



CRAFTON HILLS
COLLEGE
Faculty Handbook
(Effective April 2024)

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Chapter 1: Introduction to Crafton Hills College

Mission, Vision, and Values

Mission Statement

The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.

Vision Statement

To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.

Institutional Values

We rely on the following values to support our vision and mission:

- **Respect:** To champion active listening and open dialogue within our community.
- **Integrity:** To uphold honesty in our interactions and academic pursuits and maintain community collaboration.
- **Diversity & Inclusion:** To promote a welcoming environment through equitable and antiracist practices in all aspects of our work.
- **Innovation:** To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and new ideas.
- **Leadership:** To develop and inspire current and future leaders through professional development, mentorship, education, and experience.
- **Sustainability:** To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future.

History and Highlights

With its dedicated professors, ample extracurricular opportunities, supportive staff, and beautiful surroundings, Crafton Hills College is a place where students thrive. Since its opening in 1972, more than 100,000 people of different ages, interests, and backgrounds have attended CHC, drawn to the outstanding educational opportunities available to students interested in earning two-year associate degrees, transferring to four-year colleges and universities to obtain bachelor's degrees, career and technical education programs, and general education to increase job effectiveness or learn new skills.

Demographics

Crafton Hills College is one of the California Community Colleges. Since its opening in 1972, learners of all ages, interests and backgrounds have passed through the doors of CHC, taking advantage of this first step to higher learning. As new businesses and industries settle in this region, CHC continues to increase in importance as a source for a college education and employee training. Crafton Hills College currently serves approximately 9,000 students and offers both day and evening classes. CHC is accredited by the Western Association of Schools and Colleges, the accrediting body for California and the Western Pacific. Located on rolling hills above the Yucaipa

Valley and surrounded by an undisturbed natural environment, Crafton Hills College offers more than 100 majors in the liberal arts and sciences, vocations, and technical studies.

Sixty percent of Crafton students are from traditionally under-represented groups. Hispanic students consist of the largest percentage of students at 50%, followed by Caucasian students (33%). Students are also more likely to be female (56%), and the average age is 24.6. Thirty-four percent of students are 19 or younger and 33% are 20 –24 years old.

Institutional Learning Outcomes

Institutional Learning Outcomes (ILOs) are assessed and analyzed annually. Assessments as an instructor that you conduct at the course level directly impact the assessment of ILOs. The ILO assessments are conducted by the work that you do when you conduct assessments in your courses and identify how those assessments align with the College's ILOs.

- **Critical Thinking:** Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.
- **Written and Oral Communication:** Students express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.
- **Interpersonal and Group Skills:** Students work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.
- **Society and Culture:** Students describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and operate with civility in a complex world that involves changing social institutions and diverse world views.
- **Information Literacy:** Students apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.
- **Ethics and Values:** Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.

General Education Outcomes

General Education Outcomes (GEOs) are assessed and analyzed annually. Assessments as an instructor that you conduct at the course level directly impact the assessment of GEOs. The GEO assessments are conducted by the work that you do when you conduct assessments in your courses and identify how those assessments align with the College's GEOs.

- **Natural Science:** Students successfully completing a course in this area will be able 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.
- **Social and Behavioral Sciences:** Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.
- **Humanities:** Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.
- **Fine Arts:** Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.

- **Written Traditions:** Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.
- **Oral Traditions:** Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.
- **Quantitative Reasoning:** Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations to demonstrate quantitative reasoning skills.
- **Critical Thinking and Information Literacy:** Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate, and use various forms of information.
- **Health & Wellness:** Students successfully completing a course in this area will be able 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.
- **Diversity & Multiculturalism:** Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.
- **American Heritage:** Students successfully completing a course in this area will be able to recognize and appreciate the unique contributions, history, and collective heritage of the United States.

Academic Senate

The CHC Academic Senate, in accordance with the provisions of Title 5 of the California Code of Regulations, functions as the body representing the views and needs of the faculty of Crafton Hills College on all academic and professional matters as identified in Title 5, §53200 ©. In order to fulfill its prescribed duties, the Academic Senate, represented by its President or his/her designee, shall appear before and make regular reports to the District Board of Trustees at public meetings and, when appropriate, meet with the Board or its individual members. In addition, the Academic Senate shall serve as the agency that represents the faculty whenever consultation or interaction with the district or the college administration is necessary, excepting matters that fall under the exclusive authority of the faculty bargaining agent.

A Senator's work has a direct impact on students. The more engaged you are with the Senate, the more we can do to help students. Examples of recent work conducted by the Academic Senate include student grade appeals, Student Code of Conduct, Credit for Prior Learning, supporting effective and equitable transfer practices, and supporting chosen name usage in the classroom. You are strongly encouraged to volunteer to be a Senator and participate in this process. The Academic Senate meets the first and third Wednesdays of each month at 3:00pm, normally in the multipurpose Room of the LRC. These meetings are open to the public and all campus employees are invited to attend.

Directory of Services

The following link provides a list of available [faculty resources](#):

<https://www.craftonhills.edu/faculty-and-staff/index.php>.

Examples of these resources include the academic calendar, behavioral intervention team, this faculty handbook, links to Crafton committees, book requisition, and other resources. In addition, the College also provides a [list of resources](#) for students that may help as well: <https://www.craftonhills.edu/current-students/student-services.php>. These resources are

designed to help students be successful and provide support outside and inside the classroom and include tutoring services, counseling services, and library services, to name a few.

Campus Map



 **ATM**

 **Bus Stop**

 **Nurse's Station**

 **Police/Security**

 **Visitor Parking**

 **Parking Permits (Daily)**

Parking permits/decals are required to park in all parking lots and on all college streets.

Daily parking permits available in all lots.

Parking in disabled stalls requires a valid California disabled placard and a valid SBCCD parking permit/decals.

 **Smoking Areas**

This is a smoke-free campus. Smoking in non-designated areas or buildings may result in the issuance of a citation (Board Policy #3570; Government Code #7597)

District Police (909) 389-3275

#	Building	Code	#	Building	Code
1	Maintenance & Operations / Shipping & Receiving	M&O	9	Performing Arts Center	PAC
2	Child Development Center	CDC	10	Central Complex 1 / Police LADM 153	CNTL 1
3	Crafton Hall	CHL	11	Central Complex 2	CNTL 2
4	Clock Tower Building	CTB	12	Canyon Hall	CYN
5	West complex	WEST	13	Visual Arts	ARTS
6	Crafton Center	CCR	14	East Complex 1	EAST 1
	Admissions & Records		15	East Complex 2	EAST 2
	Counseling		16	Public Safety & Allied Health	PSAH
	Student Accessibility Services [SAS]		17	Gymnasium	GYM
	Extended Opportunity Programs & Services [EOPS]		18	North Complex	NRTH
	Financial Aid		19	Kinesiology, Health Education & Aquatics complex	KHA
7	Student Support Building / Health & Wellness Center	SSB	20	Athletic Field	AF
8	Learning Resource Center	LRC	21	Tennis Courts	TC-CRTS

Important Dates

The dates and deadlines change from semester to semester. Accordingly, following the link to the [Dates and Deadlines](https://www.craftonhills.edu/admissions-and-records/dates-and-deadlines/index.php) page will help with identifying important dates each semester: <https://www.craftonhills.edu/admissions-and-records/dates-and-deadlines/index.php> .

Chapter 2: How do I...

Report an Absence, Cancel Class and/or Get a Substitute

If you are unable to meet a class, post an announcement in your Canvas Shell and call the Instructor Absence Line at (909) 389-3230. Do not report absences to your Faculty Chair and do not rely on a message to your Division Secretary or Dean. When the Office of Instruction receives the message, a notice that your class has been cancelled will be posted on the CHC Instruction Twitter account which feeds into the CHC main webpage.

Full-time faculty record the date and reason for your absence on your work report at the end of the month. Full-time faculty are provided up to 10 days of sick leave annually, which carries over to future years if not utilized.

Part-time faculty will complete and sign an absence report through the division office. Part time faculty earn sick leave on the basis of one-week's contact hours per semester for each assigned class or hours of service provided. If the instructor teaches other than a regular semester, the sick leave entitlement is based upon the total class contact hours divided by 15. Sick leave is advanced at the beginning of each semester and may be accrued from year to year. For more information, refer to the [CTA Contract](#).

If you require a substitute, you must work with your division dean. All substitute instructors must meet the minimum qualifications as mandated by the California Community Colleges Board of Governors and be approved by the District Board of Trustees. Contract instructors may also substitute. Substitutes are generally approved in the case of extended absence or other circumstances which dictate a need. Substitutes are generally not approved for single course meetings. Please contact your Division Dean for additional information.

All substitutes are paid on an hourly basis and must complete an *Academic Hourly Substitute Time Sheet*, available from your Division Secretary. Substitute time sheets must be submitted to your Division Secretary no later than the 11th of each month.

Change the Location of my Class

You must conduct each of your classes in the room you have been assigned to unless you receive permission from your Division Dean. In most circumstances, classes cannot be moved to accommodate more students.

Access my Email and Voicemail

Upon hire, an email account will be created for you. You are expected to make use of this account for all district email communications. You will receive an email that provides your username and a temporary password. Log into your email using Outlook or Office 365. Your email address will be *username@craftonhills.edu* or you may use *username@sbccd.cc.ca.us*.

To change your password from off campus, log into Web Advisor at <https://webadv-prod.ec.sbccd.edu/WAProdCHCSec/WebAdvisor>. Select the "Log In" tab and enter your

username and temporary password, then click "SUBMIT." Complete the form to change your password.

To change your password from on campus, press CTRL+ALT+DELETE to access the login screen. Enter your username and temporary password and fill in the fields on the "change password" screen.

Your new password must:

- Must be 8 to 20 characters in length.
- Must contain at least **three of the four** characters below:
 - Include at least, one **uppercase letter (A-Z)**.
 - Include at least, one **lowercase letter (a-z)**.
 - Include at least, one **number (0-9)**.
 - Include at least, one **special character (for example !, \$, #, \$)**
- May **NOT** include any of the following **special characters** (\, ?, :, *, @, &, =, <, >)
- May **NOT** use last five passwords.
- May **NOT** use User ID in passwords.
- May **NOT** use parts of first or last name that exceed two consecutive characters in passwords.

IMPORTANT: Your password is case sensitive.

**Make sure to update your password on any mobile devices that connects to your e-mail.
Failure to do so, may lock out your account!!**

Your voice mail will be established on your office telephone.

To access Voicemail remotely:

- Call 909-384-4398
- When you hear the greeting, press *
- Enter your ID (this is your 4-digit extension) followed by #
- Enter your PIN (this is your voicemail passcode) followed by #
- Access your normal voicemail features

Alternatively:

- Call your own SBCCD number and wait for the greeting
- When you hear the greeting, press *
- Enter your ID (this is your 4-digit extension) followed by #
- Enter your PIN (this is your voicemail passcode) followed by #
- Access your normal voicemail features

Advance in Rank

Part-time faculty have the title **Adjunct Professor**. Upon hire as a full-time, tenure-track faculty member, the title of **Assistant Professor** is granted. Upon the granting of tenure, the title **Associate Professor** is granted.

Advancement to the title Professor and Professor Emeritus are as follows:

- **Advancement to Professor:** According to AP7210 Advancement in Academic Rank, An Associate Professor may make application for the rank of Professor after a minimum of three (3) years of full-time service as an Associate Professor and upon fulfillment of the criteria listed below:
 - Evidence of professional growth as it relates to the faculty service area
 - Evidence of service to the college

- Evidence of service to the college community

Report a Name or Address Change

If you change your name or address and need to update your information, please contact the District Human Resources (HR) Office.

Appendix3- Address and Name Change Form

Get my Paycheck

All faculty will be paid once a month.

- **Full-time** faculty warrants (checks) are issued on the first business day of the month. Overload is paid in four equal payments for the semester starting October for Fall and March for Spring when the course is a full 18 weeks, otherwise please refer to the agreement on how many pays are to be received. Summer Overload is paid in two equal payments starting July when the course is a full 11 weeks, otherwise please refer to the agreement on how many pays are to be received.
- **Part-time** faculty warrants (checks) are issued on the ninth (9th) of the month except for the months of February, July, and September the pay is issued on the fifteenth (15th) of the month. Part-time faculty are paid in five equal payments for the semester, starting September 15th for Fall and February 15th for Spring when the course is a full 18 weeks, otherwise please refer to the agreement on how many pays are to be received. Summer session pay is in two equal payments starting July 15th when the course is a full 11 weeks, otherwise please refer to the agreement on how many pays are to be received.

San Bernardino Community College District (SBCCD) uses the San Bernardino County Superintendent of Schools payroll system. If you choose to receive your pay by electronic funds transfer (EFT) you can obtain a hard copy by logging on to the Best Net Employee Self website <https://employeeselfservice.sbcss.k12.ca.us/login.aspx> to obtain a copy. You also have the option to have your warrant mailed.

Appendix 4- EFT-Direct Deposit Form

Submit my Work Report and Other Time Sheets

Full time work reports are emailed from the division office for completion and signature. Absences are recorded on these work reports for all contract work. Full-time contract work reports are due by the 1st of each month. Overload and part-time faculty contracts are signed along with all work reports at the beginning of each semester. Part-time absences are reported on an absence report form. These are due by the 10th of each month.

Appendix 5-Absence Report, Sample Work Report

Access my Pay Stubs and W-2 Forms

SBCCD utilizes [BESTNET](#) Employee Self-Service for electronic access to both monthly pay stubs and your annual W-2 form. Electronic pay stubs are maintained on the site for the current year and the previous two years. W-2 information is available for five calendar years. The site is a secure web site requiring authentication during the initial registration process as well as log-on and password validation every time the site is accessed.

Appendix 6- BESTNET Employee Self-Service Access and Information

Get Information about and/or from CTA

“The California Teachers Association exists to protect and promote the well-being of its member; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable, and democratic society.” For more information, talk with the Crafton Hills College campus CTA representative, call the local Region IV office at 951-372-2500, or visit www.cta.org.

San Bernardino Community College Teachers Association

[SCCDTA](#) is the local chapter of CTA. The Executive Board is made up of full and part-time faculty from both campuses, elected by the members. Our goal is to amplify the voices of fellow faculty to advocate for themselves by organizing and mentoring and defending and negotiating the contract.

Get an ID Card

You may request a college identification card from the Student Life Office. Please have your Staff ID number (available on the navigation menu on Colleague’s Self-Service under User Options) and your driver’s license ready. Each year you will need to replace the academic year sticker by requesting it through the Student Life office.

Get Necessary Keys

If keys are needed to access your campus locations, make the request through your dean. When keys are ready for pick-up, you will receive an email from maintenance and operations. You will be asked to sign for the key before taking it with you. Upon leaving the district, you are expected to return all keys to maintenance and operations.

Get My Mail

Mailboxes are located on the 1st Floor of the LRC (LRC 130). For combo and mailbox assignment, contact the Facility Use Office at (909) 389-3217. Outgoing mail will be picked up daily between 8-9am and incoming mail is generally distributed by 2pm daily. For coordination of large, bulky, or odd items, please contact the CHC Warehouse at (909) 389-3379. For full mail distribution procedures, visit the CHC Facilities web page: <https://www.craftonhills.edu/about-chc/facilities-maintenance-and-operations.php>.

Obtaining a Parking Permit

All faculty are obligated to follow the same parking regulations as other staff and students. You may park in the staff parking areas.

- Faculty with current physical stickers: the staff parking permit it is valid through August 2024—you don’t need to get another one.
- If you are a new staff member, please obtain your free virtual parking permit by clicking the Employee Parking Permit link at <https://www.craftonhills.edu/current-students/parking/index.php> or <https://paymycite.com/default.aspx>
 - Parking permits are required in all parking areas beginning January 31, 2024.

- You may add up to two vehicles at a time.
 - Change Your Vehicle Information Including Updating Your License Plate:
 - Please click on the links above to change the vehicle information on your virtual parking permit.
 - It is important that your license plate and vehicle information is current and correct in order to avoid an unnecessary citation.
 - You will receive an email response verifying the changes.

Physical copies of parking permits (sticker/decals) are no longer required. You will not receive a physical parking permit sticker. Your license plate will be entered into a database and serves as your actual permit. Your 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.

Get Support for Conference Attendance and/or other Work-Related Travel

If work-related travel, including conference attendance, is desired, complete the [district travel form](#), part A. If an advance is requested, complete part B. In all cases, Part C is completed upon return. You will need to obtain signatures from the manager overseeing the budget funding the travel and your immediate supervisor. Out of state travel, or any travel exceeding \$5000 must have prior board approval. Please note that there are restrictions on out of state travel to several states (please see your division secretary for the list of currently restricted states). Please check before travel. Funds from professional development are available on a limited basis (maximum of \$500.00 for both full-time faculty and part-time faculty). To request professional development funding, complete the request for funding available on the [Professional Development Website](#). Work with your division secretary to submit invoices and to request reimbursement when appropriate.

See [AP 7400](#) for more information.

Request a Space for a Meeting or Activity

Instructors may request the use of college facilities outside of their regularly assigned time and room. The Facilities Use Request form can be accessed from the College Website. Go to “Faculty and Staff” and select “Facilities Use” from the Services menu. Complete the [Facilities Use Request Form](#) (CHC Faculty & Staff). Follow the directions for reserving a room.

Arrange for a Class or Club Field Trip

According to SBCCD Board Policy 4300, 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 or for enrichment. Every field trip must have an educational goal which cannot effectively be obtained from an 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. Check with your Division Secretary for these forms.

Any overnight trip, in excess of \$500 total cost, or any trip involving cost for student meals must be approved by the College President. 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, where it can easily be found in case of an emergency.

All requests for college-sanctioned class meetings at off-campus locations must be submitted on the appropriate form at least ten days prior to the trip. It is best to have any student who thinks he/she might attend fill out the waiver form. Anyone who does not have a waiver on file may not go on 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.

More information can be found in [AP 4300](#)

Arrange for a Guest Speaker

In accordance with to SBCCD Board Policy 4320, instructors as well as faculty and student organizations, may invite Individuals from off campus to speak to their classes. Instructors must remain in the classroom during the duration of the guest speaker's presentation. Please complete a *Guest Speaker Notification Form* and submit it to your Division Dean. Please contact your Division Secretary if your guest speaker requires a temporary parking permit.

Get Copies (Print Shop and On Campus Copiers)

You may order copies through our District print shop using the Print Shop Pro program. First go to the following site: [SBCCD Printshop Pro](#). or from the Crafton Hills College webpage (www.craftonhills.edu), click on Faculty and Staff near the top of the page. Then click on Services and then Copy Services. This will take you to a page explaining how to use Print Shop Pro. Follow the links to register. Use the same username and password as you do for your District email account, although you may change your address after you are registered.

Once you get an e-mail confirming that you are registered (usually in a day), you can order on-line by going to the Print Shop Pro site and clicking [Order Online with Print Shop Pro](#) and following the directions. Most orders are delivered to your mailbox in a day or two.

You may also use one of our many new high-capacity, color copiers on campus. If you are a full-time instructor, your office computer is set up to print at a nearby copier. If you are a part-time instructor, you may copy from a computer available to part-time faculty using your District account number.

Request Supplies

Needed teaching or office supplies can be requested through your division office. Desired instructional supplies that would improve your program should be included in your Planning and Program Review documents with resource requests attached. These items must clearly support the department's goals and objectives.

Request Technology Support

- For Audio-Visual Services: Classrooms are equipped with instructional technology, including LCD projectors. If you need equipment such as an LCD projector, TV, DVD player, or laptop, please make your request at least one week in advance. To do so, contact Technology Services at (909) 389-3560 (x3560) or visit the Technology Services website at <https://www.craftonhills.edu/faculty-and-staff/technology-services/audio-visual/index.php>
- Other Technology Support: Technology Services provides support for all technology on the Crafton Hills College campus. This office is prepared to help with the setup, maintenance and repair of computers and other equipment throughout the campus. For more information, contact Technology Services at (909) 389-3560 (X3560) or visit the Technology Services website at <https://www.craftonhills.edu/faculty-and-staff/technology-services/index.php>

Report a Student Injury

- For emergencies dial 911
- If the injury is minor and would not require hospitalization:
 - Render appropriate first aid. After initial treatment, students should be referred to the [Student Health Center](#) as soon as reasonably possible.
- Notify the appropriate dean or supervisor.
- Report the injury online for further action and follow up by management: <https://www.craftonhills.edu/faculty-and-staff/student-injury-form.php>.

The form is also on our website here:



EVENTS

Failed to pull calendar RSS
[Event Calendar »](#)

General Resources

- [Academic Calendar \(pdf\)](#)
- [ADP Login](#)
- [Behavior Intervention Team](#)
- [Curriculum](#)
- [Grants Office](#)
- [Mentoring Program](#)
- [Navigator Online Resource](#)
- [Professional Development](#)
- [Online Staff Directory](#)
- [Signature Generator](#)

Instructional Resources

- [Full-Time Faculty Handbook](#)
- [Part-Time Faculty](#)
- [Online Teaching](#)
- [Starfish](#)
- [Student Conduct or Concern](#)
- [Student Learning Outcomes Assessments](#)
- [General Tutorials](#)
- [Accommodating DSPS Students](#)

Governance

- [Academic Senate](#)
- [Classified Senate](#)
- [Committees](#)
- [College Administration](#)
- [Organizational Handbook](#)
- [President's Office](#)

Policies

- [Laws and Regulations](#)
- [Posting Guidelines \(pdf\)](#)
- [Safety & Risk Management](#)
- [Title IX and Sexual Misconduct](#)

Parking & Safety

- [Campus Police](#)
- [Emergency Assembly Areas \(pdf\)](#)
- [Parking](#)
- [Report a Student Injury](#)
- [Employee Injury Reporting Instructions](#)
- [CHC Safety Programs](#)
- [Report a Hazard](#)



Services

- [Book Requisition](#)
- [Copy Services](#)
- [District Printing Services](#)
- [Facilities, M & O](#)
- [Facilities Use](#)
- [Technology Services](#)

Planning

- [Accreditation](#)
- [Distance Education Plan](#)
- [District Strategic Plan](#)
- [Educational Master Plan](#)
- [Institutional Effectiveness, Research & Planning](#)
- [Non-Credit Implementation Plan](#)
- [Program Initiation Process Including Program Definition \(pdf\)](#)
- [Program Viability \(pdf\)](#)
- [Student Equity Plan \(pdf\)](#)
- [Student Equity Plan 2019-22 Executive Summary \(pdf\)](#)

The information on this form will allow management to understand incidents, take appropriate action, and help improve the safety of the campus.

Chapter 3: General Expectations

Teaching Load

The College may assign full-time faculty loads between 0.950 and 1.050 without reduction of or addition to compensation (see [Article 13, B3 of the Bargaining Agreement](#)). The College may also calculate load based on the average of two consecutive semesters in an academic year in order to allow for some flexibility in assignments.

Overload (see [Article 13, D of the Bargaining Agreement](#)). No full-time faculty member shall have more than seven (7) hours of overload in any primary semester unless there is prior written

approval from the Chancellor. In assigning overload, the College shall consider the seniority of full-time unit members only. No overload hours or work that has extra monetary compensation shall be included within the forty (40) hours. A faculty member shall have no more than a 0.500 load (based on a 1.000 semester) unless it is a single course with a higher load (e.g., a 6-unit course) per Table I in any non-primary sessions (e.g., summer).

Office Hours

Full-Time instructional faculty are required to maintain three (3) posted office hours per week and two (2) arranged office hours (see [Article 13, B6 of the Bargaining Agreement](#)). All instructional faculty must submit their scheduled office hours within the first week of each semester to their immediate supervisor, and upon request, reasonable verification that they maintained the required number of office hours.

The assignment for Part-time faculty includes office hours (see [Article 13, B9 of the Bargaining Agreement](#)). Posted office hours must be submitted to the immediate supervisor by the end of the first week of class. Additional load hours for office hours or arranged hours shall be as follows:

Load	Scheduled Office Hours Per Week (per semester or session)
Up to 0.400	0.50
0.401 and above	1.00

CHC Faculty Ethics Statement

1. In our responsibility to Students, we:
 - Demonstrate respect for students as individuals
 - Adhere to proper roles as intellectual guides and advisors
 - Encourage intellectual curiosity and challenging discourse in safe classroom environments
 - Demonstrate sensitivity to the educational needs of our diverse student population
 - Promote an atmosphere of mutual respect by avoiding exploitation, objectification, harassment, or discriminatory treatment of students
 - Ensure that the evaluation of a student reflects the true merit of that student's work
2. In our responsibility to discipline, we:
 - Maintain scholarly competence
 - Adhere to course outline of record
 - Maintain honest academic conduct
3. In our responsibility to colleagues, we:
 - Do not discriminate against or harass colleagues
 - Respect the pursuit of free inquiry and academic freedom
 - Show due respect for the opinions of others
 - Maintain a climate of professional respect
 - Accept responsibility for institutional shared governance
4. In our responsibility to the college, we:
 - Seek to be effective educators and scholars

- Recognize the effect of our interruption or termination of service and thus, will provide due notice
 - Avoid creating conflicts of interest in the exercise of multiple professional activities
 - Create a safe, trusting, non-hostile, and open learning environment
 - Respect the regulations of SBCCD, while maintaining our right to criticize and seek revision to improve these regulations
5. In our responsibility to the community, we:
- Uphold the integrity of SBCCD by identifying statements as one's own and avoiding creating the impression of speaking or acting on behalf of the college
 - Promote conditions for free inquiry and to further public understanding of academic freedom

Professional Development (Flex and PT PD)

Full-Time Faculty FLEX Hours: Effective Fall, 2020, full-time faculty are required to complete and submit 12 hours of flex (professional development) activities. To help walk you through this process- please view this [instruction video](#). The recording will explain the submission process, as well as what to expect regarding notification once your activity has been reviewed by the flex committee. Provide a few sentences about each activity and how it benefited your professional/personal growth in the description.

If you have any questions, please reach out Kashaunda Harris at kharris@craftonhills.edu.

Part-Time Faculty Forms: Part-time faculty are not required to do FLEX hours. However, Part-time faculty can earn up to 8 hours (non-instructional rate) for Professional Development depending on load (up to 4 hours if your teaching load is .40 or less and up to 8 hours if your teaching load is .401 or more). Forms are submitted to your Division Administrative Assistants. They will provide you with deadlines each semester. Please see the form below.

Appendix 9-Part Time Professional Development Hours

Service to the College/District (committees, clubs, etc.)

All full-time faculty are expected to participate in service to the college per the CTA bargaining agreement. This service is typically in the form of committee work. Additionally, serving as a club advisor, or senator can be counted. While workload varies depending on current activity, the typical expectation is 5 hours/weeks.

Curriculum

The curriculum, or the Course Outline of Record (COR), defines the activities and learning outcomes related to each course. It provides a map of where you need to go, how to get there and what your syllabi needs to reflect. For example, the COR can provide and lead efforts in diversity and inclusion. Specifically, the COR can infuse diversity into the course objectives, assignments, lab activities, etc. In addition, the COR could also include readings and textbooks written by authors from diverse backgrounds as well as open educational resources (OER).

According to a document published by the Academic Senate for California Community Colleges, "the course outline of record plays a central role in the curriculum of California's community

colleges.” When authoring such a course outline, it is helpful to consider the several functions it serves. First, the course outline serves as a contract between the college and the state, other institutions, and employers. The course outline is the document by which courses are validated for equivalency by these various constituencies. Second, the course outline also serves as the contract between instructors and other instructors. Finally, the course outline serves as the contract between instructors and students. The course outline is a public document, which must be available to anyone requesting to see it.

The act of authoring a course outline includes researching, writing, editing, and revising. Do not be dismayed if you are asked to rewrite or revise certain sections of the course outline you submit. The Curriculum Committee and the Office of Instruction are dedicated to producing curriculum of the highest quality according to the standards of good practice developed by the Academic Senate and the Chancellor’s Office of California Community Colleges, both of whom have published documents on the topic of course outlines.

The Course Outline of Record is an official document of the college. Current course outlines are required to meet both Title 5 regulations and accreditation standards and are also used to establish and maintain articulation agreements with other institutions. For these reasons, the Course Outlines of Record for all courses need to share a common format and style of data presentation. Current course outlines can be found on the campus [CurriQunet](#) site. For log-in information, contact the chair of the curriculum committee, [Kim Salt](#).

Planning and Program Review

The purpose of Planning and Program Review (PPR) is to advance continual, sustainable quality improvement at all levels of the institution. Toward that end, the PPR committee conducts a thorough and comprehensive review of each unit at the college on a cyclical basis and oversees the annual college-wide planning process. The results of PPR inform the integrated planning and resource allocation process at the college and are aligned with the district strategic planning process. The committee relies on quantitative and qualitative evidence to evaluate programs, develop recommendations to the President, and determine and implement improvements to the PPR process.

The fundamental purpose of ongoing, integrated planning and program review is to maintain and, if possible, improve the effectiveness of every college program, service, and institution, based on the results of regular, systematic assessment. The ultimate beneficiaries of integrated planning and program review are our students and the community we serve.

A secondary purpose of the process is to focus available resources (staff time, budget, technology, space, etc.) on the achievement of goals and objectives intended to maintain or improve effectiveness. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. However, achieving others requires no extra resources, only the reallocation of existing ones.

At a minimum each year, programs need to continue assessing and reporting Student Learning Outcomes (SLOs) using the SLO Cloud reporting tool. The Program Review Plan needs to be copied from the prior year and finalized by the Annual Plan due date. Every two years, programs need to review and update the goals and objectives and the SLOs. Finally, every four years, each program needs to complete and write a four-year plan.

Student Learning Outcomes (SLOs) Assessment

Each year, programs need to assess, analyze, and report SLOs using the [SLO Cloud reporting tool](#). Academic assessment is an integral process of college life involving students, faculty, department chairpersons, deans, program directors, the Institutional Effectiveness, Accreditation, and Outcomes Committee, the Office of Research and Planning, Crafton Council, the Vice Presidents, and the President. The focus of these efforts is to improve student learning. While the evidence gathered is part of the process of documenting student achievement and being accountable to the public, the highest value is placed on the insights gleaned from the evidence that leads to improved student learning and success.

All faculty are responsible for reporting both student-level and course level data using the adopted six-year assessment cycle. Talk with your faculty chair for details regarding course and program assessment. The assessment model in the [SLO Cloud](#) is based on the five-column model, where each program includes the outcome, whether the criteria or target was met, and analysis of the results.

Other acronyms associated with SLOs are: SAO (Service Area Outcome), GEO (General Education Outcome), PLO (Program Level Outcome) and ILO (Institutional Learning Outcome). All outcomes are assessed and reported through the accreditation process.

Documentation: Part of the value of SLO/SAO assessment is the documentation and tracking of outcomes. Documentation supports dialogue, gap analysis, and alignment discussion, and it provides the information needed to effect improvement at every level of the institution.

SLO Cloud Tool: The online SLO Cloud Tool is a web-based system used at Crafton Hills College to collect, store, organize and report learning evidence and results from the assessment cycle. The tool can be used to report course, program, GE, and institutional learning outcomes, as well as service area outcomes. Assessments are reported and tracked through the SLO Cloud. Users access the tool through a secure log in to maintain the security of the assessment information. For ease of use, the username and password are the same as the user's email, computer, and Colleague's Self-Service log in credentials. Once logged in, the user is directed to a Submission form, where prompts and drop-down boxes are provided to allow selection of the semester, subject, course, and section, for course level assessments.

Four-Point Rubric: The college has adopted a four-point scale, or rubric, to ensure the alignment of reported course, program, and institutional outcomes. A score of one denotes no demonstrated achievement, and a score of four denotes significant evidence of achievement of the outcome. The structure of the tool allows the evaluator to document the outcome, and to choose the program, institutional, and general education outcomes to which it most closely aligns. In this way, a lower-level outcome may provide evidence for higher-order assessments. Keep in mind that some departments have already mapped out how each course SLO aligns with PLOs, GEOs, and ILOs.

Planning and Program Review and SLOs: Each year programs are required to update and provide an analysis of their course SLOs and generate objectives from those results. In addition, every fourth year, when a program is completing its four-year plan, programs are required to provide a similar analysis with objectives on its program level outcomes.

Scheduling

Scheduling is defined and explained in detail in the [Faculty Chairs Handbook](#), which is available on the [Faculty Chairs website](#).

Faculty should be reminded that classes are scheduled with students in mind first and foremost. This idea is to underline all the following scheduling practices. The Office of Instruction will provide the timeline for scheduling approximate dates and deadlines. It is imperative that these deadlines are met.

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

Additionally, schedule planning requires consideration of our funding model, which partially depends on scheduling options. Full-term classes are funded based on weekly census and provide the most advantages funding mechanism. They are therefore prioritized when possible. Short-term classes are funded based on Daily Census and are slightly less advantages. Most distance education classes are funded based on an alternative attendance accounting method, which reduces funding further and classes with irregular patterns are considered Positive Attendance (actual hours of attendance only are funded). Scheduling priority is in the above order. This does not mean that all courses should have weekly census sections; however, it does mean that if a class can be a weekly or daily census section, then that option needs to be chosen over the other options.

Chapter 4: Class Logistics

Accessing your Roster/Self-Service

To access your class rosters, you will first need to log into Colleague's Self-Service portal. From our campus website's homepage, click the *Logins* dropdown menu and select *Self-Service* using the same login and password you currently use to access your CHC email. You will confirm your Single Sign On [SSO] credentials and the DUO third party authentication to access the portal.

If you need assistance to find your used ID or to change your password, there is assistance on the top-right-hand corner on the homepage under the "Help" dropdown menu. After you log in, click the *Faculty* dropdown menu to view the Faculty Menu. Self-Service provides you with two versions of your class roster—the Self-Service version (found under "*Manage My Courses*") and the traditional Campus Central version (found under My Classes).

- **Self-Service Roster:** Once logged in, under the Faculty Menu, click on Manage My Courses. Select the term from the populated list and then select the class.
- **Campus Central Roster:** Once logged in, under the Faculty Menu, click on My Classes. You will be transferred into the Campus Central System. Identify the course and click on Roster. Most faculty members find this one to be more user friendly.

Book Orders

In collaboration with the Faculty Department Chairs and the Office of Instruction, the following process for adopting course materials has been developed. If the course material adoption

request is not received by the due date, your last placed adoption will be the only text ordered for the course. If you want to auto renew the previous course semester's text and materials, you do not need to respond to the request. If you use OER materials or no course materials are required, ensure that the bookstore is aware of this, and it will auto renew until the bookstore is otherwise notified. Any course material changes past the auto adopt date will need to be approved by your department chair and/or discipline lead. The current adoption due dates for summer and fall are approximately April 15, and for spring are approximately October 15. Watch Follet's demo video [here](#).

Requesting Desk Copies

Faculty will need to contact the publisher to request a desk copy. If you need help with contacting a publisher, please reach out to the bookstore to request the contact information for a publisher.

Canvas

Canvas is the Learning Management System (LMS) supported by the San Bernardino Community College District. An LMS is an online site where students can access course content, communicate with you and other students, submit assignments and complete quizzes, tests, and examinations for all courses. Canvas is used to conduct online and hybrid courses, but also is available for all faculty to use in their face-to-face courses. To log into Canvas, go to our campus website's home page, click on Logins, and then select *Online Classes/Canvas*. You will be redirected to SBCCD Portal. Your username will be the same as your campus email, followed by @sbccd.edu (as in jdoe@sbccd.edu), and your password is the same as your campus email password.

Canvas shells are created for all courses prior to the beginning of each semester. The College offers Canvas training throughout the academic year. In addition, the Canvas site includes web-based tutorials for using this tool. For assistance, you can contact the District's 24/7 Help Desk at (877) 241-1756.

Diversity and Inclusion

Diversity and Inclusion (D&I) provides a welcoming environment to our evolving campus population and empowers each member of the community to flourish. This occurs through critical reflection, acceptance, and the quest to find our individual truths. D&I is responsible for intentionally educating and raising awareness of diversity in all of its forms through collaboration and advocacy.

Course Design and Equity

Including a diversity statement on your syllabus can set the tone for your classroom environment. It shows students that you value and respect differences in intellectual exchange and are aware of current campus conversations surrounding diversity ([Brown University](#)). When crafting a diversity statement for your syllabus you might consider the following questions:

- What are your discipline's conventions and assumptions? How might students with varying backgrounds respond to them?
- What role does your respect for and engagement with diversity in the classroom play in your personal teaching philosophy?
- What positive learning outcomes can come from respecting differences in the classroom? How can you highlight these?

- What do you want your students to know about your expectations regarding creating and maintaining a classroom space where differences are respected and valued?
- Is your statement inclusive of diverse types of diversity, including, but not limited to: race, gender, ethnicity, sexual orientation, age, socioeconomic status, religion, and disability?
- Which campus resources would you like to direct your students to for further support?
- What kind of classroom environment would your students like to see? How might you include them in the conversation about standards for classroom civility?

Sample Syllabus Statement

Monica Linden, Neuroscience, Brown University. In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that the readings for this course, including the course reader...were authored by white men. Furthermore, the course often focuses on historically important neuroscience experiments which were mostly conducted by white men. Recent edits to the course reader were undertaken by both myself and some students who do not identify as white men. However, I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns).
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

Course Syllabus Requirements

You must submit a current syllabus for each course you teach electronically to your Division Dean at the beginning of each semester and summer session. Your Faculty Chair may also request a copy. You must provide a syllabus to each student during the first class meeting. As you prepare your syllabus, be sure to review the college calendar (available on the college website) to check important dates such as deadlines and holidays.

Syllabi must include the course name and Student Learning Outcomes (SLOs). Syllabi should also include other important items, including:

- Name of college, course number and title, section and reference number, number of units,
- day/year/time/place of class meetings

- Your name and contact information, including e-mail address, phone number or voice mail and office hours
- Catalog descriptions, prerequisites, and course objectives (from the course outline of record)
- The title, author and edition of all required texts and a list of required materials
- Grading standards, specific requirements for earning a successful grade in the course, assignments and the criteria that will be used in evaluating those assignments, including appropriate rubrics
- Policies regarding conduct and expectations of students (e.g., cell phones use, attendance and participation requirements, plagiarism policy)
- Resources around campus to aid in student success
- A tentative course schedule including an outline of topics and assignments, final exam date and time, and other important dates including the last day to drop and withdraw

Request Interpreters (if needed)

All Deaf and Hard of Hearing instructors will automatically be set up with an interpreter for their first day of class, with the exceptions of ASL 103, 104 and 105, unless specifically requested. All interpreter requests, modifications and cancelations will be handled through the division secretary. Please do not call the vendor or interpreter personally. If you need additional interpreting services (for meetings, training, etc.), or need to cancel any services, please contact the division secretary with as much advanced notice as possible.

Census and Attendance Record Keeping

Prior to the first day of class, you should print a class roster through Self-Service or Campus Central. Rosters are accurate as of the Run Date located at the bottom right-hand side of the roster. For your most up-to-date roster, log on to Self-Service. You should run a roster immediately before the start of your class. On the temporary roster will be the names of students who have officially enrolled in the class. If a student in the class claims that he/she is officially enrolled in the class, but his/her name does not appear on the roster, ask to see the student's Student Class Schedule. Students may register for classes up to the Sunday prior to the start of classes and therefore their names may not appear on your roster. In other cases, students may have been administratively dropped for nonpayment, lack of prerequisite, etc. For any concerns, refer the student to the Admissions and Records Office.

The College is funded for all paid enrollments prior to the census date of each course. The census date is otherwise referred to as the last date to add and is noted at the top of each class roster. Census dates will vary for short-term or late start classes. Please make note of how many students are enrolled in your course, how many you authorize to add and the assigned cap. You must take attendance the first day of class. Students who do not attend the first-class meeting may be dropped from the roll and another student given that space. You are legally obliged to drop students who are no shows prior to the census date.

Waitlists

- Before class begins: Once a section reaches maximum enrollment, students who attempt to enroll will be given the option of waitlisting. When they waitlist, they are informed of their position on the waitlist (#3, #18, etc.) and they can monitor their progress anytime thereafter through WebAdvisor. When a vacancy occurs in the course, the person at the

top of the waitlist is sent an email, advising them of the opportunity to enroll. The email is sent at 6:30am, and the student has until midnight of the next day (48 hours) to register for the course. If the student does not, he/she will be removed from the waitlist and at 6:30 the next morning an email is sent to the next student on the list, giving them the opportunity to enroll in the available space. Two days (48 hours) before the class begins, this process ends, and the waitlist is frozen in place.

- After Class Begins: Two days (48 hours) before the class begins, the enrollment process ends, and the waitlist is frozen in place. At this point, the instructor may choose to use this list to help decide whom to add on the first day of class. Faculty may access their waitlist roster by logging into Web Advisor and selecting the Faculty Menu. Select Class Waitlist Roster, then select the term and section. This roster reflects the students on the waitlist as it was 48 hours before the class began. Students are listed on the roster in the order in which they attempted to register. Again, the use of the waitlist is optional. You have no obligation to add the students to the waitlist, nor should you add any student who is not present.

While the waitlist will be used for most of our sections, a small number of classes will be excluded – these require special permission for enrollment (Rad Tech, Radiology, Fire Academy, EMT, and Paramedic courses) or are structured in a way that makes the waitlist impractical (e.g., linked classes).

Adding Students

Students who have no evidence of enrollment in your class may add to the class if there is sufficient room. Authorization Codes are available in the Instruction Office and will be distributed on an in-service day. Note the use-by date on the label, which is also the last day to add the class. DO NOT distribute code labels after that date as they will no longer be valid.

If space is available in your class, you should add up the cap. It is the instructor's discretion to add students beyond the assigned cap. Please take into account instructional quality as well as safety issues when you do. Do not add more students than there are seats for. In general, classes cannot be moved to accommodate more students.

Please check your roster immediately after the add deadline. Students not registered should be informed and asked to look for other options (potential late-start sections). Students who fail to add before the last day to add but intend to add later should be referred to the Admissions and Records Office. Students may file a Petition for Special Privilege to request to be added after the add deadline. You may be asked by the student to provide verification of attendance in this circumstance.

Auditing

SBCCD District [Board Policy 4070](#) allows for student auditing of classes. Students who audit must be admitted to either CHC or SBVC and meet any course prerequisites. Auditing is only permitted on a "space available" basis. Students must complete an audit application and pay associated fees.

Dropping Students

Log on to Self-Service to periodically print your rosters, including before the last day to drop and last day to withdraw printed at the top of your temporary roster. You must drop students who

fail to attend class prior to the census date. You may also drop students may for non-attendance as defined in your syllabus.

Students who drop or are dropped before the last day to drop (the end of the third week in a full-term course or 20% of a short-term class) will have no record of the course placed on their academic record. Students who withdraw or are withdrawn between end of the third week of and the end of the eleventh week for a full-term class (or 60% of a short-term class) will have a W assigned to their academic record.

You may drop students at any time through the end of the eleventh week (or 60% of a short-term class) by logging into Self-Service and following the directions for dropping students. Click on Faculty menu, then My Classes. You will be redirected to the Campus Central site. Click on Drop Students then follow the prompts to drop the students. Students who are dropped by an instructor are not eligible for a refund of course fees.

Students are not allowed to drop nor are instructors allowed to drop students after the end of the eleventh week of a full-term class (or 60% of a short-term class).

Classes with a prerequisite may have one of the following notations on the roster. Students whose names are followed by a single asterisk should not be allowed to remain in the course as they have not met the prerequisite. Students whose names are followed by a double asterisk are awaiting final grades in the prerequisite course. Please refer any student whose prerequisite you question to the Counseling Office.

Reinstatement

You may reinstate a student whom you have inadvertently dropped from your class by completing an Instructor Drop Reinstatement form. The reinstatement must be completed prior to the withdrawal date indicated at the top of each roster.

Positive Attendance Roster

Classes that have irregularities in the meeting times or hours or specified as noncredit or open entry/open exit are reported as positive attendance classes. You will receive a Positive Attendance Roster prior the beginning of your class if your class is reported as positive attendance. 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 and submit it to the Admission and Records Office.

Record Keeping and Student Attendance

You are not obligated to keep a record of each student's attendance after the fourth week of classes (unless the class is a positive attendance class), but you are encouraged to do so. As an instructor, you are obligated, at the beginning of the semester, to announce your policy regarding attendance in the syllabus. The college has not stipulated a set number of class sessions a student is permitted to miss; however, check with your Faculty Chair to determine the prevailing practice in your department. When a student is absent beyond the limit you have established and included in your syllabus, you may consider dropping that student for excessive absences. However, you should enforce your policy consistently. Ultimately, the student is responsible for withdrawing from classes he/she does not attend regularly and discussing anticipated absences with his/her instructor.

Plan for Class Breaks

California Education Code allows for a 20-minute break in a three-hour class and a 10-minute break in a two-hour class. Classes meeting less than two hours do not take a break. An instructor may choose to take a break when the instructional format allows it. 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 a break improves student attention and learning.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. All students attending the College, regardless of age, are afforded these rights. Instructors are not allowed to disclose or discuss a student's academic progress with anyone other than the student. You should not discuss with parents their child's performance in your class (This rule also applies to spouses/partners). Students may waive their FERPA rights in writing using a form available through the Admissions and Records Office. For more information, consult the College Catalog.

Accommodations for Students with Disabilities

Students may request academic accommodations in their classes, including note taking services and test accommodations and proctoring. To be eligible for such accommodations, the student must present paperwork to you as the instructor from the Student Accessibility Services (SAS) office in a timely manner. If a student approaches you regarding an accommodation and does not present eligibility paperwork or fails to present it in a timely manner, refer that student to the SAS office. Paperwork for eligible students who have been approved for program services will identify the accommodations the student is eligible to receive.

If you suspect a student may have an undiagnosed disability or is disabled and is not accessing services, refer them to SAS. For more information, contact Student Accessibility Services at (909) 389-3325 (X3325) or visit the SAS website at <https://www.craftonhills.edu/current-students/student-accessibility-services/index.php>

The website also provides accessibility assistance information and information about accommodating SAS students in your class.

Academic Freedom

The San Bernardino Community College District is committed to the principle that the free expression of ideas is essential to the education of its students and to the effective governance of its colleges. The District further subscribes to the principle that the free expression of ideas should be limited only by the responsibility to express ideas with fairness, and in a manner that respects the differing ideas of others and distinguishes between established fact and theories and one's own opinion. No special limitations shall be placed upon study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of professional responsibility. Students shall have the opportunity to study controversial issues and divergent views and to arrive at their own conclusions. Instructors have an obligation to protect the student's right to freedom of inquiry even when the student's conclusions differ from those of the instructor. While students may represent without penalty any opinion in or out of class, they

may be required to demonstrate knowledge of views contrary to their own in order to fulfill course requirements. For more information, please consult SBCCD [Board Policy/Administrative Regulation 4030](#).

Academic Integrity

SBCCD [Board Policy/Administrative Procedure 5500](#) identifies standards of student conduct including those related to academic integrity. Consistent with the policy, the Crafton Hills College Academic Senate has adopted an Academic Integrity Policy. Instructors who suspect a student has engaged in academically dishonest behavior, including cheating and plagiarism, shall determine whether evidence is sufficient to warrant a finding of infraction, whether further investigation is necessary and apply an appropriate sanction when warranted. You should publish guidelines regarding academic dishonesty and consequences in your syllabus. Sanctions can include a reduced grade for the assignment with attendant consequences. However, state law prohibits an instructor from unilaterally failing a student in a course for academically dishonest behavior. Standards of academically dishonest behavior and consequences in certain career technical programs may be greater. You are obliged to report all incidents of academic dishonesty to the Vice President of Student Services. The report should include your name, the name of the student(s), the course, assignment, nature and date of the infraction and the sanction applied. The Vice President of Student Services may apply additional sanctions including reprimand, probation, suspension, or expulsion. For more information, consult SBCCD [Board Policy](#) and [Administrative Procedure 5500](#).

Student Conduct in Class

You should visit the Behavior Intervention Team's (BIT) [website](#) to submit a Student of Concern form if a student is:

- Experiencing a decline in work and/or academic performance
- Demonstrating disruptive and/or disturbing behavior
- Showing dramatic changes in appearance, behavior, and/or weight
- Having problems at home, with classes and/or work
- Making disturbing comments in conversation, email, letters, social media postings and/or papers
- Sad, anxious and/or experiencing dramatic mood shifts
- Abusing alcohol and/or drugs
- Isolating themselves socially
- Acting paranoid and/or suspicious
- Frequently angry and/or easily frustrated
- Struggling with health problems

These behaviors, especially when more than one is present, may be signs that a student, faculty member or staff member is in distress. There are many resources available at Crafton Hills College to help. Your confidential report to CHC's Behavioral Intervention Team (BIT) can make a difference. Use the Student of Concern Referral Form to submit a report to the Behavioral Intervention Team.

If in your judgment, a student is disruptive in class and you have made reasonable efforts to address the behavior either orally or in writing, you may dismiss them from that class meeting and the next class meeting. If you dismiss a student, you are required by SBCCD Administrative

[Procedure 5520](#) to notify the Vice President of Student Services of the suspension as soon as possible. [Complete a Student of Concern form](#).

Alternatively, you can send an e-mail to the Vice President of Student Services with the information from the form or contact the Vice President of Student Services via phone at (909) 389-3355 (X3355). When you dismiss the student, you should also direct the student to the Vice-President of Student Services. 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 will confer with you before speaking with the student. Board Policy authorizes 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 and a student becomes a threat to you, other students, or themselves, contact Campus Police immediately at (909) 389-3275 (X3275). Student Grievances Students may file a grievance for any of the following reasons: any act or threat of intimidation, harassment (sexual or other), discrimination, physical aggression or any arbitrary action or imposition of sanctions without a proper regard to academic due process as specified in college procedures. For more information review SBCCD [Board Policy](#) and [Administrative Procedure 5520](#).

Grade Submission/Grade Changes/Incomplete Process

You will be expected to award grades according to reasonable standards based on the requirements of the course as outlined in your syllabus and consistent with the official course outline of record. The evaluative grading system used at Crafton Hills College is standard:

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

Crafton Hills College does not award plus or minus grades. The following are other grades that you may assign to students:

- **Pass-No Pass (P/NP):** Some courses at the college are graded solely on a pass-no pass basis. Students may also elect to be graded on a pass/no pass basis by filing a petition anytime between registering for the class and the end of the fifth week for full term classes (or 30% of short-term classes). Once a student's petition for such granting has been approved, you will receive notice that the student has elected to take the course pass/no pass. After the deadline, the only justification for a change from pass/no pass to a letter grade is institutional error or extraordinary circumstances that require approval through the college petition process. Students electing to be graded on a pass/no pass basis must complete all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course. A Pass or P will be assigned for performance that is equivalent to a letter grade of C or better. A student who fails to perform satisfactorily will be assigned a No Pass or NP. You should advise students that units earned as P in most cases cannot be applied to a student's major. Students may take up to fifteen units pass/no pass courses to apply toward meeting graduation requirements, but not to be included in the determination of the students' grade point average. For more information, please consult SBCCD [Administrative Procedure 4231](#).

- **Incomplete (I):** An incomplete or I may be assigned at your discretion when a student has completed a substantial portion of the class work, but some part of the student’s work remains to be completed at the end of the term. Incomplete grades should be reserved for students who experience unforeseeable circumstances that prevent them from completing the course after the withdrawal deadline. They should not be awarded to students to allow students to avoid a poor grade in a course. If you choose to issue an Incomplete, you must complete an Incomplete Grade Report indicating what the student must do to complete the course and what grade the student will receive if the work is not completed. Give a copy of the form to the student, submit a copy to the Admissions and Records Office and keep a copy for your own records. The Incomplete Grade Report form may be obtained from your Division Secretary or the Admissions and Records Office. Incompletes must be resolved within one year. When the student completes the work, return your copy of the Incomplete Grade Report to Admissions and Records indicating the grade to be assigned to the student. The majority of students who are assigned an incomplete never complete the work—something you should think about when you consider issuing an Incomplete. In the event the student does not complete the work, you should return your copy of the Incomplete Grade Report to Admissions and Records indicating the student should be assigned the grade you previously stated they would earn if the work was not completed. For more information, please consult SBCCD Administrative Procedure 4232.
- **Withdrawal (W):** A W grade will be assigned to students who either withdraw or whom you withdraw between the end of the third week of a full-term class (or 20% of a short-term class) and the end of the eleventh week of a full-term class (or 60% of a short-term class). You may not issue a W after the last date to withdraw. At that point, a student must receive an evaluative grade (e.g., A, B, C, D, F, P, NP, or I)

Submitting Grades

It is especially important that final grades be submitted on or before their due date. Grades are due to the Admissions and Records within five working days of the end of the session. Delays are costly to the College and troublesome for the affected students. To submit grades, log in to Colleague Self-Service (previously WebAdvisor) and complete the following steps:

- Select “Manage My Courses”
- Scroll and select the term for which you wish to enter grades.
- At the bottom of the page, select the “Grading” tab (next to “Roster”).
- Select the sub-tab “Final Grade” (below the “Overview” subtab there will be a message indicating “Final grading is not complete. Please enter and post all grades” until submission is complete.
- Enter grades for all students AND the student’s final day of attendance.
- Once entered the “Post Grades” bubble on the top right-hand corner will go live (color changes from gray to blue) for you to submit the grades.

Once processing is complete, grades will be immediately applied to the students’ academic record. Remember that you must submit an Incomplete Grade Report for any students for whom you assigned an I. In addition, if you received a Positive Attendance Roster for your class, it too must be submitted to Admissions and Records when you submit final grades.

Grade Changes

Individual instructors are responsible for assigning grades. You may change a student’s grade within three years by submitting a Change of Grade Form to the Admissions and Records office.

These forms are never accepted from students. Except in cases of “mistake, bad faith, fraud or incompetence” an instructor’s grades are final (see California Education Code, section 76224(a)). Grades cannot be changed for any reason or under any circumstances after 36 months from the end of the term in which the grade was assigned. You may get forms for changing grades from Admissions and Records or online through Colleague’s Self-Service homepage. Online forms need to be filled out, printed, signed, scanned, and emailed to grades@craftonhills.edu from your campus email address. For more information, please consult SBCCD [Board Policy](#) and [Administrative Procedure 4231](#).

Chapter 5: Distance Education

Distance Education Definition

Distance Education, or “DE” for short, means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology for all or any part of the course.

Canvas Learning Management System

It is best practice to use Canvas (the SBCCD LMS) for all courses, whether they be DE or traditional on-ground. Log in at <https://sbccd.instructure.com/> with your District credentials through the Single Sign-On authentication system.

LMS Definition

It is best practice to use the term LMS (Learning Management System) rather than CMS (Content Management System) to refer to products such as Canvas, Blackboard, and Moodle which provide a comprehensive and integrated range of functions, such as content delivery, discussion boards, exam & quiz administration, and a repository of grades. The older term CMS (Course Management System) should no longer be used because it has come to mean something else outside of academe (Content Management System). The term LMS should not be applied to tools providing a more limited range of functions: live capture (Go React), conferencing (Zoom), or texting (Pronto).

Canvas LTI (Learning Tools Interoperability) Resources

There are many add-on teaching and learning tools that integrate with Canvas. LTIs must be approved by the District Technology & Educational Support Services (TESS).

- To request a new LTI, please contact TESS at helpdesk@sbccd.cc.ca.us

Types of DE Courses at Crafton Hills College

- **Online:** These courses are typically taught asynchronously. Students enrolled in an online course can expect to complete course work on their own schedule. Regular deadlines will usually apply. Materials, assignments and communication amongst students, instructors and peers are available through Canvas most frequently. There are typically no mandatory, synchronous meetings, though there may be requirements for proctored exams and assignments.

- **Partially Online or Hybrid:** These courses have some scheduled in person class meetings while other work is completed in the online format. Students will expect to utilize Canvas for some of their work.
- **Remote:** These courses make use of 2-way video technology such as Zoom. Students should expect regular class meetings at scheduled days and times, but students may participate from anywhere they have internet access. Most remote classes also use Canvas for materials, assignments, and communication.
- **Emergency Remote Instruction:** In the event of an emergency that causes the campus to close for an extended period, instruction may shift from traditional, on campus instruction to remote or online instruction. Classes will return to campus if/when the emergency situation has resolved.

Preparing for Online Teaching - How to earn DE certification

Crafton Hills College requires basic pedagogical training and accessibility training to be certified to teach distance education courses. CHC-facilitated certification courses are generally offered once per semester. Complete information about training or training equivalency can be found on the CHC [DE Instructor Verification Process web page](#).

Additionally, in order to achieve Effective and Compliant Online Teaching and Online Instruction Legal Mandates, there must be [Regular and Substantive Interaction](#) (RSI) and meet [Accessibility guidelines and criteria](#). Crafton Hills College DE policies are guided by SBCCD Board Policy ([BP 4105](#)) and Administrative Procedure ([AP 4105](#)).

Opportunities to improve DE teaching skills

There are many resources and [professional development opportunities](#) available to instructors to advance their quality of teaching and course design. CHC faculty may earn badges signifying evidence of their DE training by completing [CHC facilitated DE courses](#), [CHC DE Micro courses](#) and other designated professional development activities.

Quality Course Design Best Practices

Well-designed, effective online courses follow the principles of the [CVC-OEI Course Design Rubric](#) and the [Peralta Equity Rubric](#). Assistance with updating a course to be congruent with the principles found in these rubrics is provided through the [DE Instructor Verification Process](#).

OER Resources

It is best practice to use OER (Open Educational Resources, *i.e.*, those with a Creative Commons license). The advantages include zero (or low) cost to students as ZTC (Zero Textbooks Cost), ease of modification, and rapid updating. Furthermore, these materials can and should be provided to students before the official start date of the course. Here is a list of popular sources for [OER materials](#).

DE Course Approval

Before any course can be taught online, it must go through the course approval process in the Curriculum Committee. Criteria to offer a course online include strategies for regular and substantive interaction, accessibility, and appropriate technology to teach the course. For more information, consult the Curriculum Handbook.

DE Resources

There are many distance education instructor resources on the Internet. [CHC Online Teaching Resources](#) offers links to resources that may be helpful to new and experienced DE instructors alike. [SBCCD Faculty Resources](#) also provides links and access to resources as well as a place to ask questions of the SBCCD District Technology Specialists. Faculty may also wish to explore the Distance Education resources at the [CCCO Vision Resource Center](#).

DE Faculty Lead contact information

For support and information regarding online teaching at Crafton Hills College, contact the Distance Education Faculty Lead at DEFacultyLead@sbccd.onmicrosoft.com

Appendices

[Appendix 1— Dictionary of Acronyms](#)

[Appendix 2— Application for Advancement in Rank](#)

[Appendix 3— Request for Off Campus Meeting](#)

Appendix 1: Dictionary of Acronyms

AA: Associates of Art

AAT: Associate Arts for Transfer

ACCJC: Accrediting Commission for Community and Junior Colleges

ADT: Associate Degree for Transfer

AP/BP: Administrative Policy/Board Policy

AP: Advance Placement Credit

AS: Academic Senate

AS: Associate of Science

ASCCC: Academic Senate for California Community Colleges

ASL: American Sign Language

AST: Associate of Science for Transfer

AVID: Advancement Via Individual Determination

BIPOC: Black, Indigenous, and People of Color

BIT: Behavioral Intervention Team

CCC: California Community Colleges

CERT: Certificate

CHC: Crafton Hills College

CLEP: College Level Exam Program

CSU: California State University

CSUGE: California State University General Education pattern

CTA: California Teachers Association

DCS: District Computing Services

DE: Distance Education

DEI: Diversity, Equity, and Inclusion

DSO: District Services

ETC: Education Technology Committee

EMS: Emergency Medical Services

EMT: Emergency Medical Technician
 EOPS: Extended Opportunities Programs and Services
 FA: Financial Aid
 GE: General Education
 GEO: General Education Learning Outcomes
 GPA: Grade Point Average
 GRE: Graduate Record Examination
 HSI: Hispanic Serving Institution
 HBCU: Historically Black Colleges and Universities
 IGETC: Intersegmental General Education Transfer Curriculum
 ILO: Institutional Learning Outcome
 LMS: Learning Management System
 LOTE: Language Other Than English
 LD: Learning Disability
 NSA: New Student Advising
 PDC: Professional Development Committee
 PLO: Program Learning Outcome
 PPE: Personal Protective Equipment
 PPR: Program Plan and Review
 SAS: Student Accessibility Services
 SBCCD: San Bernardino Community College District
 SBCCDTA: San Bernardino Community College District Teachers Association (union)
 SBVC: San Bernardino Valley College
 SOAR: Student Orientation Advisement Registration
 STEM: Science, Technology, Engineering and Math
 RAM: Resource Allocation Model
 ROP: Regional Occupational Program
 SEP: Student Education Plan
 SLO: Student Learning Outcome
 TAG: Transfer Admission Guarantee
 TESS: Technology and Educational Support Services
 UC: University of California

Updated Terminology

Web-Enhanced: Web-enhanced classes refer to in-person classes that are enriched via digital components such as discussions or an LMS like Canvas
 Student Support: Formerly Office Hours

Appendix 2: Process for Advancement in Academic Rank

To be submitted to Academic Senate Executive Team:

Rubric

Faculty would need a “Yes” rating in all three categories. A minimum of one criterion is required for each category.

Category	Yes	No
Evidence of professional growth as it relates to the faculty service area Service examples (may include but not limited to):		

<ul style="list-style-type: none"> • Professional development activities • Professional organizations • Honors or awards in the service area • Research or publications • Leadership roles on and off-campus 		
Evidence of service to the college Service examples (may include but not limited to):		
<ul style="list-style-type: none"> • Committees • Department chair • Participation in shared governance or other leadership • Mentoring other faculty • Leadership roles on and off-campus 		
Evidence of service to the college community Service examples (may include but not limited to):		
<ul style="list-style-type: none"> • Advising or mentoring students • Participation in campus-wide initiatives • Representation of the college in the community • Community service or activity • Leadership roles on and off-campus 		

Application for Advancement in Academic Rank

Name _____ Date _____

Discipline/Dept/Area _____

Relationship to applicant: ___Self ___Other: _____

Current Rank: _____ Next Rank: _____

Date of hire for full-time service to the District _____

Total years of full-time service to the District _____

Total years of full-time service completed after Tenure _____

Please describe how the following criteria have been met:

1. Evidence of professional growth as it relates to your faculty service area

2. Evidence of service to the college

3. Evidence of service to the college community

Appendix 3: Request for Off Campus Meeting
