1-3	1	0	1
4-6	1.5	.5	2
7-9	2	1	3
10-13	2.5	1.5	4
14-16	3	2	5

ABSENCES

In the event of an absence, please notify the Office of Instruction both electronically and via telephone. For email and telephone correspondences, please contact Nancy Williams (extension 3411) and Steph Paglia (extension 3412). It is also helpful if you would contact your department chair. Otherwise, it is assumed that you will attend each class session during the assigned class hours in the normally assigned location as stipulated in your signed contract with the district. Upon return from your absence(s), you must fill-in the appropriate absence form and submit it to your instructional dean. S/he will sign-off on the absence(s) and submit the paperwork to Payroll for processing.

If you know that you will be absent from more than one of the same classes (or laboratory sessions that only meet weekly), please request for a substitute through your department chair. Your department chair will contact the dean for the required approvals; once the dean approves, you should arrange for a substitute through your department chair. Upon return from your absence, please make sure you submit your absence form in a timely manner, so that

your substitute can also be paid. The substitute should obtain a timesheet to request payment for the hours subbed, available from your Division office.

ROOM CHANGES

If you desire to change rooms for whatever reason during the semester, this request must be made through your department chair, who will contact the dean for approval. Faculty should not simply move students to a different room without confirming first the availability of the room first. Please note: both our Valencia and Canyon Country Campuses are densely booked throughout the academic year. Requested room changes may not be possible given the volume of classes that are offered.

COURSE SYLLABI

Please remember that the syllabus is an official and legally binding contract between you and your students. All instructor expectations including grading, SLOs, classroom protocol, listing of required versus recommended materials, absence policy, lecture and lab schedules, make-up policy, DSP&S statement indicating the procedure for students with disabilities to obtain accommodations and appropriate student etiquette should be clearly described and outlined. Please see [Appendix II](#) for further guidelines. Your division dean, department chair, and/or course coordinator will collect a copy of your course syllabus each semester.

It is essential that your course syllabus is accurate and conforms to course outlines and objectives. The catalog contains a listing of all courses offered at the college. A course outline for each course is available through an online curriculum management system, CurricUNET (<http://www.curricunet.com/canyons>). Instructors are required to teach to the content and utilize evaluation methods as specified in the course outline. Your COC contract requires you to acknowledge you read the course outline of record for the course(s) you are scheduled to teach. For helpful ideas about constructing effective course syllabi, please consult this resource, developed by a COC instructor: <http://www3.canyons.edu/Faculty/leonardv/sabbatical/welcome.htm>.

The official course information for all of the active courses offered by College of the Canyons is available for viewing and printing from the College of the Canyons CurricUNET site. (Please go to www.curricunet.com/canyons to download the official course outline of record for your class or to search for class sections.) The Curriculum Office staff implements approved changes to the curriculum database monthly as the Curriculum Committee approves changes. Instructors should consider accessing the course outline for the class being taught.

All faculty members should have an official course outline of record (COR) for the course(s) that they are teaching. If you have not received a copy of the COR for the course(s) you are scheduled to teach, please either contact your department chair or go online via CurricUNET (www.curricunet.com/canyons) to download a copy. The course outline of record states what content is to be included in your course, what the instructional methodology is, what assignments are expected, evaluation methods, etc. This is the official document that the college sends to the 4-year institutions, so that our students receive credit from the transfer institution. The COR is a legally binding document between College of the Canyons and the transfer institutions. Therefore, it is imperative that you cover all the content found in the course outline as well as meet any other outlined expectations.

Instructors determine the grading policies for the classes that they are teaching as long as they are consistent with the methods of evaluation present in the course outline of record.

All grades are due 48 hours after the scheduled final examination is administered. Admissions and Records sends out a reminder to submit grades each semester. Faculty should ensure that all grades are submitted by the posted deadline each term.

Under Title V regulations, instructors should *not* use attendance as a part of student evaluation and grade determination. An earned grade reflects student mastery of the course objectives. A student doesn't necessarily demonstrate mastery through attendance but may demonstrate mastery through graded participation activities. Therefore, each student's grade is not a reflection of how hard they tried or their effort in the course, but rather an

assessment of their mastery of content. Similarly, “participation” grades that are not attached to specific graded activities are strongly discouraged.

Depending on your classroom policies, if a student is allowed to make-up any lecture exams or quizzes, this can be handled through the TLC in the library (Valencia) and/or CCC-306 (Canyon Country). It is at the discretion of the receiving instructor to allow for such make-ups. Please note the following official college attendance policy: Any student absent for any reason, for one more time than that class meets in one week, may be dropped from the class, providing the withdrawal deadline for the semester/term has not passed. Exception: If a student is subpoenaed, you MUST allow the student to make-up all missed work.

SHORT TERM AND ALTERNATIVE DELIVERY COURSES

Short-term classes (e.g., PAL, GO, etc.) begin and end at various times throughout the semester. Please confirm with your class roster and/or college website to ensure you are beginning and ending the semester according to the official published college schedule. Also remember that these classes have their final exams during the last class meeting and NOT during a formal finals week. Moreover these classes are expected to meet the entire time throughout the semester as noted via the short-term date range (with the exception of official holidays as noted by the college's Board-approved calendar). Lab classes (both regular and late-start) meet until the last scheduled week, where a final exam may or may not be administered (in addition to the lecture final), depending on your department. Please check with your department chair along with full-time faculty members for more specific information.

STUDENT LEARNING OUTCOMES

<http://www.canyons.edu/committees/SLO/Pages/default.aspx>

The Western Association of Schools and Colleges (WASC), the accreditation agency for California Community Colleges, requires Student Learning Outcomes (SLO) and assessment as part of the accrediting process. California community colleges are specifically required to

- Identify student learning outcomes for courses, program, degrees, certificates
- Assess progress toward achievement of the identified student learning outcomes
- Use assessment results to make improvements.

Student learning outcomes (SLOs) for all courses have been devised with regularly-occurring assessments. Please check the COR for any specific student learning outcome(s), and make sure that these are listed on your syllabus (as this is an Accreditation requirement). Your department chair along with full-time faculty members will have more specific information on specific course and program SLOs to be assessed as well as how/when, the timeline for the assessment cycle, faculty data compilation protocol, and more.

ONLINE INSTRUCTION

<http://www.canyons.edu/Offices/DistanceLearning/Pages/default.aspx>

In order to teach online courses at College of the Canyons, you must first become certified to do so with the College. In September 2006, the Academic Senate approved a set of Online Instructor Qualifications. In brief, these qualifications require that, prior to teaching online, an instructor must complete the following, or the equivalent:

- Complete six hours of Blackboard training. These on-campus workshops are offered throughout the year, including during the summer. Scheduling details are listed at the Professional Development Website and announced via COC email.

- Section 508/accessibility workshop. This on-campus workshop is offered throughout the year, including during the summer. Scheduling details are listed at the Professional Development website and announced via COC email.
- College-level coursework in online teaching strategies. At COC, the course Introduction to Online Teaching and Learning fulfills this requirement. This online class is offered at least once per year. Scheduling details are listed on the Institute of Teaching and Learning website (<http://www.canyons.edu/Offices/ITL>). Other courses covering the same topics and strategies are offered through @ONE (<http://www.onefortraining.org/>).

FIELD TRIPS

If you are taking your class on a field trip, please make sure to obtain the appropriate field trip forms from the college website (i.e., intranet.canyons.edu and proceed to go to Office Directory>Fiscal Services>Travel>Field Trip), allow for ample processing time for final Board approval (this may take several weeks), noting that all excursions must be Board-approved prior to the actual event. Please check with your department chair along with course coordinators/lead faculty for more specific information.

GUEST LECTURER FORMS

If you would like to have a guest lecturer from outside the district present in your class, please make sure to complete and submit a [“Request for Unpaid and Paid Guest Lecturer/Speaker” form](#) at least three weeks in advance of the scheduled presentation. Please be aware that the district does not usually pay for guest lecturers in classes. Any request for payments for Guest Lecturers must be coordinated through your division dean prior to securing a paid guest lecturer. Arrangements with the Guest Lecturer should not be finalized until approval has been obtained.

COMPUTER SUPPORT

Almost all COC classrooms are equipped with “smart” technology (computerized instructor work station, projector, document camera). If you have need for immediate assistance with classroom technology and/or audio visual during your class period, contact the Help Desk at extension 3953 (Valencia) or extension 3533 (CCC) for immediate help. Additionally, Computer Support Staff provide ongoing technology training as part of FLEX.

CLASSROOM BEST PRACTICES

At College of the Canyons, we believe that each student possesses the potential to succeed. As such, student success is the cornerstone of every aspect of the college’s mission. Through a commitment to effective teaching, the talents in each student can be realized. Faculty, staff, and students all play a role in fostering student success. Please refer to the [Appendix](#) to this handbook for information will hopefully provide you with a wide range of suggestions for enhancing the classroom experience and promoting student success.

VI. Student Conduct Resources

CLASSROOM DISRUPTIONS

In the event a student is being disruptive in class, you should first inform the student that his/her behavior is disruptive and negatively impacting the academic process. Typically, such a conversation occurs away from the rest of the class. If the student continues with the behavior, you may exclude the student from the remainder of the class period and the following class period (if deemed necessary). Should the student refuse to leave the classroom, contact Campus Safety for assistance. To contact Campus Safety, dial 7 from a campus/classroom phone or dial 77 when teaching on the Canyon Country campus. The switchboard operator will connect you, or radio for assistance. All matters involving the exclusion of a student from class should be referred to the Dean of Student Services.

The Behavioral Intervention Team (BIT) offers resources for students and faculty in order to proactively student behavioral issues. If you have a concern about a student in one of your classes, please speak with your department chair and/or dean early to evaluate the situation. Your department chair or dean will be able to assist you in

determining if a BIT referral is needed. The Behavioral Intervention Team process was being created for the following purposes:

- Foster a campus environment that promotes safety and support to the campus community.
- Focus on the training and education of safety standards throughout the campus.
- Increase awareness of services available to students who need access to health support services.
- Promote a clear understanding of how, what and when to report changing behaviors.
- Develop a strategy to support safety awareness in every classroom or student gathering areas throughout the campus.
- Increase depth of knowledge of safety and behavioral standards around the campus by training and education for faculty and staff.

The following campus personnel can be contacted for a BIT question or intervention:

Behavioral Intervention Team (BIT)

Michael Joslin
Dean of Students, BIT Chair
(661) 362-3260
michael.joslin@canyons.edu

Tammy Castor
Director, Campus Safety
(661) 362-3516
tammy.castor@canyons.edu

Colleen Reeves, NP
Director, Student Health & Wellness Center
(661) 362-3146
colleen.reeves@canyons.edu

Larry Schallert, LCSW
Assistant Director, Student Health & Wellness Center
Mental Health Coordinator
(661) 362-3386
larry.schallert@canyons.edu

Student Health & Wellness Center
Community Resources web page:
<http://www.canyons.edu/Offices/Health/Pages/Community-Referral-Sources.aspx>

CHEATING AND PLAGIARISM

If a student reports cheating by another student to you, acknowledge and thank the reporting student. However, the institution cannot support any action you take, unless you have direct knowledge of the cheating, either by witnessing it yourself or evidential (i.e., plagiarized assignment). At COC, we define plagiarism as follows: Plagiarism is the submission of someone else's work or ideas as one's own, without adequate attribution. When a

student submits work for a class assignment that includes the words, ideas or data of others, without acknowledging the source of the information through complete, accurate, and specific references, plagiarism is involved. This may include dual submissions of a similar work for credit for more than one class, without the current instructor's knowledge and approval.

If you have direct knowledge of cheating or plagiarism, please report it to the Dean of Student Services (Michael Joslin, 661-362- 3260 and/or via email, at micahel.joslin@canyons.edu), your division dean and department chair, and request institutional support/intervention. If blatant cheating is observed during classroom quizzes, examinations, the instructor should tactfully and quietly handle the situation without creating disruption to the other students present.

VII. Campus Safety and Emergency Procedures

<http://www.canyons.edu/Offices/campusSafety/Pages/default.aspx>

CONTACTING CAMPUS SAFETY

The campus has uniformed, unarmed Campus Safety officers to monitor the parking lots and maintain order. Their office number is 661-362-3229. Campus Escorts are available upon request from the Campus Escort Offices, Monday - Thursday 6:30 – 10:30 pm. Valencia Escort office: 661-362-3225, Canyon Country Campus office: 661-362-3801.

EMERGENCY PROCEDURES

<http://www.canyons.edu/Offices/CampusSafety/Documents/EMERGENCY-OPERATIONS-PLAN.pdf>.

Please familiarize yourself with the Campus Emergency Operations Plan, available online on the Campus Safety Website. You should also familiarize yourself with the evacuation plans and designated evacuation site for each classroom and building. If the fire alarm sounds or you are directed to evacuate, please assemble as a group with your students at a designated evacuation site for your building. Wait for instructions from campus personnel. Do not leave campus unless directed to do so. When evacuating your classroom or office please turn off all gas burners and faucets and bring your class roster with you to the evacuation site. Take roll of attending students. Further information about campus emergency procedures is available at the above website.

When safe to return to your classroom, an “all clear” continuous ring for 15-seconds will be heard. If directed to leave campus, refer students without transportation to the Student Center and report to the administrator-in-charge before leaving campus.

The College of the Canyons' Incident Command Team has on-going faculty development opportunities on the following topics:

- All Things Emergency
- Evacuation
- Shelter in Place
- BIT Interventions

Please refer to the FLEX schedule to learn more about when and where these training are offered.

VIII. Professional Development

<http://www.canyons.edu/Offices/PD/Pages/default.aspx>

FLEX PROGRAM

The FLEX program is offered to promote technological advancement, institutional effectiveness, student support, the development of modes of academic and professional programs as well as promoting and supporting excellence in teaching and learning.

Adjunct instructors are encouraged to attend FLEX workshops and other professional development opportunities that will contribute to professional growth. Adjunct faculty will be paid their regular hourly rate for up to five hours per semester for College sponsored FLEX and approved department activities. This is in addition to four hours of FLEX at the non-instructional rate per semester. Therefore, adjunct faculty can be compensated for up to nine hours of FLEX per semester. If an adjunct faculty member is not teaching during the semester in which they attend a FLEX Workshop, they will not be paid for attending the FLEX workshop.

IX. Human Resources

<http://www.canyons.edu/Offices/HumanResources/Pages/default.aspx>

CONTRACTS

Your assignment for the semester or term along with hourly rate and computed salary for the assignment will be mailed to you by Academic Affairs prior to the start of the term. Contracts are accompanied by a payment schedule and informational memo. Signed contracts should be submitted to your dean for processing by the due date on the memo.

EVALUATION

Adjunct instructors are evaluated during the first semester of employment and at least one time every four semesters of employment. At the option of the department chair or dean, an adjunct faculty member may be evaluated more often and/or when he or she is assigned to teach a new course.

The negotiated agreement describes the evaluation process and includes evaluations by students and a full-time faculty member as well as a self-reflection. For convenience, a sample of the classroom evaluation form and a guide for completing a self-reflection are included in the appendix of this document and in the negotiated agreement. These forms are also available online by going to the COC intranet (requires a COC email address), Office Directory, Instruction. See the [Appendix](#) for samples of the evaluation forms. For further information regarding the evaluation process and other negotiated matters, please consult the part-time faculty collective bargaining agreement, which can be found on the Human Resources website.

SALARY AND ASSIGNMENTS

<http://www.canyons.edu/Offices/HumanResources/Documents/Part-Time%20Faculty%20Salary%20Schedule.pdf>

All adjunct faculty are initially placed on Step 1 of the Adjunct salary schedule (see link above). Advancement to additional steps is outlined in the negotiated agreement. Please refer to the contract for specific information on salary and how and when you are eligible to advance on the salary schedule. Teaching adjunct faculty will be paid by the course and will usually receive four or five equal salary installments. A schedule of payroll dates is distributed at the start of each term. Teaching classes in winter or summer session or teaching classes that meet less than a full semester will have the payment schedule adjusted accordingly. Since payment is based on the course, time sheets are not required for teaching faculty. Librarians, counselors or other faculty who work on an hourly basis will need to complete a timesheet each month. Timesheets are also required if you substitute for another instructor or to claim compensation for a cancelled class. Please note that permission from your department chair and dean is required in order to substitute for another faculty member.

EMPLOYMENT RECORDS

Please notify the Human Resources Office promptly of changes in name, contact information, dependents (withholding tax purposes), emergency contact or other relevant information. Email has become the primary means of contacting faculty, so it is important to have a current email address. If you do not have a personal email account

or you prefer to use one provided by COC, you may request an email account by referring to the instructions found earlier in this document. Please notify your department chair and dean of any changes to your contact information.

TUBERCULOSIS (TB) EXAMINATION

Upon employment and every four years thereafter, all employees are required to have a TB exam and submit the results to the Human Resources Office. You will be notified by Human Resources when you need to complete your TB exam.

X. Appendices

APPENDIX I - CLASSROOM BEST PRACTICES GUIDE

Leading Research in Classroom “Best Practices”

Seven Principles for Good Practice in Undergraduate Education (Chickering and Reisser, 1993)

- Encourage student-faculty contact in and out of class
- Encourage cooperation among students through collaborative assignments and in-class, group exercises
- Encourage active learning by having students apply course content to real-world situations
- Provide prompt feedback throughout the term
- Emphasize time on task by indicating how long students should spend on an assignment
- Communicate high expectations
- Respect diverse talents and ways of learning by providing a variety of learning modes (written, oral, visual) that are culturally relevant

Eight Characteristics of an Effective Teacher (Langlois & Zales, 1992)

- Promotes high expectations of student achievement
- Provides careful delineation of course methods and routines
- Uses varied and appropriate teaching methods and materials
- Creates a supportive, cooperative atmosphere
- Shows enthusiasm, energy, caring, and maintains a nonthreatening atmosphere
- Manifests a belief that their subject is important
- Relates instruction to student interests
- Demonstrates content expertise

Growth Mindset (Dweck, 2006)

Carol Dweck has demonstrated that students who adopt a fixed mindset tend to respond to academic setbacks with a sense of helplessness. Alternatively, those with a growth mindset typically respond to setbacks with a commitment to master the material and succeed. Students with a fixed mindset tend to believe that something is “wrong” with them, and often express these defeatist traits in their academic career:

- Thinking ‘what’s the point?’
- Over-representing past failures and under representing successes
- Decreased enjoyment
- Decreased motivation
- Increased anxiety

Those adopting a growth mindset seem to believe that intelligence is changeable, and that people can improve with hard work and perseverance, and moreover, that failure is a natural, healthy part of the learning process.

High-Impact Educational Practices

Research has shown that high-impact practices have considerable benefits for students and can foster student success. Below are just a few selections of high-impact practices you might consider employing in your teaching:

Learning Communities

Learning communities explore a common theme through coordinated readings and assignments, utilizing an interdisciplinary approach. If you’re interested in teaching as part of a learning community, please see the college website for opportunities:

<http://www.canyons.edu/Offices/AcademicAffairs/Pages/LearningCommunities/LearningCommunitiesHome.aspx>

Writing-Intensive Courses

These courses employ writing assignments and projects across the curriculum. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. Such courses foster critical thinking, quantitative reasoning, enhanced communication, and improvements in research skills. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative assignments attempt to bring together diverse groups of students in an effort to broaden our understanding by listening to the viewpoints of peers. This can be done through study groups, team-based projects, and cooperative presentations. Such assignments can also be broadened to include global learning projects, which study racial, economic, gender, and other differences found throughout the world.

Service Learning

This type of practice entails experiential learning in local communities, working and learning alongside experts in a wide range of fields. Service learning provides opportunities for students to gain work experience, while often adding value through community outreach, organization, and partnerships. This type of learning also conforms to the broader mission of the college. Please contact our [Office of Service Learning](#) for more information on how to incorporate service learning into your class.

Internships

Internships are increasingly valuable in today’s competitive job market, and offers hands-on experience in a student’s projected career field. Internships allow students to gain not only experience but also networking skills while working closely with professionals in their field. As part of a course, instructors could assign a paper or presentation that relates what has been learned. Please contact our [internships office](#) for more information on the process for offering students and internship.

Capstone Courses and Projects

These projects involve summative experiences, often assigned at the end of a semester, or a student’s college career. Capstones emphasize application of learning, often via research papers, or portfolios.

For more information on high-impact practices, see this chart, provided by the American Association of Universities and Colleges, 2008, http://www.aacu.org/leap/documents/hip_tables.pdf.

Strategies for Engaging Students and Improving Retention

Most students decide whether to continue enrollment within the first 6-8 weeks of their first semester. What happens on the first day of class frequently sets the learning climate for the entire semester and may help a student decide whether to stay or flee. The following is a list of suggested classroom activities for the first week that classes that so many faculty members have found to be useful:

- Begin building connections with your students by introducing yourself. Tell students what you would like them to call you and how you can be reached outside of class. Tell them how you chose your field of study and your educational background. If you went to a community college, be sure to let them know that as well. Tell them why you are teaching at COC.
- Learn about your students. Ask students to complete an information sheet listing name, address, phone number, e-mail address, major, work information, how many hours a week they work outside of class, why they are taking this class, what other courses they are taking, what grade they expect to earn, how much time they expect to study outside of class, their strengths and weaknesses, previous related courses, etc. Ask students to let you know if they have special needs of which you should be aware.

- Learn student names as quickly as possible, and use them when addressing students in class (and out of class). The following suggestions may help you quickly learn names:
- Ask students to introduce themselves (a great way to take attendance without you worrying how to pronounce names!) and share something that will help you and the rest of the class learn their names. This can also be done as a paired-activity with students introducing each other. This will encourage student participation and classroom interaction.
- Take pictures and paste them on index cards. Use them as “flash cards” to help you learn names.
- You may want to use name tags or name tents to help class members get to know each other’s name.
- Be enthusiastic. If you act bored or lack passion for teaching or your subject matter, you will impart that attitude to your students. Why would students want to learn your subject if you don’t seem interested or interesting?
- Help students connect with classmates. Encourage students to have an in-class-buddy, study partners, or learning teams, and have them exchange phone numbers and e-mail addresses.
- Set a positive tone that focuses on student success. When students see your syllabus and course requirements, they may feel overwhelmed. Be reassuring. Let students know that you believe they can succeed, and let them know you will help them. The purpose of the first class session should set up an expectation for success—not scare students away!
- Involve students and encourage participation in first-day activities so that they become active learners early in the course. You may ask students to discuss what they already know about the subject matter of your course or why they signed up for your course.
- Don’t just read the syllabus. Students find that as uninteresting as faculty do! Instead, design a group activity for students to understand both the syllabus and course policies. In this way students will get to know their classmates and begin to make connections as well as learn about the syllabus. When forming groups, use something class related. For example, in a computer programming class, you might ask students to line up according to their birthdays. You can then explain that they just demonstrated the process of “sorting” and as part of the course they will learn how to write programs so that the computer can automate such a task. You can also give a take-home quiz on the syllabus (a great homework assignment for the first class and a great way for students who miss the first class to learn about the requirements!). Scoring the quiz will help you learn what students understand and don’t understand about your expectations and allow you to focus on just those points of the syllabus in the second class session.
- Determine students’ goals and objectives while discussing your goals and objectives. Let students know how your course can fit in with their personal or career goals and objectives.
- Explore students’ fears and apprehensions. In your class, and perhaps in the college setting, there are students who are entering an unfamiliar environment that carries with it a new set of performance expectations and different social principles. Acknowledge these factors, address students’ apprehensions, and encourage their academic performance.
- Communicate what students can expect of you and what you expect of them. This can be done orally or by writing students a short letter or memorandum.
- Help students understand the amount of work that goes into being successful. Explain that being successful in college is less about “brains” and more about willingness to work hard and spend many hours outside of

class reading, reviewing, doing assignments, and studying. Help students budget their time by informing them how much time they will need to devote to study outside of class.

- Don't dismiss class early on the first day. If there is time remaining after your syllabus activity, begin communicating the content of your course, provide an overview of course material and content, explain the relevance and usefulness of the course material (i.e. transferability, prerequisites, vocational applications, etc.).
- Build a sense of community in and out of the classroom. Provide opportunities for students to get to know and learn from other students in the class. Integrating academics and social opportunities increases retention. Use collaborative/cooperative assignments to foster social and academic integration.

Many of these suggestions are not just for the first day. You may want to review these suggestions whenever you are starting a new topic, explaining a difficult assignment, or periodically throughout the course.

APPENDIX II – EFFECTIVE SYLLABUS DESIGN

Effective teaching and learning require a partnership between you and the students. Consider the syllabus a contract between you and the students: it provides a binding agreement stating your expectations, how the student should proceed, and how you will evaluate the student.

A skillfully designed syllabus details expectations, the terms of classroom interactions, the grading criteria, and can reduce the potential for confusion on the part of the students. It should include the following components:

- Heading (name of college, name of course)
- Course number, section, location
- Your Name
- Your Phone number(s)
- Your E-mail address
- Required text(s) – title(s), author(s), edition(s), ISBN Numbers
- Recommended materials
- Material Fees
- Course Description, Student Learning Outcomes, Objectives; Prerequisites
- Your Web Page
- Office Hours/Times when you may be contacted
- Biographical information about instructor
- Schedule/Calendar Information
- Grading Information
- Policies regarding assignments, late work, and make-up exams
- A statement regarding academic integrity
- Subject Matter
- Attendance/late policy
- Student Conduct – College Policy and your expectations
- DSPS Accommodation Information
- Class Safety: Procedures and Protocols
- Program Level Outcomes (especially for courses within the major)

Visit this [website](#) created by Victoria Leonard, Professor of Communication Studies at College of the Canyons for more information about the components of an effective syllabus

APPENDIX III – SELF-REFLECTION AND FACULTY EVALUATION MATERIALS

Guide for Self-Reflection

As a part of the evaluation process the part –time faculty contract states, “Each Part-Time instructor shall complete a written self-reflection to be used to improve instruction and not as a determinant of employee status.” Faculty frequently have requested assistance in completing this process. The following is meant as a guide to assist in the reflective process and to serve to improve teaching. The examples provided are not meant to be an exhaustive list. Likewise, it is not meant to imply that all examples must be addressed.

“The Self Reflection shall include, but not be limited to:”

- a. Objectives for improvement, change or maintenance of methodology based on the results of the student survey, a self-examination of teaching methods, and whatever other factors are deemed relevant.**
 - Reflect and respond to feedback from the students.
 - Take a look at retention and success rate of the students.
 - What teaching techniques have you used? What has been effective?
 - Are there external barriers that affect the quality of instruction?
 - What can you change and improve?
 - What training, materials, resources, etc. would assist you?
- b. A review of the objectives for improvement, if any, from the last evaluation.**
 - Review what you have done.
 - What has worked? What is still a challenge? Why?
 - What support do you need?
 - What is your plan to implement changes?
- c. A summary of professional growth activities.**
 - What professional growth activities are you involved in or have you completed?
 - Have you attended or presented at conferences or workshops, taken additional course work or been involved in relevant community activities?
 - Do you participate on committees?
How have these activities impacted your teaching?
- d. A listing of reasonable resources that can be provided by the District to help improve instructor teaching.**

COLLEGE OF THE CANYONS
Visitation and Evaluation Report
For Part time Teaching Faculty

Instructor _____ Visitation Date _____

Course Number, Section Number, and Title _____

Official Class Duration (as per Schedule of Classes) _____

Evaluator Arrival Time _____ Evaluator Departure Time _____

☐ Lecture ☐ Lab ☐ Activity

Total Number of Students in Attendance _____

Class Enrollment (as per Course Outline of Record) _____

Instructional Techniques Being Used

(lecture, discussion, audio/visual, handout, laboratory, group activity, etc.)

Name of Evaluator _____

Directions: Circle the appropriate number for each item evaluated. Comments should detail specific items in support of your numerical assignment and may include suggestions for improvement. Evaluation should include review of class materials and assessment instruments.

A. Knowledge of Subject Matter 1 2 3 4 5 N/A

1 – Instructor demonstrates a command of the material taught.

3 – Instructor demonstrates an understanding of the material taught.

5 – Instructor does not appear to have an adequate background for the material taught.

Comments: _____

B. Clear Lesson Objectives 1 2 3 4 5 N/A

1 – Instructor demonstrates thorough preparation and provides clearly defined objectives.

3 – Instructor demonstrates preparation for class; some objectives apparent.

5 – Instructor demonstrates no evidence of preparation for class and/or objectives not apparent.

Comments: _____

C. Clear Written and Oral Communications 1 2 3 4 5 N/A

1 – Models clear, enthusiastic, excellent and appropriate vocabulary and mannerisms. Written materials clear, accurate and fitting to subject.

3 – Verbal and written materials of average quality.

5 – Poor quality in spoken or written communication, lacks enthusiasm; inappropriate or inaccurate vocabulary.

Comments: _____

D. Teaching Methods

1 2 3 4 5 N/A

1 – Uses teaching method(s) appropriate for the subject and to the diversity of student learning styles. (Evaluator may review syllabus for evidence of teaching methods.)

3 – Uses limited but adequate teaching method(s) for the subject.

5 – Uses teaching method(s) that are inadequate to address the variety of students learning styles.

Comments: _____

E. Organization of Presentation and Activities 1 2 3 4 5 N/A

- 1 – Clearly organized and easy-to-follow patterns.
- 3 – Discernible organizational pattern.
- 5 – Apparent lack of organization.

Comments: _____

F. Good Time Management 1 2 3 4 5 N/A

- 1 – Time is managed well, and instructor began and/or ended class in a timely manner.
- 3 – Some parts of lesson go beyond time allocated or necessary and/or class began/ended inefficiently.
- 5 – No apparent awareness of time and poor use of time.

Comments: _____

G. Student Assessment Methods 1 2 3 4 5 N/A

(Suggestion: Request syllabus and, if appropriate, a quiz or test before the classroom visitation.)

- 1 – Assessments are of ample and variety so as to recognize differing learning styles and to determine mastery of student learning outcomes.
- 3 – Some methods of assessment are adequate to assess most student learning styles and student learning outcomes.
- 5 – Assessments are insufficient to accurately measure differing student learning styles and student learning outcomes.

Comments: _____

H. Overall Assessment of Instructor's Classroom Performance

1 2 3 4 5

- 1 – Highest performance.
- 2 – Good performance.
- 3 – Average performance.
- 4 – Below average performance.
- 5 – Unsatisfactory performance.

Additional Comments by Evaluator:

Signature of Evaluator: _____ Date: _____

Signature of Evaluatee: _____ Date: _____

Signature of Department Chair: _____ Date: _____

Signature of Instructional Dean: _____ Date: _____

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written response within ten calendar days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

Revised 6/2012

COLLEGE OF THE CANYONS
Visitation and Evaluation Report
For Part time Non-Instructional Faculty

Non-Instructional Faculty _____ Visitation Date _____

Work Setting/Position _____

Evaluator Arrival Time _____ Evaluator Departure Time _____

Name of Evaluator _____

Directions: Circle the appropriate number for each item evaluated. Please provide comments to detail specific items in support of your numerical assignment and include suggestions for improvement. Evaluation should include review of materials and assessment instruments if appropriate.

A. Knowledge of Subject Matter 1 2 3 4 5 N/A

1 – Demonstrates a command of the material including professional technology, resources, and college policies/procedures.

3 – Demonstrates an understanding of the material for the assignment.

5 – Demonstrates a lack of understanding regarding aspects of the assignment.

Comments: _____

B. Clear Objectives 1 2 3 4 5 N/A

1 – Demonstrates thorough preparation and provides clearly defined objectives.

3 – Demonstrates preparation for the assignment; some objectives are apparent.

5 – Demonstrates lack of preparation for the assignment and/or objectives not readily apparent.

F. Time Management	1	2	3	4	5	N/A
--------------------	---	---	---	---	---	-----

1 – Time is managed well.

3 – Some tasks or responsibilities utilize more time than that allocated or necessary.

5 – Several or the majority of tasks utilize more time than that allotted or necessary.

Comments: _____

G. Student Records	1	2	3	4	5	N/A
--------------------	---	---	---	---	---	-----

1 – Accurately and completely maintains student records utilizing department mandated technology.

3 – Adequately maintains student records utilizing department mandated technology.

5 – Insufficiently maintains student records utilizing department mandated technology.

Comments: _____

H. Overall Assessment of Performance	1	2	3	4	5	N/A
--------------------------------------	---	---	---	---	---	-----

1 – Highest performance.

2 – Good performance.

3 – Average performance.

4 – Below average performance.

5 – Unsatisfactory performance.

Additional Comments by Evaluator:

Signature of Evaluator: _____ Date: _____

Signature of Evaluatee: _____ Date: _____

Signature of Department Chair: _____ Date: _____

Signature of Instructional Dean: _____ Date: _____

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written response within ten calendar days of receipt of this evaluation report. The written statement will be filed with this visitation report.

Revised 6/2012

COLLEGE OF THE CANYONS

SECONDARY EVALUATION REPORT

Part-time faculty at College of the Canyons are professionals that are respectful of students and college staff and handle responsibilities in a timely manner. Instructional deans and/or department chairs, or at the request of the part-time faculty member, may wish to provide input into part-time faculty professional activities in the non-instructional criteria listed in this Secondary Report (in addition to Appendix B or Appendix E), which would also become part of the instructor's comprehensive evaluation. The part-time faculty member should be notified via email ten (10) days in advance by the Division Dean if the Secondary Report is to be completed.

For this section, whenever an evaluator records a need for improvement score (3, 4 or 5), the evaluator is to provide both supporting evidence and suggested remedies for improvement.

Evaluation Standard:

- 1 – Always complies
- 2 – Often complies
- 3 – Usually complies
- 4 – Occasionally complies
- 5 – Seldom complies

A. Professionalism

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Responds with clarity, promptly
and with discretion when working
with colleagues, staff and students. | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|

Comments:

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 2. Follows appropriate division,
department and FERPA guidelines. | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|

Comments: _____

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 3. Observes the proper use of
facilities, equipment and supplies. | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|

Comments: _____

B. Responsibilities

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. Maintains clear records and submits
necessary documentation in a timely
manner such as final grades, positive
attendance roster where applicable,
absence forms, field trip request
form, guest lecturer form, etc. | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|-----|

Comments: _____

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 2. Is accessible to students and
maintains contractual office
hours. | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|

Comments: _____

C. Overall Assessment of Instructor's Professionalism and Responsibilities

1 2 3 4 5

- 1 – Highest performance.
- 2 – Good performance.
- 3 – Average performance.
- 4 – Below average performance.
- 5 – Unsatisfactory performance.

Additional Comments by Division Dean/Department Chair:

Signature of Evaluatee: _____ Date: _____

Signature of Department Chair: _____ Date: _____

Signature of Division Dean: _____ Date: _____

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written response within ten calendar days of receipt of this secondary evaluation report. The written statement will be filed with this secondary evaluation report.

APPENDIX IV – CAMPUS MAPS

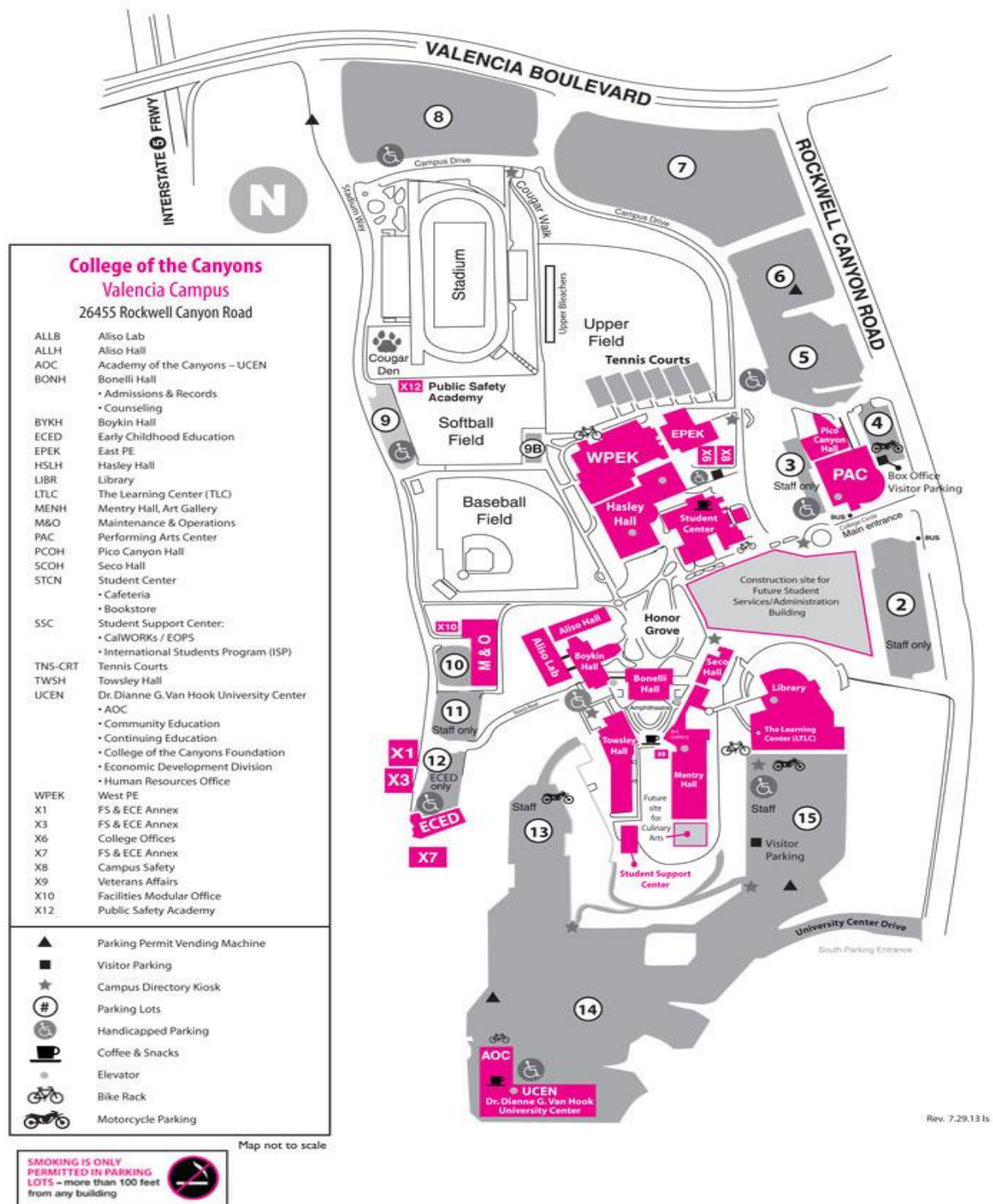


Figure 1. Valencia Campus Map

1-A	Administrative Offices, Counseling & Financial Aid
1-B	Student Health Center, Student Services (Career, DSPS, Veterans & Adult Reentry)
1-C	Assessment Center & Computer Lab
1-C	Admissions & Records and Student Business Office
Carl A. Rasmussen Amphitheater	
QUAD 2:	
200-201	Early Childhood Education (ECE)
202	Large Classroom
202A	Small Classroom/Conference Rm.
203	Activity Room
204	ASG Student Computer Lounge
205	Faculty Offices/Tech Support
QUAD 3:	
300-301	Classrooms
302	Student Study Room
303	Vending Room
304-305	Computer Lab
305A	TLC Testing
306	TLC Lab
307	Library
308	Skills 4 Success Lab
309-310	Science Labs
311-312	Classrooms
QUAD 4:	
400-405	Classrooms
QUAD 5:	
500-502	Classrooms
502A	Switchboard/Reprographics
503-506	Classrooms
507	Faculty Offices
508-510	Classrooms
QUAD 6:	
600	Faculty Offices
601-604	Classrooms
QUAD 7:	
700	Campus Safety & Faculty Offices
701-702	Classrooms
703	Computer Lab
704-705	Classrooms
706	Auto Workshop
707	Plumbing Workshop
708	Solar/Electrical/Electronics Workshop
Student Parking Lots: 2, 3 and Lower Road	
▲	Parking Permit Vending Machines – Lots 2 & 3
♿	Handicapped Parking
♂ ♀	Restrooms
☕	Coffee/Food Services
◆	Motorcycle Parking
🚲	Bicycle Rack
⌘	Bus Stop
●	Campus Evening Shuttle Stops
📞	Pay phones
💰	ATM Machine
🌿	Campus Gardens
Food/Vending Machines:	
Quad 3: North side between restroom & room 300; & rooms 307-308	
Quad 5: North side of room 508	
Quad 7: Snack/Vending Machines	
Cougar Way: Coffee, food service	
Vending Room: Quad 3, 303	



Figure 2. Canyon Country Campus Map