



San Bernardino
Valley College

Faculty Handbook

2019 - 2020

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Gilbert www.jeremiahgilbert.com

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Bernardino Valley College

Mission and Vision

Mission Statement

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

Vision Statement

San Bernardino Valley College will become the college of choice for students in the Inland Empire, and will be regarded as the "alma mater" of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement, and will expect all members of the college community to function as informed, responsible, and active members of society.

Tenets

We believe:

- That a well-educated populace is essential to the general welfare of the community.
- That a quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally.
- That an enriched learning environment promotes creativity, self-expression, and the development of critical thinking skills.
- That our strength as an institution is enhanced by the cultural diversity of our student population and staff.
- That we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.
- That we can measure our success by the degree to which our students become self-sufficient learners and contributing members of society.
- That plans and decisions must be based on an informed consideration of what will best serve students and the community.
- That we must model our commitment to lifelong learning by maintaining currency in our professions and subject disciplines.
- That, as part of the collegial consultation process, all levels of the college organization must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services.
- That interactions between all members of the college community must be marked by professionalism, intellectual openness, and mutual respect.
- That we must hold ourselves and our students to the highest ethical and intellectual standards.
- That we must maintain a current, meaningful and challenging curriculum.
- That students succeed best when enrolled in classes that meet their interests and match their level of academic preparedness.
- That all members of our campus community are entitled to learn and work in an environment that is free from physical, verbal, sexual, and/or emotional threat or harassment.
- That we use relevant data as part of ongoing self-evaluation for program improvement.
- That students learn best on a campus that is student-centered and aesthetically pleasing.
- That we must be responsible stewards of campus resources.

General Information

Class Scheduling

Class scheduling is done well in advance of the beginning of a semester. Such scheduling is recommended by Faculty Chairs and confirmed by their respective Dean in an effort to meet goals set by the college. Specifically, spring scheduling is completed within the first month of each fall semester while summer and fall scheduling is completed within the first month of each spring semester. Assignments are first completed for full-time faculty to ensure their workloads meets the terms of their contract with the District. Following this, adjunct faculty members are assigned, but may not be assigned any greater than 67% of a full-time faculty load per semester. All faculty assignments are made by the College Administration after collegial consultation with Faculty Chairs.

Division Office Information:

Division	Dean	Administrative Secretary	Phone Number
Academic Success & Learning Services	Patty Quach	Sharon Zerbel	(909) 384-8649
Applied Technology, Transportation, and Culinary Arts	Albert Maniaol	Sharen Chavira	(909) 384-8902
Arts and Humanities	Dr. Kay Weiss	Cathy Trasporte	(909) 384-8633
Counseling & Matriculation Office	Marco Cota	Anita Moore	(909) 384-8969
Library and Learning Resources	Ron Hastings	Mary Valdemar	(909) 384-8684
Mathematics, Business, and Computer Technology	Dr. Stephanie K. Lewis	Melissa Heredia	(909) 384-8908
		Vivian Marquez	(909) 384-8520
Science	Vacant	Rose Garcia	(909) 384-8645
Student Equity & Success	Maria Del Carmen Rodriguez	Amanda Moody	(909) 387-1652
Social Sciences, Human Development, & Physical Education	Dr. Wallace Johnson	Judy Rodriguez	(909) 384-8603

The division will make arrangements for a substitute if appropriate; do not make these arrangements yourself. Adjunct faculty, are not under circumstances, authorized to ask anyone to run a class period in their absence without written consent from the Division Dean.

Full-time faculty are entitled to ten (10) days leave of absence for illness or injury per school year (SBCCD Chapter CTA/NEA, Article 18.G.1.a., page 53). These absences are to be recorded on monthly work reports. If such days are not taken in any given year, the amount not taken will be accumulated from year to year. Adjunct faculty will be asked to sign all timesheets for the semester prior to classes beginning each semester. The division office will note any absences on these forms and will submit them to the District at the appropriate times throughout the semester. When teaching part-time, sick leave will be credited based on the total number of contact hours for each class divided by 16. Any amount of sick leave not used may be accrued from year to year. All absences will be recorded on an absence report.

Keys

Rooms located in the interior of buildings should be unlocked when arriving for class. Please report any problem to the division office during the day. Request a key from the division office if the classroom being taught in has an outside door or if costly equipment is left in the room. Keys may be issued if working on Saturday, or if it is necessary to have access to a special-purpose classroom, office or laboratory. Check with the Division Dean to obtain the necessary approval.

Office Hours

Instructors are expected to respond to student questions and to be accessible to students for brief consultations before, during, or after class. Full-time faculty members are, per contract (SBCCD Chapter CTA/NEA, Article 13.D, Page 32,) required to have five office hours per week, three of which need to be posted and accessible to students. Adjunct faculty with loads up to .40 may be compensated up to .5 hr/wk per class. Adjunct faculty with loads greater than .401 may be compensated up to 1 hr/wk per class. These hours must be documented. Most divisions have designated a room for adjunct faculty to support their instruction and related activities. The division dean and division office staff can provide the location of the designated rooms for adjuncts to use.

Pay Warrants

Full-time faculty are paid in accordance with their placement on the salary schedule. Adjunct classroom faculty are paid at a per-course rate, regardless of holidays or the number of weeks in a term. **Pay days for the year are as follows:**

Full-Time	Adjunct
First of the month	Fifteenth of the month

If there is a question about a paycheck delivery date, please contact the division office. If necessary, they will refer to the Office of Instruction and/or the SBCCD Payroll Department.

Professional Development

Professional development is available to all employees at San Bernardino Valley College. Full-time faculty (work 177 workdays per year) are obligated to “four days of flex activities (which includes professional growth activities) for any academic year (SBCCD Chapter CTA/NEA, Article 13, page 24).” Full-time faculty are required to complete at least 24 hours (3 in-service days, including a commencement day) of appropriate flex activities in each academic year, herein defined as July 1 – June 30. Activities or events used to satisfy the Flex Calendar obligation may not conflict with regularly scheduled class activities or other regularly scheduled activities considered being part of the normal “workload.”

Adjunct faculty may receive compensation for professional development as well. When teaching one class of at least one semester unit, completed professional development will be paid at the non-instructional rate for professional development time. When teaching two or more hourly classes, adjunct instructors will be paid for the completed professional development maximum of eight hours. Options for fulfilling the professional development commitment include, but are not limited to, workshops, meetings with a mentor teacher, discipline-specific conferences, and Department, Division, or Academic Senate meetings.

Flex obligation reporting is available online for faculty. Directions are found in Appendix A of this handbook. These reports are submitted electronically to enable auditing and pay, when appropriate. Part-time faculty submit professional hours to the division office during the last month of each semester. Check with the division office for deadline submissions.

All faculty should visit the college’s Professional Development website for resources that will contribute to professional growth at: <http://depts.valleycollege.edu/professional.aspx>. Information will include a calendar and description of upcoming training opportunities both at SBVC and via external sources. The Professional Development Compensation Form can be found in this handbook in Appendix Q, Pg. 64.

Parking

Faculty, staff and students are required to display a parking decal/permit when parking on college property, which includes all lots and interior adjoining streets. Per union negotiations, parking decals will be provided to all staff, administration, part-time and full-time faculty. Please see the Campus Business Office for your parking decal.

Avoid parking in reserved, handicapped and red-marked areas. If you wish to contest a citation, forms can be completed online at <https://www.paymycite.com/>. Complete one form for each parking citation. For guest speakers or visitor complementary parking permits, please contact the Campus Business Office in AD/SS 206 or at 384-8967 or 384-8985.

Illness or Emergency

Classes must be under the supervision of a qualified instructor at all times. If unable to meet the class due to illness or other personal emergency, let the division office know as soon as possible.

Division Offices:

- Monday – Friday 8:00 a.m. to 5:00 p.m.
- If unable to meet a 7:00 a.m. or 8:00 a.m. class during the week, call the division office to leave a voicemail. Also, email your Division Secretaries and CC your dean.

Weekend College Office Hours

- Monday through Friday after 5:00 p.m. and all day on Saturdays.



Campus Communication

Telephone

Campus telephones are not to be used for extended or long-distance personal calls. Employees and students should not have any expectation of privacy in anything that they create, send, or receive via computer or the telephone. The computer and telecommunication systems belong to the District and are intended for business and academic purposes only. (BP3720)

Voice Mail

The campus telephone system is equipped with voice mail capability. In order to establish a campus voicemail account, contact the division office and complete the "User Application" which can be found on-line through the district WIKI at the TESS Website. A sample is included as Appendix B. Instructions for using voice mail are included as Appendix C.

E-Mail

E-mail is used extensively for campus communications. It is critical to use the SBVC email account assigned. In order to establish a campus e-mail account, contact the division office and complete the "New User Application" included as Appendix B of this handbook. After the form has been processed, Adjunct faculty will be able to access campus e-mail, either by using Outlook (contact the TESS help desk at x 4357 for set up) or at: <http://outlook.office365.com>. **Password changes need to take place on a campus adjunct office computer or through Web Advisor.**

Mailbox

Important college documents will be distributed through mail boxes assigned by the division office, as will invitations to meetings and announcements of cultural activities such as plays, concerts, speakers and other campus activities. Please check for mail each day or evening before going to class. Mailboxes are located in each division and are open day and evening. Mailroom closes at 9:00 p.m.

WebAdvisor

Virtually all transactions needing to be complete are done in WebAdvisor. Logging into WebAdvisor is easy – go to <http://www.valleycollege.edu/webadvisor>, click 'login', and follow the prompts – use the same login and password currently used to access the SBVC email. After logging in, click the 'FACULTY' icon to access the Faculty Menu. If in need of assistance to find user IDs or to change a password, there is assistance on the left side of the WebAdvisor homepage.

"I am new to Web-Advisor! HELP ME!"

[https://webadv-prod.ec.sbccd.edu/WAProdSBVCSec/
WebAdvisorTOKENIDX=7046448685&SS=1&APP=CORE&CONSTITUENCY=WB DF](https://webadv-prod.ec.sbccd.edu/WAProdSBVCSec/WebAdvisorTOKENIDX=7046448685&SS=1&APP=CORE&CONSTITUENCY=WB DF)

Acceptable Use Policies for Technology and Equipment

For reference related to use of **District Equipment (AP 6535)** and **Personal Use of Public Resources (AP 3720)** Please visit: http://www.sbccd.org/Board_of_Trustees/Policies_-a-,_Procedures



Evaluation Procedures

Full-time, regular/tenured faculty will be evaluated at least once every three academic years. Contract and/or tenure track faculty will be evaluated at least once each academic year. Adjunct faculty will be evaluated within the first year of employment. Thereafter, evaluations will be at least once every six regular semesters. Please refer to the contract for procedures to be followed in the evaluation process:

<http://www.sbccd.org/~media/Files/SBCCD/District/HR%20%20Documents/Bargaining%20Agreements/CTA/a201 8-2020%20CTA%20Agreement.pdf>

Just as the mission of the College is to provide quality education and service to learners, the SBVC Academic Senate believes it is the mission of the SBVC faculty to cooperatively support the professional growth and development of every faculty member. Therefore, during the 2005-2006 school year the Senate adopted a Philosophy for Tenure-Track Faculty (Appendix D). The four-year period, during which faculty members are reviewed/evaluated for tenure, provides a foundation for a potentially long and productive career. It is believed during this period of time it is vital that each new faculty member be provided with a developmental model, which supports that individual's integration into the college as a productive team member. It is meant to serve as a guide with suggested expectations for each year of the tenure track.

Consistent with the evaluation procedures specified in the collective bargaining agreement (see web site above), adjunct faculty members will be evaluated once during the first year of employment and then at least once every six semesters thereafter. The formal evaluation procedure includes three basic components:

1. Student ratings: Students will be asked to indicate their perceptions of the instructor's effectiveness in the classroom, using evaluation forms that will either be distributed during a regularly scheduled class period or completed online. This feedback will be tabulated, and any written comments will be consolidated into one typed list that will be shared at the evaluation summary conference. Sample survey tool is found in Appendix E.
2. Peer evaluation: The Faculty Chair (or another member of the department appointed by the Faculty Chair) will serve as a peer evaluator. This peer will base his/her written comments on direct observation of performance in the classroom, on an interview with the instructor regarding classroom experiences, and/or on observations of interactions with students, peers and other members of the college community outside of class.
3. Self-evaluation: Adjunct faculty will be asked to prepare a comprehensive self-assessment based on the specific assignment. Classroom instructors will also be required to submit a course syllabus as part of the evaluation procedure.

Traditional classroom instructors will have self-evaluations and peer evaluations addressing the following elements:

- a. Expertise in subject matter.
 - Demonstrate satisfactory knowledge of the subject(s) in which he/she works.
- b. Techniques of instruction.
 - Use means of presenting subject content, e.g. lecture, discussion, demonstration or programmed systems, which effectively facilitate learning;
 - Provide variety in the types of teaching techniques used as appropriate;
 - Employ fair and reasonable examinations, i.e., consistent with the objectives of the course and with the principal content of the course.
- c. Effectiveness of communication.
 - Communicate clearly to the students the Student Learning Outcomes of the course by use of a syllabus that also (1) identifies resources available to students that are related to the course and (2) identifies how the course grade is to be determined.
 - Clearly explain (either orally or by illustration, demonstration or example) the concepts which comprise the course material;
 - Express him/herself clearly when engaged in dialogue with his/her students;
 - Demonstrate an attitude toward students and colleagues which is conducive to communication.
- d. Acceptance of responsibility.
 - Participate in committee work;
 - Participate in other academic work, i.e., department, division, and faculty meetings;
 - Adhere to the policies and regulations of the College and/or the District.
- e. Performance in areas of responsibility other than in the classroom, if applicable.
 - Function effectively in positions of additional responsibility, i.e., as Faculty chair, coach or program coordinator, etc.

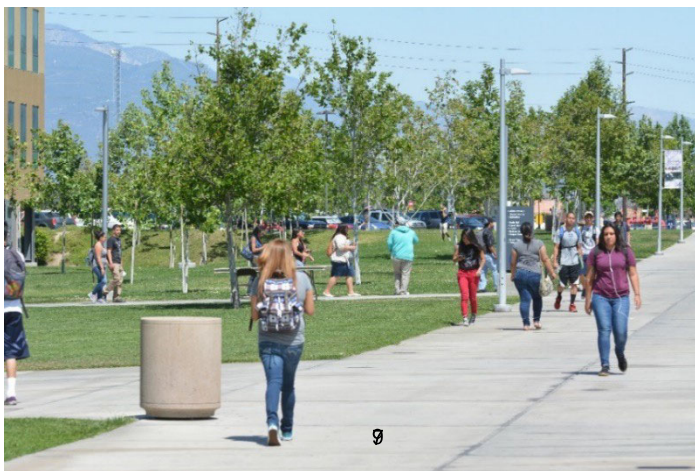
Librarian, counselors or other non-instructional faculty member will have self-evaluations and peer evaluations addressing the following elements:

- a. Expertise in subject matter.
 - Demonstrate satisfactory knowledge of the program(s) in which he/she works.
- b. Techniques of instruction where appropriate for program area.
 - Use means of presenting subject content, i.e. lecture, discussion, demonstration or workshops which effectively facilitate learning;
 - Employ fair and reasonable examinations, i.e., consistent with the objectives of the course and with the principal content of the course.
- c. Effectiveness of communication.
 - Demonstrate ability to communicate clearly the purpose, mission and scope of the program area;
 - Clearly explain the department or program procedures to be followed;
 - Express him/herself clearly when engaged in dialogue with students, staff or faculty;
 - Demonstrate an approachable and clear communication style toward students, staff and colleagues.
- d. Acceptance of responsibility.
 - Participate in committee work;
 - Participate in other academic work, i.e., department, division, and faculty meetings;
 - Adhere to the policies and regulations of the College and/or the District. Function effectively in positions of additional responsibility, i.e., as Faculty chair, coach or program coordinator, etc.

Online faculty member will have self-evaluations and peer evaluations addressing the following elements:

- a. Expertise in subject matter.
 - Demonstrate satisfactory knowledge of the subject(s) in which he/she works.
- b. Techniques of instruction.
 - Presenting subject content online which effectively facilitate learning;
 - Provide variety in the types of online assignments used as appropriate;
 - Employ fair and reasonable examinations, i.e., consistent with the objectives of the course and with the principal content of the course.
- c. Effectiveness of communication.
 - Communicate clearly to students the objectives of the course by use of an online introduction and syllabus that also (1) identifies resources available to students that are related to the course and (2) identifies how the course grade is to be determined.
 - Explain clearly the concepts that comprise the course material;
 - Express him/her clearly when engaged in email communication or dialogue with students.
 - Demonstrate prompt online communication with students.
- d. Acceptance of responsibility.
 - Participate in committee work;
 - Participate in other academic work, i.e., department, division, and faculty meetings;
 - Adhere to the policies and regulations of the College and/or the District.
- e. Performance in areas of responsibility other than in the classroom, if applicable.
 - Function effectively in positions of additional responsibility, i.e., as Faculty chair, coach or program coordinator, etc.

The Division Dean will work to prepare a consolidated summary of the evaluation documents. These will be shared at a formal evaluation summary meeting to be convened by the Dean.



Academic Freedom

San Bernardino Valley College is committed to the free expression of ideas that is essential to the effective education of students. This limited only by the responsibility to express ideas with fairness and in a manner that respects the differing ideas of others and that distinguishes between established fact and theories and one's own opinion (SBCCD Board Policy 4030).

Academic freedom requires that all academic employees establish and preserve an open learning environment at the college. No special limitations should be placed upon students in their 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 academic responsibility. Students should have the opportunity to study controversial issues and divergent views and to arrive at their own conclusions. Academic employees have an obligation to protect the student's right to freedom of inquiry even when the student's conclusions differ from those of the academic employees.

When preparing a lecture in anticipation of the first class, keep in mind that as an instructor, there is a legal right to academic freedom that allows one to express professional opinions in the classroom with regard to matters relevant to course content. However, academic freedom does not give license to utilize one's position as an instructor to indoctrinate students with personal, political, or religious views. Please make every effort to offer differing points of view on controversial subjects in the classroom, and take steps to promote an atmosphere that is conducive to free and open inquiry.

Speech: Time, Place, and Manner

In accordance with Education Code Section 76120, the use of Free Speech Areas is subject to the following:

- Persons using the Free Speech Area(s) and/or distributing material in the Free Speech Area(s) shall not impede the progress of passersby, nor shall they force passersby to take material.
- No person using the Free Speech Area(s) shall touch, strike or impede the progress of passersby, except for incidental or accidental contact, or contact initiated by a passerby.
- Persons using a Free Speech Area shall not use any means of amplification that creates a noise or diversion that disturbs or tends to disturb the orderly conduct of the campus or classes taking place at that time.
- No persons using the Free Speech Area(s) shall solicit donations of money, through direct requests for funds, sales of tickets or otherwise, except where he or she is using the Free Speech Area(s) on behalf of and collecting funds for an organization that is registered with the Secretary of State as a nonprofit corporation or is an approved Associated Students Organization or club.
- All persons using the Free Speech Area(s) of the college shall be allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter. Such distribution shall take place only within the Free Speech Area(s). Material distributed in the Free Speech Area(s) that is discarded or dropped in or around the Free Speech Area(s) other than in an appropriate receptacle must be retrieved and removed or properly discarded by those persons distributing the material prior to their departure from the Free Speech Area(s) that day.



Student Rights

Grade Appeals

State regulations indicate that the Instructor of the course has sole authority to assign a grade for a student, in the absence of fraud, mistake, bad faith or incompetency. Students who are not satisfied with the grade assigned must first have a dialogue with the instructor to determine whether a mistake had been made and/or to seek further understanding of the basis of the grade. If the student is unsatisfied after this dialogue, they must meet with the Faculty Chair and then the dean to seek further clarification. If the student is still dissatisfied, they may file a Grade Appeal with the Office of Admissions and Records.

The grade appeal will require a written statement from the student, making a persuasive argument based on evidence that one of the four conditions listed above (fraud, mistake, bad faith or incompetency) played a determining role in the assignment of the grade in question. The burden of proof in this process lies with the student. The Director of Admissions and Records will make a thorough review of the evidence and statement provided by the student, and will make a determination whether the student's appeal has merit sufficient to warrant a hearing. If warranted, the student's appeal will be forwarded to the Vice President of Instruction for a hearing. Authority cited: California Education Code, 76224 (a); Title 5, California Code of Regulations § 55025, (a) (b) (c) (d); SBCCD Board Policy 4234, and SBCCD Administrative Procedure 4234.

Sexual Harassment

Sexual harassment of students or employees in the academic and work environments violates both federal and state law and Board Policy 3430, and it will not be tolerated. It also violates federal and state law and Board Policy to retaliate against any individual for filing a complaint of sexual harassment, or for participation in the investigation or resolution of a formal or informal complaint of sexual harassment.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, written, or physical conduct of a sexual nature when:

1. Submission to the conduct is procured by force, threat, intimidation, trick or surprise, or is made a term or condition of an individual's employment or status as a student.
2. Submission to the conduct or rejection or avoidance of the conduct by an individual is used as a basis for a decision.
3. The conduct is intended to and/or does interfere with or have a negative effect on the individual's work or educational performance, or creates an intimidating, hostile or offensive educational or work environment.

In accordance with Board Policy 3430, to the extent that harassment policies and procedures are in conflict with the District's policy of academic freedom, the harassment policies and procedures should prevail. If the faculty member wishes to use sexually explicit materials in the classroom as a teaching technique, the faculty member must review that use with an administrator to determine whether or not this violates the sexual harassment policy.

Student Grievances

In accordance with Board Policy 5530, a student may initiate a grievance against a college employee for any of the following reasons:

- An act or threat of intimidation
- Any act or threat of physical aggression
- Any arbitrary action or impositions of sanctions without a proper regard to due process as specified in college procedures.

The SBVC Grievance Process can be found in the Class Schedule.

Policies and Emergency Procedures

Non-Discrimination

The San Bernardino Community College District is an equal opportunity employer, and is committed to an active non-discrimination program. Sexual harassment and discrimination based on race, color, religion, ancestry, national origin, age, gender, marital status, physical or medical condition, and sexual orientation is prohibited under District Board policy.

Campus Police

It is a policy of the SBCCD to protect members of the total college community and the property of SBVC. In accordance with this policy, SBVC maintains police and safety services twenty-four (24) hours a day, seven (7) days a week. The officers are sworn and duly Commissioned Police Officers of the State of California as defined in section 830.32 of the Penal Code and 72330 of the California Education Code and authority extends to anywhere within the state.

- **FOR NON-EMERGENCIES:** Contact the SBCCD Police Department Office at (909) 384-4491. This number would be the number to call in order to locate or turn in lost articles or to relay concerns for personal safety on campus.
- **TO REPORT ANY CRIMINAL ACTION OR A LIFE-THREATENING EMERGENCY:** Contact the SBCCD Police Department at 911 or use any of the emergency telephones located in all campus buildings to connect directly to the San Bernardino Valley College Police Department.

Children in the Classroom

Faculty members and students are required to make proper child-care arrangements for their children. SBVC cannot be held responsible for the children of students attending classes and has no liability insurance coverage for such children. Therefore, instructors must not allow children in their classrooms. Please be aware that children are not allowed in the Library, and cannot be left in or outside the Library or in the Campus Center while their parents attend class. Children unaccompanied by a parent will be removed from the Library by Campus Police and the parents will be notified to pick them up.

Minors, students less than 18 years of age, may be enrolled in classes at SBVC. These students have no specific designation on class rosters; therefore, it will not be known who they are. Faculty, however, are considered by the state of California as "mandated reporters" when child abuse is suspected.

Student Privacy

Please respect the privacy rights of students by observing the following guidelines:

- Never leave a class record book open in the classroom;
- Always keep student work inside a closed record book, or in briefcases;
- If including students' work from prior semesters as samples in a syllabus, remove the names;
- Advise students that they can access their grades online as soon as they are posted
- When discarding any student papers or grading, do so by shredding.

Smoking

Smoking shall be permitted only in designated areas. Look for "Designated Smoking Area" signs at each campus (see campus map, for designated smoking areas.) Smokers must respect the rights of non-smokers and non-smokers must respect the rights of smokers.

San Bernardino Community College District Board Policy – 3570

Smoking of any form of tobacco or non-tobacco products, including electronic cigarettes, is prohibited on District grounds, in all District vehicles, at any activity or athletic event and on all property owned, leased or rented by or from the District, unless a tobacco use area has been designated. Any person who places any cigarette or any portion of a cigarette on the San Bernardino Valley College campus, Crafton Hills College campus, or San Bernardino Community College District campus will be issued a citation for littering. This policy allows for the establishment of procedures to comply with Government Code 17 Section 7597.

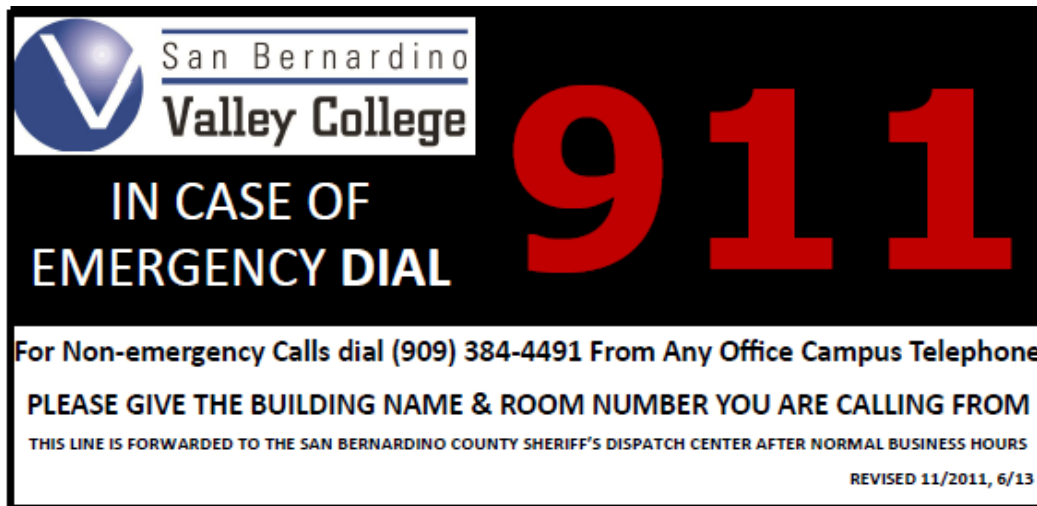
Animals on Campus

The college does not permit faculty, staff or students to bring animals on campus, with the exception of service dogs and animals used for instructional purposes. At no time should animals be left alone in vehicles.

Emergency Procedures

Please be familiar, and notify students of the campus Emergency Flipchart located in every office and classroom or found on our SBVC website at:

http://www.valleycollege.edu/about-sbvc/campus-committees/facilities-and-safety/Safety_Concern-Complaint



SBVC Flipchart will provide information on:

- Airplane or Vehicle Crash
- Explosions
- Evacuation
- Assault/Fighting
- Violent Intruder/Weapon
- Earthquake
- Hazardous Spill
- Lockdown
- Disaster Management
- Fire
- Shelter-In-Place
- Flooding
- Bomb Threat
- Medical & First Aid
- Evacuation Zone Map

Please do not call the emergency number with requests to unlock an office or classroom. Instead, seek assistance at the Division Office or the Evening Dean if after business hours.

Facility / Classroom Repairs

If you should notice a needed repair in your classroom, or elsewhere on campus, (i.e.: hole in the wall, torn carpet, leaking faucet, light out, broken chair or desk) please contact your department secretary. The secretary will then submit a work order for the repair.



Preparing for the Semester

College Calendar and Final Exam Schedule

A copy of the adopted calendar for the current academic year is located in this handbook as Appendix G. The established final examination schedule for the current semester is located in this handbook as Appendix V as well as in the published Class Schedule. Copies of the class schedule are available in the Division Offices and the campus Bookstore. The hours allocated to the final exam schedule are included in the state apportionment calculation. Therefore, all courses must adhere to the final exam schedule and instructors must show how this mandatory time block will be spent on campus when planning their course syllabus.

Official Course Outline

An official course outline of record exists for each course offered at the college. This outline has been used to establish articulation agreements between SBVC and other colleges and universities. It also serves as the institution's commitment to the state and to students that a common body of material will be covered in the class, regardless of who serves as the instructor. Ask the Division Dean or Faculty Chair for a copy of the official outline for the class being taught (if this has not been provided already), and develop a course syllabus with this important document in mind. Copies of all official course outlines are also available at www.curricunet.com/sbvc.

Institutional Learning Outcomes (ILO's)

Colleges have been directed, by their respective accrediting associations, to develop Institutional Learning Outcomes for each Course. Outcomes are also to be identified for each program (degree and certificate) as well as over-arching institutional outcomes (core competencies).

As early as 2002 San Bernardino Valley College went through an active collegial process to define Institutional Core Competencies (another word for Outcomes). That experience was followed with tasking department members to identify Student Learning Outcomes (SLOs) for each course and to link course outcomes to Institutional Core Competencies. All, (100%) of our courses have 2-3 SLOs and the links have been identified.

An SLO identifies what a student can do after completing a given course. Just having identified those outcomes does not tell us whether a student has achieved them. Faculty members collaborate in determining the outcomes, how they will be assessed, and the rubrics by which they will be measured.

Most departments have defined rubrics for identifying criteria to evaluate whether a student met, did not meet or exceeded expectations, for two or more course Student Learning Outcomes. Faculty members then reviewed the data and reaffirmed the SLO or decided to modify or change it. They may also have decided to change the method(s) used in the delivery of the content or identified another method of assessment. The real value is in the dialogue among colleagues and the overall improvement of student learning.

Accreditation Standards dictate that all faculty list the Institutional Learning Outcomes (Appendix H), addressed in the course SLOs and the course objectives on the course syllabus provided to students in each class. Faculty Chairs are to make them available to adjunct faculty members. Whenever possible, adjunct faculty members are included in the formulation of the SLOs and the dialogue that follows assessment. Adjunct instructors are expected to assess students relative to the agreed upon SLOs for a given course in every section to which they are assigned.

As of Fall 2013, SBVC has been collecting data for every section, every semester. Courses are evaluated at least every four years. SLOs are best summed up in the words of Janet Fulks, "Goals reflect the targets for a course or program. Goals are where you want to go, objectives are how you get there and outcomes are proof that you have arrived."

The list of the core competencies and student learning outcomes covered by each course is available on the Student Learning Outcomes portion of the Office of Instruction website:

<http://doclib.sbccd.org/index.php?CurrentDir=/SBVC/Instruction/SLO/>
<http://doclib.sbccd.net/index.php?CurrentDir=/SBVC/Instruction/CoreCompetencies/>

Developing a Syllabus

A clear syllabus gives students a sense of the course structure and should be distributed on the first day of class. Faculty members are required to provide a course syllabus for each class to which they are assigned to their Division Office. This is to be submitted prior to the beginning of the course but no later than the first week of the course.

A typical syllabus provides students with the following information:

- Course title and department number
- Pre and/or co-requisites
- Meeting pattern (days of the week and time)
- Professor name
- Professor's email
- Professor's Office location and phone number
- Course description from the catalog WORD FOR WORD
- Textbook(s) and other required materials
- College Institutional Learning Outcomes (ILO's) which have been identified by the department as applicable to this course
- Student Learning Outcomes identified by the department for this course
- Objectives as appear in the Official Course Outline
- Course web page when applicable
- Unique instructor requirements (i.e. cell phones, testing)
- Grading
- Ground rules (policies) pertaining to attendance, late work, make-up exams, and extra credit opportunities, if applicable
- Calendar of meeting dates with topic of instructional units to be covered
- Examinations (including how many and what types)
- Assignments (reading and writing)
- Academic Honesty Policy
- Norms of classroom behavior
- Availability of accommodations for students with disabilities
- Library and tutoring availability
- Division Name, Office and Division Administrative Secretary (with phone number)

Appendix I of this handbook provides a SAMPLE template available at <http://depts.valleycollege.edu/Professional/Forms>. Click on "Forms," then "Syllabus Template." A second choice on this website is to click on "Resources" and under "Instructional Resources" click on "Syllabus Template 2 – Fillable Form." A sample can be found in this handbook as Appendix I, Pg. 49.

If changes in assignments, grading procedures, deadlines, etc. occur after the syllabus has been distributed, please give this information to students in writing. This process will ensure that all students know of the changes and will serve as protection should there be student complaints.

Duplicating Items for Class

Duplicating Materials:

There are over 40 copiers on campus that can be used for limited quantities when there are quick-print needs. An employee ID will allow access to these machines. Access to the copier is tied to your email account. Once an email account is established and configured, you will automatically receive access to the copiers. Contact the HelpDesk for issues with the copiers at x: 4357.

Whenever possible, faculty members are to plan ahead and submit requests electronically to the District Publication Center at (http://printingservices.sbccd.org/Print_Shop_Pro.aspx). The copies will be placed in mailboxes when ready. Two self-service Quick Copy Centers are available on campus for last minute jobs. One is in the Library and the other in the Applied Technology Building. Note that the District Publication Center is also capable of duplicating and comb-bound packets of materials for sale to students (at cost plus a nominal markup) through the campus Bookstore.

Faculty Authored Materials

A faculty member who writes or publishes instructional materials cannot require students to purchase these materials if these materials are solely and exclusively available from the District. If the faculty's authored instructional materials are solely and exclusively available from the District, then those materials must be provided at the District's actual cost (not including the traditional markup necessary for selling items through the college Bookstore).

Should a faculty member wish to sell his/her materials through the campus Bookstore, he/she must provide documentation (invoices, receipts, etc.) showing the direct costs of producing the materials. These direct costs should not include the faculty member's time associated with producing these materials. If the faculty member wishes to profit from the sale of the instructional materials, he/she must provide documentation showing that the materials are available by some other means than just the campus Bookstore. Unless the materials are published and distributed through a traditional publisher, under normal circumstances:

- Printed materials authored by a faculty member are to be duplicated in the District Publications Center and sold at cost through the Bookstore.

- CDs/DVDs authored by a faculty member are to be duplicated through the Office of Distributed Education and sold at cost through the Bookstore.

Placing Items “On Reserve” in the Library

Faculty may place library books and magazine articles – or personal copies of books, articles and photocopied materials – on Reserve at the Library Circulation Desk. Each instructor may indicate his/her preference of loan periods. Reserve materials can circulate for any of the following time periods: one hour, two hours, one day, three days, one week, and three weeks. In addition, one or more copies of most textbooks used at SBVC are available for In-Library use through the Textbook Bank. Call the Library Circulation Desk at 384-4448 to see if a copy of the text is currently included in the Textbook Bank. If the instructor has additional desk copies of the current textbook(s), please consider putting it (them) on Reserve in the Library. The more copies of textbooks available, the greater the chances for student success. Personal copies of textbooks are returned to instructors at the end of the last term in which that text is used.

Request for Off-Campus Meeting

Faculty must complete the “Request for Approval of Off-Campus Class Meeting” form (obtain from the division office) and submit to the Division Dean at least ten working days prior to the field trip. Upon approval from the Division Dean, the request for college-sanctioned class meetings at off-campus locations must be submitted to the Vice President’s office at least one week prior to the off-campus meeting.

Textbooks & Open Educational Resources (OER)

Discuss ordering books and supplies for the course being taught with the Faculty Chair. Desk copies of current texts (or copies of the books being considered for use in a future semester) need to be requested directly through the publisher. The SBVC Campus Bookstore will be glad to provide the publisher’s telephone or fax number and/or e-mail address. Faculty Online Textbook Requisitions are available at the Bookstore’s website: <https://bookstore.valleycollege.edu>. Once at this site, go to Quick Links, click on “Faculty Requisitions” then follow the on-screen instructions.

The length of time it takes to get texts into the campus Bookstore varies with each publisher. Some may ship within a week of receipt of the order, while others take considerably longer. Be proactive by placing orders as early as possible; and when in doubt, seek the assistance of the Textbook Buyer in the Campus Bookstore. The San Bernardino Valley College Academic Senate has made the following recommendations in an effort to keep costs as low as possible for our students:

1. Order textbooks as early as possible in order to allow the bookstore an opportunity to purchase used books.
2. Work with the department to limit the number of textbooks for any given course.
3. Purchasing in bulk keeps costs lower and fewer choices provides the greatest opportunity for buy-back at the end of the semester.
4. Select books that can be used for at least three semesters so the Bookstore has the opportunity to build up a supply of used books.
5. Consider bundling options. While bundling saves money up front (if all components of the bundle are used) students may not be able to sell back bundled books. If some textbooks are ordered unbundled, then textbooks can be bought back by the Bookstore, regardless if originally purchased as a bundle.

Open Educational Resources (OER)

To learn how to save students money on textbook costs by incorporating open educational resources into your classes, go to the college OER website found at: www.valleycollege.edu/oer. Open educational resources are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students.

This also includes institutionally licensed campus library materials that all students enrolled in the course have access to use, and other properly licensed and adopted materials. Open educational resources include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. As with regular copyrighted instructional materials, faculty need to follow ADA policies to ensure accessibility.

Faculty should consider working with the college bookstore to provide low cost print copies of online open textbooks or instruction packets for students who prefer this format. Starting January 2018, CCC and CSU campuses must include information in their respective online campus course schedules, the classes which exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions (SB 1359). If you have any questions about open educational resources, contact your division dean for further assistance.

First Week of Classes

Prerequisite

A prerequisite is a course that a student must complete prior to enrolling in another course. A corequisite is a course that must be taken concurrently with another course. A departmental advisory is a suggested course that would be helpful for students to have completed prior to enrolling (but is not required).

- Students are blocked from enrolling in courses when they have not met the prerequisites.
- Students are blocked from enrolling in courses when they have not enrolled in the corequisites.

A student may challenge a prerequisite or corequisite on one or more of the following grounds:

- The student can demonstrate he/she has the knowledge or ability to succeed in the course or program despite not having satisfied the prerequisite or corequisite.
- The student will be subject to undue delay in attaining his/her educational goal as outlined in the student's education plan (SEP) because the prerequisite or corequisite course has not been made reasonably available.
- The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites or corequisites or was established in violation of Title V.

It is the student's responsibility to provide documentation to support the challenge. The challenge must be filed in the Division Office within the first week of class. The college will process the challenge within five working days. If there are questions about the process involved in the challenge process for prerequisites, speak to the Faculty Chair.

Class Cancellation Policy

In accordance with the collective bargaining agreement, the minimum class size for courses that do not have a prerequisite is 20, and the minimum class size for courses that do have a prerequisite is 15. The final decision to cancel a class rests with the Division Dean and the Vice President of Instruction. In the event that the instructor's class has fewer students than the contract minimum, contact the Division Dean for guidance.

Changing Classrooms & Adding Chairs

Do not move classes from the room assigned without authorization from the Division Dean. The fact that a classroom is vacant on one particular day or evening does not necessarily mean that the room is unassigned. There are, for example, classes starting at varying points throughout the semester. In addition, special meetings and events are scheduled in classrooms that are officially shown to be vacant. An accurate room assignment is also important when an emergency occurs and a student or instructor needs to be located.

Due to fire codes and heavy penalties imposed for going over room capacities, please do not take chairs from other classrooms to add to yours. Each room is equipped per code guidelines and we, as a campus, face heavy sanctions for not abiding to these guidelines. We are subject to spot checking without notice. Do not be the guilty party.

Suggested Activities for the First Class Meeting

The first class meeting will set the tone for the rest of the semester, so use the timewell.

If this is the first semester teaching, the following sample lesson plans for a first class session may be helpful:

1. Welcome: Write the class name and times on the board. (Late students, in particular, often end up in the wrong place.)
2. Introduction: Write one's name on the board. Take a few minutes to tell the class about educational background, interests in the subject discipline, and instructional goals for the class.
3. Roll Call: Take the roll directly from the roster, calling out each student's name. Ask students for corrections if names are mispronounced. If possible, fill in any vacancies and distribute add stickers for open seats. Stress the necessity of using the add code before the date on the sticker. After that date, students will not be able to add the class online.
4. Icebreaker: This could be student self-introductions or some other activity that helps students relax and feel that they are going to enjoy this class. Asking students why they are enrolled in the course could serve as part of an icebreaker, and would also enable the instructor to assess the unique needs of each student.
5. Discussion of Classroom Norms: Make clear any expectations regarding classroom behavior. Topics covered might include arriving on time, staying for the entire class period, bringing textbooks and other materials to class, refraining

from talking when the instructor or classmates make a presentation, and leaving cell phones and other electronic devices off during class periods.

6. Introduction of Subject: Review the class syllabus carefully, allowing time for questions.
7. Students will be especially anxious to know the attendance and grading criteria, and how they will be evaluated. Encourage students to visit the Bookstore during the class break or after class to get their textbooks and materials.

Breaks

Instructors are expected to begin and end classes in accordance with the scheduled times. Class breaks cannot be used to allow the class to end early. Title V states that there should be a ten-minute break for every two hours of class time. When there is a question about class time, please consult the Division Dean.



Attendance Accounting

Accessing Class Rosters

WebAdvisor provides two versions of class rosters – the WebAdvisor version (found under 'Class Roster' and the traditional version (found under 'My Classes').

- WebAdvisor Roster - Once logged into WebAdvisor, in the Faculty Menu, click on "Class Roster". Select the term from the drop-down menu (ignore the start and end dates), then select the class.
- Traditional Roster - Once logged into WebAdvisor, in the Faculty Menu, click on "My Classes". The site will transfer to the old Campus Central system. Identify the course, and click on 'Roster'.

Adding Students

To add a student, give them a Web Authorization Code sticker. These are available from the division office.

When giving the Web Authorization Code to a student, please advise them of three things:

- The code becomes invalid after it is used – it cannot be shared;
- The code must be used online – students are not to be sent to the Admissions Office to register;
- There is an expiration code printed on the sticker – the student must be registered prior to that date. To check if a student has been registered, access the class roster in WebAdvisor (see above).

Late Add Petitions

If a student is not able to add the course during the "add period", the student can complete a Late Add Petition. The late add petition is due the Friday following the last day to add. The student and instructor are notified via their campus email regarding the decision. **Late add petitions are available Fall and Spring semesters only. Admissions and Records does not accept Late Add Petition during the Summer term.**

Reinstating Students

Students who are dropped in error may be reinstated with authorization from the instructor. Simply send an email message to reinstate@valleycollege.edu. The message must include the name of the student and their ID number as well as the course name and section number. For security reasons, the message must be sent from an SBVC email account.

No-Show Students

State regulation requires that students who never attended class are dropped (i.e. no-show students) prior to the Census Date printed at the top of the class roster. Failure to do so may result in fiscal consequences for the College and the District. See above for information on Late Add Petitions.

Assigning Grades

Only instructors may assign grades, and the grades given are final except in cases of mistake, fraud, bad faith, or incompetence. No grade will be changed for any reason or any circumstances after three years from the end of the term in which the grade was assigned.

- * Pass (P) grade; units are not counted in GPA; however, credit is earned.
- ** No Pass (NP) grade; units are not counted in GPA; NP units are used in calculating units attempted for progress, probation and dismissal.
- *** Non-evaluative symbols / no units or credit earned.

The system of grades and grade points at San Bernardino Valley College is as follows:

Grade		Grade points Per Unit
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing, Less than Satisfactory	1
F	Failing	0
*P	Pass	0
**NP	No Pass	0
***I	Incomplete	---
***W	Withdrawal	---
***MW	Military Withdrawal	---
***IP	In Progress	---
***RD	Report Delayed	---

Posting Grades

Grades must be posted within 5 business days from the end of the course. Once logged into WebAdvisor, in the Faculty Menu, click on 'Grading'. Select the term from the drop-down menu (ignore the start and end dates) then select the class. Post the grades, then click submit. Immediately after, a confirmation page will appear— no email will be sent. WebAdvisor will allow the instructor to submit a partial set of grades (i.e. not the full class), save what was submitted, and then submit the rest of the grades later. However, if not all grades for a course are submitted by the deadline, the Division Dean will be notified.

Non-Credit & Positive Attendance

All Non-Credit courses contribute to positive attendance. A copy of the complete attendance sheet should be turned in to the divisions offices at the end of the course.

Positive attendance rosters are due to Admissions and Records within 3 days from the end of the course. Submissions are posted within 5-7 working days from the day received in AD/SS-100. Below is an example of a positive attendance roster. You must indicate the number of hours the student attended or mark "never missed" or "attended" and sign the roster once completed.

The box on the top right corner reflects the course type: Pos = Positive Attendance.

Positive Attendance Hours Roster											
Coll:	Div:	Dept:	Course:	Sec:	Title:	Syn:	Term:	Pos:	Cred:	Instructor:	
SBVC	VSCI	VBIO	BIOL 261	01	Physiology	1111	2016FA	98.60	4.00		
Bldg:	Room:	Meeting Pattern:	Beg Dt:	Add Dt:	Drop Dt:	Wd Dt:	End Dt:	Instructor's Signature		Date	
HIS	207	----F- 05:00PM 09:20PM	09/09/16	09/22/16	09/22/16	10/22/16	12/03/16				
This legal attendance report is required to collect state funding. Sign and return this form to the Records Office within 3 days after the class ends.				D = Drop W = Withdraw I = Instructor							
ID	Name	Drop Code	Drop Date	Hours Attended	Check Here If Never Missed	Check Here If Never Attended					
1 1500	Doe, J.	I	09/12/16	2.0							
2 0908	Doe, M.	D	10/18/16								
3 0215	Smith, K.				X	X					
4 0547	Smith, J.			7.500							
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

Waitlist

How it Works – Before Class Begins:

Once a section reaches maximum enrollment, students who attempt to enroll will be given the option of wait listing. When they waitlist, they are informed of their position on the waitlist 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 6:30 a.m., and the student has until midnight of that same day to register for the course. If they do not, they are 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.

How it Works – 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 who to add on the first day of class. Faculty may access their waitlist roster by logging into WebAdvisor 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. Faculty members have no obligation to add the students on the waitlist, nor should they add any student who is not present. Having said that, using the waitlist as a tool to select whom to add is inherently and intuitively fair, and can be an effective tool for the instructor who chooses to use it.

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 (Psych Tech, Nursing, Police, etc.) or are structured in a way that makes the waitlist impractical (linked classes & stacked classes).

See Appendix J for FAQ. Please share it with any students or direct them to read more at www.valleycollege.edu/samedaypay



Classroom Environment

Community College Students

Community college students are much more diverse than either high school students or those encountered in lower division courses in four-year colleges. Expect students from all walks of life, all occupations, and all life situations, including:

- Professionals with advanced degrees in search of enrichment learning;
- Job-seekers who never finished high school;
- 18-year-olds fresh from high school, along with mature adults in their forties, fifties, sixties, and older.
- Re-entry students eager to return to the classroom but are unsure of their abilities as students
- Ex-felons and reformed drug addicts ready to change their lives.
- Undeniably brilliant students who would be successful at the most prestigious university;
- Academically under-prepared students who may not be ready for college-level classes;
- Extremely motivated, receptive students whose lives may be permanently altered by attending college;
- And reluctant learners who seem to show no interest at all in class lectures.

In short, expect a cross-spectrum of the world we live in, it will not disappoint!

Teaching to a Diverse Student Population

How does one find a consistent, workable approach for reaching such a widely diverse student population?

Some suggestions include:

- Make an effort to get to know students' names.
- Set aside a few moments before, during or after class to meet individually with students who may have questions or concerns.
- Provide criticism and feedback tactfully, supplying concrete examples for necessary improvements.
- Encourage students to take advantage of auxiliary services including the Tutoring program, the open computer lab in the Library, Student Success Center, and the Counseling Office.
- Establish clear classroom behavioral norms and instructor expectations.
- Include a variety of methods in instruction to reach a wide range of learners.
- Keep in mind that passive and/or seemingly disinterested students are not necessarily unwilling learners, they may be simply responding to a depersonalized classroom.

Students have often reported that they are more motivated to perform in class when:

- They feel the instructor sees and treats them as individuals.
- They are challenged, but not overwhelmed.
- They are monitored frequently for progress and understanding of the material.
- Their instructors have a sense of humor and maintain a relaxed but businesslike atmosphere.
- The course content is explained clearly, concisely, and with concrete illustrations.
- Opportunities are provided for questions and feedback.

For additional ideas, see Appendix L of this handbook for an excerpt from a well-known document, "Seven Principles of Good Practice in Undergraduate Education."

Setting the Tone

Over time, one will find that chances for a successful classroom environment will improve with a positive tone.

To successfully set a tone, keep the following suggestions in mind:

- Allow discussions to touch on a variety of opinions and topics, but also intervene whenever someone is badly off track.
- Be principled and consistent about attendance and deadlines, but also keep in mind that students are human and have real-life problems. Do attempt to entertain reasonable excuses for absences and late work, especially when students notify in advance that they will miss class.
- Teach the subject discipline with its traditional content, scope and feel, but pause now and then to incorporate real-life applications.

Establishing an Environment that is Friendly, Fair, and Firm

Students will also respond well to a classroom environment that is friendly, fair and firm. An instructor will come across as friendly when smiling or occasionally attempt to tell a funny story. Friendly can also mean taking time for students who need to talk to about their progress in the course, or making an effort to communicate to students that their opinions are respected and have confidence that they will succeed.

Friendly is also taking note of students who miss a class session. Faculty are encouraged to call or email a student who is "missing" in an effort to support their retention. At the very least, being fair means that the ground rules of the course apply equally to all students, and that care is taken to not give one group or gender or type of student special treatment.

In order for students to benefit from their classroom experiences, they need to know if they are wrong, and to have guidance and correction, not just automatically approve everything they do or say. For this reason, being friendly and fair has to be tempered with being firm. Establish classroom standards and behavioral norms and hold students to them, thereby assisting them in forging the connection between action and consequences, a life-skill that will benefit them both in the classroom and the workplace.

Typical Sequence for a Class Period

To increase learning retention, the old formula from Speech class still works:

Tell them what you're going to tell them

Tell them; then

Tell them what you told them.

A typical sequence for presenting an instructional unit might be as follows:

1. Introduce the topic. Try to relate the topic to previous classes or prior learning.
2. Explain why the topic is important, and illustrate how it fits into the course objectives.
3. Elaborate on the topic or theme, providing examples or demonstrations.
4. Summarize the main points, rephrasing important observations and helping the students to draw conclusions.
5. Allow time for questions and answers.
6. Preview what will be covered in the next class.

Methods of Instruction

A number of strategies are available to communicate content. Varying techniques is important, especially for classes that last more than the traditional 50-minute period.

Possible strategies include, but are not limited to:

1. **Lecture:** The lecture is the most widely used teaching technique, and may, by necessity, dominate what is done in class because of the nature of the discipline being taught. When using this strategy, be sure to assist students by organizing material so that students can follow easily with note-taking, using the board, overhead projector and other aids to reinforce comments, and using examples to keep the lecture interesting.
2. **Group Discussion:** Discussion is an effective method for encouraging students to become more active in the learning process. It is often helpful to give the class several thoughtful questions, break them into groups of four or five, and ask each group to develop responses to share with the class as a whole. As they talk, the role of the instructor is to circulate, check progress, and suggest alternatives. The effectiveness of this technique will be undermined if the instructor leaves the room and/or seem disengaged from the activity.
3. **Short, In-Class Writing Assignments:** Following a lecture, video or other classroom activity, ask students to write for five minutes about the implications of what they have heard or their impressions of the issues involved. After five minutes, pick up the writing and read as much as possible out loud, pausing to discuss. Pull out four or five key ideas or impressions and write them on the board. From these, focus the discussion and make the points to be covered. Students appreciate this approach because it is based directly on their contributions.
4. **Reports and Presentations:** Reports allow each student to synthesize important concepts and encourage the development of critical thinking skills. Nonetheless, student reports should never take the place of instructor-led discussion and/or become the primary class learning technique.

5. **Field Trips:** Field trips can be a valuable way to broaden the educational experience of students when a direct relationship to the course objectives has been established, and when students are adequately prepared ahead of time for the new experience or environment. Two forms are required to document approval of a field trip. Check with the division office for a copy of these forms:
The instructor must complete a Request for Approval of Off-Campus Class Meeting form and submit this to his/her Division Office. Each student in the class must complete a Field Trip Waiver of Claims Acknowledgement form.
6. **Guest Speakers:** Guest speakers can provide information and insights as well as a refreshing change from the regular class format. Bear in mind that there is no provision for paying guest speakers for an appearance in courses, and that balance and an objective treatment of a topic should be stressed when inviting a speaker. It is important that instructors remain in the classroom while the guest speaker is present. In addition to the obvious liability issue, students will be less likely to gain anything from the experience if instructors do not appear to be interested as well. There is a form to be filled out for all guest speakers, which is available in Division Offices.
7. **Other:** Role-playing, computer-assisted instruction, educational games, and research assignments are all valuable methods of instruction when used thoughtfully.

Methods of Evaluation

A variety of methods should be used to evaluate the performance and assess the learning outcomes of students.

Among the available options are the following:

1. **Objective Exams:** Objective examinations are traditionally made up of multiple choice, true/false, and short-answer questions. Often favored because they are fairly easy to correct, effective objective examinations are much harder to write than most would suppose. At their worst, objective examinations encourage simple memorization and regurgitation of responses. At their best, they encourage students to analyze options and exercise critical thinking skills.
2. **Essay Tests:** At their best, essay examinations allow students to synthesize and apply course material, demonstrating a higher level of content mastery. Good essay exams are developed so that they can be evaluated objectively, with a range of correct responses identified in advance.
3. **Projects, Reports and Papers:** Student projects and papers should also be considered as part of the evaluation process, allowing students to use critical thinking skills to apply what they have learned in class to new situations. Creation of a rubric, identifying writing and content standards that meet and exceed expectations, assists students in completing the assignment and assists the faculty member in grading the report.
4. **Student Portfolios:** This method encourages students to develop and present samples of their best papers and other assignments for evaluation as a cohesive body of work.
5. **Simulations:** This competency-based method measures student performance in a real-world environment.
6. **Performance:** This method requires students to demonstrate their level of competence by creating a product that can be assessed according to a pre-determined standard of excellence.
7. **Final Examinations:** A meeting during the scheduled final examination period, as scheduled on the final examination schedule in the Class schedule is required in all courses unless the Vice President of Instruction authorizes otherwise. Final examinations should be administered on the last night of class for evening courses, and in accordance with the chart posted in the Class Schedule for day courses.

It is encouraged that proactive measures are taken to assure that standards of academic integrity are maintained during examinations.

Sample measures might include:

- Requiring photo identification of students prior to issuing examinations.
- Maintaining a watchful eye for opportunities (both high- and low-tech) for cheating, including cell/picture phones, pagers, hats and other garments that may provide a space for crib notes, etc.
- Establishing clear sanctions in the syllabus for violations of academic honesty.
- Requiring students to submit papers through tools such as SafeAssign, which is now available via Canvas.

Writing Components

Most courses that transfer to the state college and university systems require evidence of writing assignments. One may find that many of the students in classes have had little experience in writing formal papers, especially if teaching a class that has no prerequisite. It will help students to see what is wanted if the instructor shares with them anonymous examples of acceptable papers from past classes. Remind them that free tutoring is also available in the Writing Center for those who feel especially uncomfortable with the challenge.

Possible alternatives to the formal research paper that still meet the writing components include:

1. **Learning Journals:** The entries in learning journals are primarily reflective: students may listen to instructors or read their text, then write about what these experiences taught them. The entries need not be long, but they should be produced fairly frequently. Check the entries periodically to discourage massive, thoughtless, last-minute entry writing, and make brief comments in the margins as reading to convey to students that the instructor is paying attention and is reacting to their thoughts.
2. **In-Class Writing Workshops:** Make an informal in-class writing assignment, and then circulate while they are writing, answering questions and providing feedback.
3. **Spontaneous Writing:** Have students write two pages rapidly and spontaneously about an easily accessible topic. Have them re-read what they have written and draw circles around their three best sentences. Finally, have students write more formally about one of the circled sentences.

Standards of Student Conduct

In accordance with Board Policy 5500 and the California Educational Code, disciplinary action may be taken if a student's conduct disrupts or significantly interferes with the instructional program or college activities, or if his/her actions endanger the health or safety of others.

Examples of conduct that may result in disciplinary action include:

- Persistent disruptive behavior.
- Assault, battery or threat of violence.
- Use, sale or possession of illegal drugs or substances.
- Use or possession of alcoholic beverages on college property or at a college-sponsored event.
- Smoking in any area designated as "No Smoking."
- Dishonesty, such as cheating, plagiarizing, or providing false information.
- Forgery, alteration, or misuse of college documents.
- Violation of regulations governing student organizations.
- Unauthorized entry.
- Possession or use of any firearm, explosive device or dangerous chemicals.
- Driving of motorcycles or off-road vehicles on college property.
- Obstruction of pedestrian and/or vehicular traffic on college property.

Removal of Student from Class

In accordance with Board Policy 5500, the individual instructor may take action to temporarily remove a student from class. The behaviors outlined in Policy 5500 that are the most likely to prompt faculty action are continued disruptive behavior, willful disobedience, habitual profanity or vulgarity, open and persistent defiance of authority, persistent abuse of college personnel, or any threat of force or violence.

Prior to removing the student from class, the instructor must provide the student with an oral or written statement that he/she has violated school policy or classroom norms. (The exception to this would be cases that involve the threat of violence). Instructors should document this warning for their records, in case the behavior persists.

If the behavior still continues despite this notice, the instructor may direct the student to leave the class and remain away for the balance of the class period and the next regular class meeting. The instructor must also advise the student of the need to meet with the Division Dean or the Director of Student Life. The instructor should report the short-term suspension to the Division Office and the Office of Student Life by phone within two hours after the end of the class, and in writing within

twenty-four hours so the Dean can be apprised of the situation in preparation for meeting with the student. Use the Disruptive Student Incident Report Form to document the behavior that has occurred <https://www.valleycollege.edu/incidentreport>.

Once the student has seen the Dean, the Dean will review the action taken and will discuss it with the instructor or with both the instructor and the student. The instructor and the Dean should concur regarding the conditions under which the student will return and the expected behaviors that must change before the student may be returned to class. Once this concurrence has been reached, the Dean will provide the student with a written authorization to return to class that identifies the behavioral conditions that must be maintained.

If an instructor encounters any disciplinary problem in the classroom, contact the Faculty Chair and/or Division Dean for assistance and advice on all the options available. In the evening, contact the Weekend College office (ext. 4476) or Campus Police (ext. 4491).

Note: Except in cases of threatened force or violence, instructors may not temporarily suspend a student for non-persistent behaviors.



Support Services

Admissions and Records

AD/SS 100, (909) 384-4401

Admission to San Bernardino Valley College is governed by the laws of the State of California and by supplementary regulations established by the San Bernardino Community College District Board of Trustees. Every course, whether offered on the main campus or at a satellite location, is open to any person who is eligible for admission to San Bernardino Valley College and who meets any prerequisites as have been established in accordance with Title 5 of the California Administrative Code.

Admission Requirements

The following groups are eligible for admission to San Bernardino Valley College:

- Any individual, age 18 or above, who can reasonably profit from instruction,
- Any individual who has graduated from high school or who has been awarded a California Certificate of Proficiency, who has successfully completed the GED, or has been awarded a certificate of completion from a high school.

Admissions for High School Students:

Students who are interested in concurrent enrollment must have approval from their high school principal/designee and parents prior to filing an application. High School students are limited to one (1) course per semester. Applicant must meet the following requirements prior to Application Process:

11th & 12th Grades

Those seeking academic classes that are transferable to a four-year university (courses numbered 100 or higher) must be in the 11th or 12th grade, with an academic high school GPA of 3.0 or higher, and have good grades in courses which are similar to the ones they want to take at SBVC.

9th through 12th Grades

Those seeking vocational classes (classes which prepare students for employment in a specific trade or occupation) should have a 2.0 GPA, and have good grades in classes which are similar to the ones they want to take at Valley.

Concurrent high school students may not enroll in Basic Skills courses (Courses numbered 900 or higher), Kinesiology (aka PE) courses, or any course which is available to them in high school.

Student must complete the following:

1. Submit an SBVC Admissions Application
2. Submit Concurrent enrollment petition, Youth emergency form, and official High school transcripts
3. Complete the Online Orientation and the Assessment test
4. Once approved students can register for approved class

Middle College High School:

Middle College High School is an alternative educational experience for students of high abilities and low performance. The school is located across street from San Bernardino Valley College campus with seven teachers, one counselor, one administrator, and one secretary. Now in its eighth year, the school services 175-200, 9th, 10th, 11th, and 12th graders.

Parents and students interested in the Middle College High School Program may contact (909) 888-4041.

ALEKS Lab

Physical Science 131, (909) 384-8941

This lab is for students enrolled in Math-601, Independent Lab for Fundamental Mathematical Skills. Students interested in enrolling in this course must meet with a STEM counselor. The benefits from the ALEKS Lab include:

- Support for non-tradition/traditional students
- Acknowledge the level of strength and weakness in mathematics
- On-on-one tutoring in Mathematics

Audio/Visual Department

CTS 105, (909) 384-4434

Audiovisual (AV) is part of Campus Technology Services (CTS) their office is located in CTS 105. AV supports classroom instruction and campus events by appointment. Most classrooms on campus are equipped with instructional technology equipment. Requests for equipment not in the classroom should be placed by calling 909-384-4434 or by email at SBVC-AV@SBCCD.CC.CA.US at least one day in advance, and should specify the time, room location and duration of the class period.

AV offers full service to both the day and evening instructional program, with two employees working staggered shifts to cover Monday – Friday, 7:30 a.m. to 7:00 p.m. There are no audio-visual services on Saturday. AV places equipment in the locked classroom, checked to assure functioning, and left for your use. AV collects items on the following scheduled workday. If you need immediate support, leave a message at 909-384-4434 or contact the helpdesk at 909-384-HELP (4357).

Athletics & The Huddle

(909) 384-8640

San Bernardino Valley College is proud of the success of its athletic teams. Men's sports include football, basketball, baseball, track, cross-country, and soccer. Women's sports include basketball, volleyball, soccer, softball, track, and cross-country. Students interested in competing on an inter-collegiate team should contact the Director of Athletics.

The Huddle

CTS-107 (909) 384-4427

The Huddle is an academic and student support center that enables student-athletes to utilize and integrate the counseling and learning resources provided by the College. The Huddle seeks to integrate information from SBVC Athletics and Counseling to promote academic success and increase retention, graduation and transfer rates. The Huddle assists prospective, current, and former SBVC student athletes with their matriculation to SBVC, their academic success at SBVC and their transfer from SBVC to four-year universities.

Services include: academic counseling advisement, computer lab access, free tutoring (individual or group), printing access, registration assistance and study space.

Bookstore

Campus Center, 1st Floor, (909) 384-4435

The Bookstore sells textbooks, general books, and a wide variety of supplies, sportswear, accessories, snacks, novelty items and movie tickets. Bookstore hours vary throughout the semester. Call for additional information.

CalWORKs

CC-208, (909) 384-4429

San Bernardino Valley College CalWORKs Program is designed to assist students receiving County CalWORKs enhance and achieve educational goals and employment self-sufficiency. Qualified students are eligible to receive the following services: book supply vouchers, access to computer lab, parking permit vouchers, gas cards, child care assistance, educational counseling, and employment assistance. For more information or to enroll in the CalWORKs Program, contact us at 384-4429 or visit the SBVC CalWORKs Office at the Campus Center, Room 208.

Campus Technology Services

CTS 101, (909) 384-4357

Campus Technology Services (CTS) is located in the CTS building, rooms 101/105. CTS supports classroom, lab and office technologies across the campus.

- Requests for support should be made through the helpdesk at 909-384-4357, via the Technology Support webpage at <http://stac.valleycollege.edu>, or email helpdesk@valleycollege.edu please include name, contact, location, and description of the problem.
- Full-time faculty are assigned either a desktop or laptop computer on a five-year rotation. If you believe your computer is due for replacement, please submit a helpdesk ticket and the system will be evaluated and replaced if warranted. Each division has adjunct offices available for use.

- For issues with lab computers, please submit a helpdesk ticket with the room number, computer number, and the specific issues the computer is having. Most lab computers are replaced on a five-year rotation unless they were purchased with categorical or department funds.
- Lab software updates and new software install requests are due to CTS when book orders are due for that semester. Late requests will be complete as time allows and may not be available for several weeks after the semester starts.

Career Assessment Resources

AD/SS 203, (909) 384-4410

A variety of assessments serve as tools to enhance the students' process of discovering what their major should be as it relates to a career. Multiple career assessments are available. The various assessments focus on personality, interest, abilities and skills.

- Eureka - Eureka is a computerized online California Career Assessment and Information System. This analysis is based on self-assessment. EUREKA also provides a database with specific information on careers, financial aid, majors, and job search tools.
- Career Cruising - Career Cruising is an online assessment designed with one goal in mind - to help students plan their future. With exceptional assessment tools, detailed occupation profiles, and comprehensive post-secondary education information, students move seamlessly through the career exploration and planning process.
- MBTI - Myers Briggs Type Indicator - This assessment is a psychological questionnaire designed to measure psychological preferences in how people perceive the world and make decisions.
- Strong Interest Inventory - This inventory is a powerful tool that can help make satisfying decisions about career and education. Strong measures interest, not skills or abilities and those results can help direct one towards rewarding careers, work activities, education programs and leisure activities all based on interest conveyed.
- COPS - This inventory is design to measure a person's interest. Students are able to explore career clusters.

To access assessments or schedule counseling appointments, stop by the Transfer and Career Services Office at ADSS-203 or call (909) 384-4410.

Child Development Center

(909) 384-4440

The SBVC Child Development Center's mission is to serve as a model of excellence by providing high quality child development experiences for children ages birth to five years of age. The Center provides a full-day program which consists of six and a half or more hours, and part-time program which consists of two part-day programs of three hours per session. The Center is open from 7:00 a.m. until 4:00 p.m. Monday through Friday. Enrollment is based on family's need, size and income.

Clara and Allen Gresham Art Gallery

(909) 384-8939

The campus art gallery showcases the work of regional, local and student artists in 8-10 exhibits each year. The hosted receptions that open each show enable the public to meet the artists. During the fall and spring semesters, the art gallery is open Monday –Thursday, 10:00 a.m. to 12:00 p.m. and 1:00 to 3:00 p.m., and by appointment on Fridays.

Counseling Center

AD/SS 103, (909) 384-4404

The faculty of the Counseling Center are available to assist students in making informed decisions about their academic, career and life goals. Additionally, counselors help students select the courses needed to meet the requirements for associate and associate-transfer degrees, certificates, university transfer, and career advancement.

The Counseling Center is committed to increasing college success and career readiness within the framework of the Student Success Act of 2012. By virtue of this law, students are required to undergo the following – college orientation, assessment, academic advising for basic skills as applicable, identification of a course of study (commonly called as major), initial education planning leading to a comprehensive education plan, and follow-up services to complete their academic goals within a reasonable time.

Varieties of services are available through the Counseling Center that include but are not limited to:

- Educational and career planning including the development of students' abbreviated and comprehensive education plans;

Appointments for a comprehensive education plan (formerly known as a two-year education plan) are scheduled during non-registration periods in September, October, February, and March.

- Personal counseling to meet the short-term needs of students with personal concerns which impact their academic life;
- International student counseling to meet specialized enrollment and counseling needs of F-1 visa students;
- Comprehensive counseling for various special populations/learning communities, such as Puente, veterans, and athletes.

Counseling services are provided to prospective, new, and continuing students in an individual and/or group basis as well as online. Students may be seen on a same-day appointment on a first-come, first-served basis. To make a same-day appointment, please call. For limited online advisement and additional information, visit our website.

Dreamers & Dreamers Resource Center (DRC)

LA 121, (909) 384-8915

SBVC's Dreamers Resource Center (DRC) is designed to improve student success and help to successfully transition AB 540 and undocumented students into college. The center provides academic advising, counseling, referrals to student services programs, and peer-to-peer advising in an environment where Dreamers can connect with campus and community resources.

DRC uses Student Equity and Student Success funds to advise students about the California Dream Act Application, and Deferred Action Childhood Arrivals (DACA) laws. Dreamers visiting the DRC are provided resources intended to assist students in completing their educational and career goals.

The center is part of the First-Year Experience program. Staffing the DRC are a director, full-time counselor, adjunct counselors, senior student services technician, and student ambassadors. Dreamer Liaisons from different departments on campus offer office hours in the DRC to develop educational plans, as well as assist with completing financial aid paperwork. The Dreamers Club and an annual conference promote community awareness about financial aid and scholarships and San Bernardino Valley College's academic, vocational, and student service programs.

Disabled Students Programs and Services (DSP&S)

AD/SS 105, (909) 384-4443

The office of Disabled Student Programs and Services provides services designed to meet the individual needs of enrolled, permanently and temporarily disabled students. These students can obtain a variety of services, including learning skills counseling, extended time for test-taking, American Sign Language Interpreters, note-taker services, course materials in alternate formats, and use of the High Tech Center with adaptive computer technology. Tips for working with this population can be found in this handbook in Appendix P, Pg. 62.

EMERGENCY RESPONSE PLAN

STUDENT INJURIES

1. **In URGENT SITUATIONS ONLY - Call 911 then campus police at (909) 384-4491.** Campus police will direct the *FIRST responders* to your location and will contact additional responders as needed.
2. **If life-threatening:** call 7-911 from campus phone or 911 from cell phone. Give clear directions to location on campus (i.e., building name) and brief description of the injured person's condition. Stay with the person. Refer to the *Emergency Procedure Flip Chart* on classroom/office wall.
3. **Less serious injuries (not illnesses) not requiring an emergency response:** Send the student to Student Health Services during the day or to the blue cross prudent buyer medical provider of the student's choice after hours. All registered students are covered by Student Accident insurance. The student accident policy covers injuries (not illnesses) that occur while on campus or at campus sponsored events. This is a secondary insurance, covering remaining expenses not covered by primary insurance, or the entire claim (minus a deductible) if the student has no insurance. Student Health Services staff will guide the student through the claims process so please direct the student to call or visit Student Health Services the next day or at the earliest opportunity.

STUDENT ILLNESS

1. **If life threatening:** Call 911, stay with the individual, and notify campus police so they can direct the emergency response.

2. **For less serious illnesses:** direct students to Student Health Services or their medical provider.

STUDENT MENTAL HEALTH ISSUES - *Campus Police and Student Health Services work collaboratively.*

1. **Emergency/urgent mental health needs such as suicidal thoughts:** call campus police at 4491 or (909) 384-4491 to assess the needs and assist the student to access services. Walk the student down to student health services if they willing to go there.
2. **Non-emergent mental health needs:** bring the student to Student Health Services during daytime hours or Campus Police after hours for assessment of needs. After hours the student can also access services through their private medical provider or by calling the access **crisis and referral hotline at (909) 381-2420.**

EMPLOYEE INJURIES

1. **Life threatening and serious injuries:** call 911, campus police at 4491 or (909) 384-4491, and notify the immediate supervisor to activate workers compensation paperwork.
2. **Minor and non-life threatening injury:** care is activated by the supervisor. Employee injuries are not treated by Student Health Services. The supervisor will assist with workers compensation paperwork.

EMPLOYEE ILLNESS

1. **Life threatening:** call 911, stay with the individual, and notify campus police to direct emergency response.
2. **Non-life threatening illness:** should be managed through the individual's private medical provider. Student Health Services does not treat employee illness.

EMPLOYEE MENTAL HEALTH ISSUES

1. **Emergency/urgent mental health needs such as suicidal thoughts:** call Campus Police at 4491 or (909)384-4491.

Non-emergency mental health needs: can be treated through the individuals private medical insurance or the Employee Assistance Program. Go to: www.healthadvocate.com/cseba

SBVC Campus Police
Campus Center #100
(909) 384-4491

SBVC Student Health Services

**Located in the SHS Building, corner of
parking lot #8**

**Open Monday through Thursday
8:00 am to 4:30 pm**

And Friday 8:00 am to 2:00 pm

(909) 384-4495

EOPS/CARE

AD/SS 202, (909) 384-4412

The EOPS/CARE Office provides students who qualify with specialized assistance. Qualified economically, educationally, or culturally disadvantaged students can receive personal and academic counseling, book services, priority registration, transfer assistance, and special activities and workshops. Applications are accepted in April for Fall semester and September for spring semester. Encourage students to call 384-4412 for additional information or visit our website at: <http://www.valleycollege.edu/eops>.

Financial Aid

AD/SS 103, (909) 384-4404

The Financial Aid Office provides help in obtaining financial assistance from various federal and state programs. For more information please call or visit the Financial Aid website at: www.valleycollege.edu/FinancialAid

Financial Aid Computer Lab

AD/SS 106G

The Financial Aid Computer Lab offers SBVC students the ability to submit their FAFSA application online, make necessary corrections to their previously submitted FAFSA application, and check WebAdvisor. The Financial Aid Computer Lab is open during regular Financial Aid Office Hours, unless posted otherwise.

First Year Experience Program

(909) 384-8626

The San Bernardino Valley College (SBVC) First Year Experience (FYE) program is designed to successfully transition first year students into college. FYE provides a supportive and welcoming environment where first year students connect with student support services on campus to ensure student success.

FYE Offers:

- Guaranteed courses - No competing for classes
- Book assistance and supplies
- Embedded academic counseling that focuses on educational and career goals
- Study groups and learning communities
- Supplemental instruction
- Enhance study skills instruction
- Workshops to help students learn how to utilize library resources to conduct research
- Mandatory workshops, tutoring, fieldtrips, mentoring, and service learning projects
- Opportunities to connect with student support services
- Successful transitions to first year students

Food Service & The Sun Room

Food Services (909) 384-8902

During the fall and spring semesters, the campus cafeteria, located on the main floor of the Campus Center is available for food and drink purchases. (See our Class Schedule for open hours.) Our snack bar is a secondary facility located outside the Physical Sciences building and provides a selection of sandwiches, salads, snacks, and hot and cold beverages. Snacks and drink items can be obtained from vending machines located throughout the campus.

The Sun Room (909) 384-8695

During the fall and spring semesters, the college's award-winning Culinary Arts program operates an on-campus restaurant, The Sun Room. The Sun Room, located on the main floor of the Campus Center offers a diverse menu which changes throughout the semester. This menu includes burgers, sandwiches, specialty salads, soups and daily specials at a nominal cost. For open hours see our Class Schedule or call the division office at 384-8902.

Guardian Scholars (Foster Youth Services)

LA-128, (909) 384-8282 or (909) 384-8287

The Guardian Scholars Program provides supportive services to current and former foster youth, between the ages of 18 – 24 who have been in foster care any time after the age of 13. Guardian Scholars is designed to provide assistance and support to students with educational goals and practical day-to-day needs to ensure that full advantage is taken of college life, both inside and outside the classroom. After submitting the Dependency Verification Letter (Ward of the Court Letter), and are a current or prospective SBVC student, the benefits of this program are:

- Academic Counseling and Priority Registration
- Textbooks and supplies assistance
- Foster Youth Student Activities
- Computer Lab and free printing

- Parking permit
- Workshops designed to ensure success in college and careers
- Field trips and events
- On-on-one assistance when needed

The Guardian Scholars Office is located in the Liberal Arts Building, LA-133. For more information on this program, contact the Guardian Scholars Office.

HelpDesk/STAC

SBCCD Technical Assistance Center (STAC) provides a call center as well as access to a self-support site with many how-to's, FAQs, and self-service options along with 24/7 live chat. If in need of technical support or assistance, please dial x 4357 onsite or 1-909-384-4357 offsite 24/7. Or by use of the following website: <http://stac.valleycollege.edu>

Library

(909) 384-4448

The SBVC Library houses a collection of more than 75,000 volumes, searchable by author, title and/or subject – along with more than 200,000 eBooks and articles. The Library also subscribes to numerous full-text research databases, accessible from any computer on campus, and from off campus with passwords found in *Canvas*. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers. Computer technicians are available to provide basic technical support. Faculty librarians provide one-on-one research assistance, orientations, workshops and information literacy instruction. For research assistance at any time, day or night, the Library participates in the *Ask-A-Librarian* online chat reference service. Books and other items in the general collection normally circulate for 3 weeks. Textbooks and other reserve items (available at the Circulation Desk) normally circulate for 2 hours, and are limited to in-library use. A limited number of “basic skills” textbooks are available for overnight use. When classes are in session the library is open Mon-Thu 7:30-8:00, Friday 7:30-5:00, and Saturday 10:00-2:00.

Online Academic Advising

Online Transfer Academic Advising is available at transfercenter@valleycollege.edu

Puente Project

(909) 384-8255 or (909) 384-4404

The UC Puente Project is a national award-winning program that helps tens of thousands of educationally disadvantaged students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors for future generations. UC Puente has been at SBVC since 1984 and is a successful statewide transfer program sponsored by the University of California and the California Community Colleges. Puente consists of three components: Writing, Counseling, and Mentoring. Students take two consecutive writing classes: English 015 (fall) and English 101 (spring). Students build confidence in their writing skills through an exploration of Mexican/American/Latino literature. These English classes are linked with a one-unit class, Student Development 015 in the Fall, and Student Development 102 for three (3) units in the Spring. Puente is open to all students.

Scholarships and Awards

(909) 384-8987

Scholarships are offered each year to students enrolled at San Bernardino Valley College. The scholarships are funded through the SBVC Foundation and college organizations. Recipients are selected on the basis of academic achievement, character and other criteria identified by the donor. Students apply beginning in the fall (October - January) for scholarships to be awarded the following fall semester.

STAR Program

AD/SS 201, (909) 384-4433

The STAR Program, federally funded through TRIO, provides free support services to qualifying students working to complete and Associate degree and transfer to a four-year university. Minimum qualifications are that students must be either a first-generation college student, low-income, or physically or learning disabled. (Other requirements are available at the STAR Program office or on the program website.) Students who meet all of the program admission requirements and are admitted into the program, will have access to many no cost services including:

- Academic, Career and Personal Counseling
- Academic Tutoring in Math, English & Language Arts (All tutors hold a B.A. or B.S. degree)
- Computer Lab with Fee Limited Printing
- Cultural Enrichment Activities
- Same Day and Overnight Field Trips to Four-Year Universities
- Supplemental Grant Aid
- Laptop and Chrome Book Computer, Scientific Calculator and Graphing Calculator Loan Program
- Transfer Guidance
- Financial Aid Advising
- And More

Student Health Services

(909) 384-4495

Student Health Services are made available to students to promote health and well-being so they can fully engage in their studies and achieve academic success. Student Health Services (Student Health Services Building) is open Monday - Friday 8:00 a.m. – 4:30 p.m. The office is closed on Friday in the summer. Student Health offers free confidential services for students including health consultations, medical evaluations and treatment, mental health counseling and referrals, men's & women's health including Family PACT services, first aid and symptom management, health screenings such as blood pressure/BMI/percent body fat, and illness care. The Nurse is always IN (no appointment necessary). Health Insurance information and other referrals are also available for when the need is beyond to scope of our services. In addition, health promoting events and health education are also offered. Nominal fees are charged for pharmacy services, lab work, immunizations, and employment physicals.

All services are available only for students. Staff members need to seek health care through their personal physician. Faculty and staff are encouraged to consult with Student Health Services clinicians when suggestions and support are needed in how best to support struggling, at risk, students and at the same time maintain a positive learning environment. Appointments are required for individual counseling and office visits to the nurse practitioner. Call 384-4495 for additional information.

Student Life

Campus Center 128, (909) 384-4474

The Office of Student Life (OSL) is located in CC-128 right next to the Bookstore. OSL oversees clubs and organizations and encourages students to engage within their college community. OSL also oversees and provides guidance to the Associated Student Government (ASG).

ASG is the official representation of the student body of San Bernardino Valley College. Elected student leaders represent the student voice through committee involvement and regional events. Stop by the Office of Student Life and get involved today!

Academic Success Center

Math and Science Success Center (MSSC)	PS 121	(909) 384-4463
Tutoring Center (TC)	LA 206	(909) 384-8589
Supplemental Instruction (SI) Across the Disciplines	LA 206	(909) 384-4439
STEM Program	PS 121	(909) 384-4415
MESA Program	PS 121	(909) 384-8653
STEM and MESA Counselors- Abena Wahab and Daniele Smith-Morton	PS 121	(909) 384-4415

The **Academic Success Centers (ASC)** are here to assist all students with their academic needs. Tutors provide free assistance in a wide variety of courses. Tutoring is available to help you succeed at San Bernardino Valley College by providing academic support and tutoring in multiple subjects to a diverse group of learners. We take special care to empower students with learning strategies and skills needed to become independent learners on the path towards academic success. We also offer many resources including private study rooms, laptops, textbooks, anatomy bones and organs, calculators, rulers, scissors, markers, and an open computer lab.

We now have two locations! The **Math and Science Success Center (MSSC)** in PS 121 and the **Tutoring Center (TC)** in LA 206. We are here to help students succeed!

The General Tutoring Program provides drop-in individual and small group tutoring sessions. Tutoring services cover a wide range in the fields of Math and Science, Computer Information Technology, Liberal Arts, Modern Languages, Social Sciences, and Humanities. Tutors work with students on learning styles, learning strategies, test taking-tactics, and other skills important to student academic success.

The ASC staff also helps in the implementation of the Supplemental Instruction (SI) Across the Disciplines Program. Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI Leaders", students who have previously done well in the. SI Leaders work with faculty, ASC staff, and administrators in order to provide students with the highest level of service while facilitating critical thinking skills within the particular subject matter.

Tutors and Supplemental Instructors are hired from various pools including the SBVC general student population, and SBVC students who have transferred to a 4-year institution and students who have been identified by faculty and staff at our surrounding universities. In order to qualify as a tutor, a student must have earned at least an overall college GPA of 3.0 and an "A" in the subject to be tutored; demonstrated that he/she has excellent communication skills; and been recommended by an instructor based on his/her abilities as a scholar and as a student leader. In addition, tutors are required to complete training each semester. Applications to become a Tutor or Office Aide/Greeter are available in both the MSSC (PS 121) and the TC (LA 206).

Our policies for those using our services:

- A current SBVC or CHC student ID card is required for all resource loans.
- Sign-in is required upon entry. Sign-out is required upon leaving.
- No food or drink is permitted except for water in a closed container.
- Only currently enrolled students in good standing may use the centers.
- Children are not allowed in the centers.
- Cell phones must be on silent. Please take your calls outside of the centers.
- Tutors cannot help with quizzes/tests/exams.

The Academic Success Center is open Monday through Thursday from 8:00 a.m. to 8:00 p.m. and Friday and Saturday from 9:00 a.m. to 3:00 p.m. For more information, visit the Academic Success Center in person (PS 121 and LA 206), by calling MSSC (909) 384-4463 or TC (909) 384-8589, or at the Website at: www.valleycollege.edu/studentsuccesscenter.

In addition to tutoring and Supplemental Instruction, the Academic Success Centers (ASC) also house the STEM and MESA programs. STEM stands for Science, Technology, Engineering, and Mathematics. The STEM program is intended to enhance success, completion, graduation and transfer rates of Hispanic students, low-income students and underrepresented students in the STEM discipline.

STEM Benefits:

- Dedicated STEM and MESA counselors.
- Accelerated math cohort classes
- Assistance with making a smooth transition to a CSU or UC.
- Career path planning.

For more information, visit the Math and Science Success Center (PS 121), call (909) 384-4415, or visit our webpage at: <http://www.sbcstem.org/>.

Mesa is the acronym for Math, Engineering, and Science Achievement. It is a statewide program and now also part of SBVC! California MESA is a college and career prep engine that propels student diversity and achievement in science, technology, engineering, and math (STEM). MESA's community college level program produces a diverse population of transfer-ready students to advance their STEM educational journeys in 4-year university programs.

For more information, visit the Math and Science Success Center (PS 121), call (909) 384-8653, or visit our webpage at: <http://www.sbcstem.org/mesa/>.

Theatre Productions

(909) 384-8243 or (909) 384-8633

Each semester, the Theatre Arts Department presents a production. Students interested in performing should register for THART 114X4 and plan to attend auditions. Students wishing to assist with the backstage technical work should register for THART 160X4. Performances are typically held at the end of each semester. For more information about upcoming shows and/or ticket prices, please contact either the Performing Arts Department at ext. 8243 or the Arts and Humanities Division Office at ext. 8633.

Transfer and Career Center

AD/SS 203, (909) 384-4410

The Transfer Center is open to students planning to transfer to any four-year college or university and/or seeking career counseling and information. The center provides the following Transfer services: appointments to see a four-year college or university representative; Transfer Counseling; Honors Counseling; workshops on admissions and on-line application process; financial aid information relative to transfer institutions and requirements; field trips to four-year institutions; transfer workshops; transfer orientation sessions; assistance with major selection; credit evaluations; a monthly calendar of events; transfer agreements. Several times a year transfer/college fairs are held. Stop by the Center to learn more about special programs such as TAP, TAG and Cross Enrollment. Transfer materials can be requested from the Transfer Center. You can follow updates on our SBVC Transfer Center Facebook page.

Career counseling is available to assist students with career development and planning process, and resources that assist students with identifying career goals that will prepare students to meet the demands of the global job market place. The assessment serves as a tool to enhance the students' process of discovering what the major should be as it relates to a career. Multiple career assessments are available. The various assessments focus on personality, interest, abilities and skills. Please call to schedule appointments.

Dropping Students

Dropping students can be accessed via the "My Classes" link on WebAdvisor. That link will take you to the Campus Central page, where you should then click "drop students." From there, select the students who need to be dropped, click "Drop Selected Students" and then, on the next screen, click "DROP!"

Tumaini Program

AD/SS 203, (909) 384-4410

The Tumaini Program is a learning community designed to increase academic and personal success, and promote transfer to four-year colleges and universities. Tumaini targets students who are interested in learning about African-American history, literature, and culture. Tumaini instructors and counselors use collaborative and other community-building strategies to enhance students' learning potential in and out of the classroom. The program will combine elements of counseling and other courses (Student Development, Math and African American History) to assist students with the rigors of college life. The Tumaini Program is open to all students.

The benefits from Tumaini include:

- Fostering high self-confidence and pride in one's cultural heritage;
- Developing critical thinking, reading, and writing skills that are needed for college and future career success;
- Researching occupational interest through various sources;
- Access to individual/group counselors, college workshops, guest speakers, professional mentors, and college tours.

Valley-Bound Commitment

LA-132, (909) 384-8988

SBVC is proud to house the Valley-Bound Commitment. This student success program is for low income students and is designed to remove economic barriers and strengthen the academic achievement of its participants through a learning community within the First Year Experience program. Inland Empire-area high school graduates, including AB540 students, who qualify for this life-changing program, will have their enrollment fees and textbooks covered for the first year of attendance at SBVC.

The following high schools are eligible for the Valley-Bound Commitment 2018/19: Colton, Bloomington, Eisenhower, Rialto, Carter, Arroyo Valley, San Gorgonio, Pacific, Cajon, San Bernardino, Big Bear, and Rim of the World, Grand Terrace, Indian Springs, Milor, Washington and San Andreas.

Veteran's Resource Center

Campus Center 133, (909) 384-4411

SBVC's Veteran's Resource Center provides assistance to veterans for the following benefit programs:

- Chapter 30 – Active Duty Educational Assistance Program
- Chapter 31 – Veteran's Administration Vocational Rehabilitation
- Chapter 33 – Post 9/11 GI Bill
- Chapter 33TR – Post 9/11 GI Bill Transfer to VA Dependents
- Chapter 35 – Survivors and Dependents Educational Assistance Program
- Chapter 1606 – Selected Reserve Educational Assistance Program
- Chapter 1607 – Reserve Educational Assistance Program (REAP)

Veterans and/or dependents seeking to use VA Educational Benefits should apply online at www.gibill.va.gov. If eligible for VA educational benefits, the student will receive two copies of the Certificate of Eligibility (COE). One copy of the COE must be submitted to the Veteran's Services office at the student's home college location and the other copy should be kept by the student for his/her personal records. All Veteran and/or dependent students must follow San Bernardino Valley College's enrollment policies and procedures in order to register into classes. Students must submit an application online to San Bernardino Valley College and complete any required assessment testing and online orientation. Veterans and/or dependent students are also required to agree and submit a Veteran's Statement of Responsibility every semester to request his/her benefits certification. Students may also be eligible for other types of financial assistance are encouraged to submit the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov.

Welcome Center

AD/SS 102

The Welcome Center is a one-stop location where new and prospective students can find information about the college's academic programs, access to computers, and directions to various student support services on campus. Students can also get quick access to class schedules, registration information, and a variety of campus publications such as the student handbook, maps and the college catalog. The Welcome Center operates campus tours and presentations for prospective students.

Writing Center

LA 201, (909) 384-4464

The Writing Center helps students at all levels and from across the disciplines to improve their writing. The Center houses an experienced staff of writing consultants who are available for one-on-one conferences with students. In addition, the center offers workshops on grammar and composition as well as on ESL issues throughout the year. The Writing Center also offers an on-line tutoring service to students in 100-level and above courses. For additional information, call 384-4464.



Appendixes

- A. Guidelines for Flex Calendar Obligations
- B. User Application – Phones, voice mail, computer access
- C. Voice Mail Instructions
- D. Philosophy for Tenure-Track Faculty
- E. Student Evaluation Tool
- F. Grade Appeal Form
- G. 2018/19 Academic Calendar
- H. Institutional Learning Outcomes (ILO's)
- I. Syllabus Template
- J. Wait List FAQ and Non-Payment Policy
- K. Nine Principles of Good Practice for Accessing Student Learning
- L. Seven Principles of Good Practice in Undergraduate Education
- M. Disruptive Student Behavior Incident Report Information
- N. SLO Compensation Form
- O. SLO Cloud
- P. DSP&S Classroom Tips
- Q. Professional Development and Meetings with Students
- R. Articulation Agreement / CTE
- S. Title IX
- T. Academic Integrity Information
- U. Guest Speaker Notification Form
- V. Final Exam Schedule – Fall 2017
- W. Off-campus Meeting Request (Field Trip) Form
- X. Working Remotely Request Form
- Y. WIFI - Connecting to

A. Guideline for Flex Calendar Obligation

The work year for a regular ten-month employee is 177 workdays, including four days of flex activities for any academic year" (Article 13–WORKLOAD, Section A, of 2007-2010 agreement). Activities or events used to satisfy the Flex Calendar Obligation may not conflict with regularly scheduled class activities or other regularly scheduled activities considered being part of the normal "workload." Completed Flex Activity Report forms, including activities you will complete prior to July 1, must be turned into your immediate supervisor on or before the day of graduation. If you have questions or need additional information, refer to your Campus Flex Coordinator. **Authorized or Recognized Flex Calendar Activities:**

Activities or events that contribute to "staff, student, and instructional improvement" are considered to be applicable toward satisfying the Flex Calendar Obligation. Professional development activities intended for instructional improvement include in-service training, workshops, conferences, seminars, individual or small group planned projects, and institutionally planned activities. **The following list of activities is intended as a guide and is not intended to be limiting in terms of specific activities:**

(A) Staff Improvement	(B) Student Improvement	(C) Instructional Improvement
1. Developing new programs (e.g., a workshop on designing programs)	1. Teaching a class in shortened format during a flex period (Provided no pay is provided).	1. Attending workshops on teaching methods or techniques.
2. Faculty and counselor meetings to address areas of concern.	2. Developing a new program to meet changing student needs.	2. Exploring alternative instruction methods or developing a new course.
3. Faculty and staff meetings to improve learning resource support services to students.	3. Faculty and staff (e.g., tutors, lab assistants) meetings to improve services to students.	3. Development or revision of programs, course curriculum, learning resources and evaluation.
4. Orientation/education (e.g., new faculty, role of academic senates, training students, staff, and faculty to service on committees, changing role of technology in education).	4. Creating self-study modules and/or computer-assisted instruction.	4. Modification of a course to address the needs of diverse students.
5. Workshops on how to mentor students or how to mentor faculty.	5. Student advising (e.g., academic advising of students by faculty).	5. Modifying an existing course to comply with changing institutional or discipline standards.
6. Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conference, cultural diversity seminars, multicultural activities).	6. Mentoring of students.	6. Grant writing to secure funds for instructional improvement.
7. Workshops or individually-designed activities to improve or enhance a person's skills or knowledge in his/her own discipline.	7. Training in classroom research or assessment techniques.	7. Developing student readiness programs specific to course disciplines.
8. Improving or learning how to deal with computers and technology.	8. Meetings (department, division, or college-wide) specifically to discuss strategies for improving service to students.	8. Faculty and counselor meetings to address areas of curriculum.
	9. Faculty advising for student clubs.	9. Review of learning resource materials to eliminate outdated items and recommend additions.
	10. Conducting special workshops for students (e.g., understanding the college schedule, transfer requirements, etc.)	10. Creating self-study modules and computer-assisted instruction modules.
	11. Faculty participation in student orientation programs.	

- Flex Activity participants will earn one (1) hour of credit for each hour of participation in an appropriate flex activity.
- Flex Activity presenters will earn three (3) hours of credit for each hour of the presentation of an approved flex activity. Faculty-produced Flex Activity presentations must be approved in advance by the campus Professional Development Coordinator.
- Faculty on sabbatical leave, retraining leave, leave without pay or on a teacher exchange program are not required to do Flex Activities for the period of time of their leave or special assignment.
- Courses or credits used for salary advancement cannot be used for Flex Credit.

B. User Application



USER APPLICATION

Technology and Educational Support Svcs
1289 Bryn Mawr Ave. Suite B
Redlands, CA 92374
Website: <http://tess.sbccd.org/forms>

Application Instructions:

1. Have manager complete form below (**PLEASE TYPE!!**)
2. If the employee is requesting Colleague (Datatel, Ellucian) ImageNow, SARS, Department File Shares, or LeaveTrak access, employee must ~~clear~~ a background check via the Live scan process. Contact Human Resources for more information.
3. The manager will need to digitally sign the form in the space provided at the end of the form. DO NOT attempt to complete this form within your web browser. Open the downloaded PDF in "Adobe Acrobat Reader DC" or "Adobe Acrobat Pro DC." If you do not have one of these programs, you can download Adobe Acrobat Reader from <https://get.adobe.com/reader/>.
4. Please click the Submit Button at the bottom of the form, and this will email the form to userapp@sbccd.cc.ca.us. This form must be submitted by the responsibility manager of the employee the user application is being submitted for.

NOTE: THIS APPLICATION MUST BE SUBMITTED ONLINE

General Information:

- If the previous person is no longer an SBCCD employee they will be removed from the system.
- The SBCCD ("The District") Computer System is for the use of Faculty, Staff, and Management employed by the District and is for official District business only.
- Never divulge your password to anyone - even the Computing Center Staff or Management. Recognize that Management and the Computing Center personnel have access to your account for business purposes.
- Never leave your terminal session open unattended (e.g. while at Lunch or on break).
- Do not let others use your logon. You are accountable for activities performed during your logged on session. Refer to BP/AP 3720
- Accounts not used for 45 consecutive days may be deactivated.
- Voice mail accounts not setup by the user, within 30 days, are subject to deletion without prior notice.
- The District may reduce or revoke access **WITHOUT NOTICE**.

PLEASE DO NOT PRINT THIS PAGE



USER APPLICATION

Technology and Educational Support Svcs

1289 Bryn Mawr Ave. Suite B
Redlands, Ca 92374

Submit all applications to TESS (Technology & Education Support Services)
This application must be TYPED or it will not be accepted.
Expect 3 to 10 business days for processing.

Website: <http://tess.sbccd.org/forms>

To be completed by Supervisor

Application Type:
 New User
 Returning User
 Transfer from Dept/Site: _____ / _____
 Update Information (Dept, Access etc.)

Site:
 Crafton
 Valley
 District

Employee Information:
 Last Name : _____ First Name : _____
 Middle Initial : _____ Is this a current student? Yes No
 Date of Birth : _____

Note: Datatel ID is also known as your Staff ID, Faculty ID or Student ID.

Datatel ID :

Position Information: End date required for short term, Student Workers, Volunteers, Part-time Hourly

Title / Position : _____ Dept. : _____

Building / Room # : _____ Start Date : _____ End Date : _____

Position Type: (Check most applicable box)

CF - Classified Confidential
 NF - Non-Teaching Faculty
 PT - Part-time Hourly
 ST - Student Employee
 AM - Academic Manager
 CH - Classified Hourly
 CC - Classified Contract
 OT - Other
 CM - Classified Manager
 AF - Adjunct Faculty
 FC - Contract Faculty

Standard Accounts:

Network
 E-Mail
 Phone w/ Voicemail - Required Phone #: _____ **OR**
 Voicemail Only (for Adjunct / Part-Time)

Authorized Accounts:

Datatel / Colleague**
 Informer**
 StarFish**

Do they need: Cash Drawer
 Registration Entry
 WebAdvisor (Counselor)

ImageNow**
 SARSGrid**
 SARSTrak**
 LeavTrak**

Which employee's security rights should be matched? _____

Notes : _____

**** A "Live Scan" (background check) must be completed and cleared prior to access being granted. . Contact Human Resources for more information.**

Misc Information:

Who previously held this position: _____ | Are they still an employee of SBCCD? Yes No | If Yes, what dept? _____

Supervisor's Name (Print) : _____ Signature : _____ Date : _____

Submit Form

For TESS and HR Use Only

<p>Network Information</p> <p>Username : _____</p> <p>Password : _____</p> <p>E-Mail Address : _____</p>	<p>Phone/Voicemail</p> <p>Number : _____</p> <p>Password : _____</p>	<p>Unix Account</p> <p>Login : _____</p> <p>Password : _____</p>	<p>Human Resource</p> <p>Received by _____</p> <p>Date : _____</p>
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C. Voice Mail Instructions

Full-time (Contract) Faculty:

To access messages from an office phone (contract faculty):

1. Press "messages" on a Cisco phone.
2. Enter password. (Initially, all passwords are 134679.)

To access messages from a campus phone other than one's own (contract faculty):

1. Press "messages" on the Cisco phone.
2. Press the * sign.
3. Enter Employee ID (which is the extension number trying to access) and the # sign.
4. Enter password.

To access messages from off-campus (contract faculty):

1. Call (909) 384-4399.
2. Press the * sign.
3. Enter Employee ID (which is the extension number trying to access) and then # sign.
4. Enter password.

Adjunct Faculty:

- The voice mailbox number is a four-digit number beginning with the number 5.
- The initial password will be: 134679

On the first initial call to access a voice mailbox, be prepared create a new password and to personalize an account with a recorded name and greeting. Ask the division office for assistance, if necessary.

To access messages from a campus phone (adjunct faculty):

1. Call extension 4399 on the Cisco phone.
2. Press the * sign.
3. Enter Employee ID (which is the voice mailbox trying to access) and the # sign.
4. Enter password. (Initially, all passwords are 134679)

To access messages from an off-campus phone (adjunct faculty):

1. Call 384-4399.
2. Press the * sign.
3. Enter Employee ID (which is one's extension number) and then # sign.
4. Enter password.

For students to leave a message on an adjunct faculty member's voice mail from off-campus:

1. Advise students to call 384-4399. (The greeting that plays does not identify Valley College. It just goes straight into voice mail, saying, "Hello, Unity Messaging System.")
2. Once students have heard the greeting, advise them to enter the instructor's four-digit voice mail extension number.

D. Philosophy for Tenure-Track Faculty

Just as our mission as a college is to provide the resources and support to enable our student population to achieve their goals, we believe it is the mission of the SBVC faculty to cooperatively support the professional growth and development of every faculty member. The four-year period during which faculty members are reviewed for tenure provides a foundation for a potentially long and productive career. During these probationary years, it is vital that each new faculty member be provided with a developmental model, which supports that individual's integration into our community as a productive team member dedicated to continued professional growth.

EXPERTISE IN SUBJECT

Expectations for First-Year Faculty	Expectations for Second and Third-Year Faculty	Expectations for Fourth-Year Faculty
Demonstrates content expertise in current assignment and discipline.	Demonstrates continued content expertise.	Demonstrates continued content expertise.
Identifies strategies to maintain currency.	Participates in activities intended to maintain currency.	Participates in activities intended to strengthen content expertise.
	Seeks networking opportunities with peers and other professionals within the discipline and related disciplines regarding professional standards and expectations.	Evaluates discipline standards and works with colleagues (on and off campus) to formulate and disseminate professional expectations for the discipline.

TECHNIQUES OF INSTRUCTION

Expectations for First-Year Faculty	Expectations for Second and Third-Year Faculty	Expectations for Fourth-Year Faculty
Teaches to a variety of learning modalities that support student achievement.	Demonstrates teaching methodologies to address learning differences.	Expands teaching methodologies to address learning differences among students.
Assesses instructional techniques via informal classroom assessment strategies in addition to formal evaluation methods.	In addition to content instruction, works with peers to identify strategies for teaching "across-the-curriculum" skills, integrates these into course instruction, and assesses their impact on student achievement	Continues to assess and modify instructional techniques for content and "across-the-curriculum" skills.
Takes the initiative to gain the skills to implement strategies to involve students in models as cooperative/collaborative learning, problem based learning and supplemental instruction.	Continually works towards engaging students in learning, such as cooperative/collaborative learning, problem based learning and supplemental instruction.	Involves students in learning such as cooperative/collaborative learning, problem based learning, learning and supplemental instruction. Develops or implements innovative techniques of instruction and evaluates their effectiveness.

EFFECTIVENESS OF COMMUNICATION

Expectations for First-Year Faculty	Expectations for Second and Third-Year Faculty	Expectations for Fourth-Year Faculty
Communicates high expectations within the classroom and seeks to provide direction, clarity and structure for students.	Communicates high academic expectations within the classroom, and increases implementation of conditions for academic support for students, such as learning communities, study groups, tutoring opportunities, and advising	Communicates high expectations within the classroom and provides direction, clarity and structure for students. Creates conditions of academic support for their students such as learning communities, study groups, tutoring opportunities and advising.
Seeks assistance in providing timely and meaningful feedback to students including student contact and ongoing informal and formal evaluations.	Enhances system to provide meaningful feedback to students such as student contact and ongoing formal and informal evaluations.	Develops a system for student feedback including student contact and ongoing formal and informal evaluations.

ACCEPTANCE OF RESPONSIBILITIES AND PERFORMANCE OUTSIDE THE CLASSROOM

Expectations for First-Year Faculty	Expectations for Second and Third-Year Faculty	Expectations for Fourth-Year Faculty
Seeks opportunities to collaborate with faculty, staff and administration particularly at department and division level.	Participates in collaboration efforts with faculty, staff, and administration, expanding to the college at large.	Creates opportunities to collaborate with faculty, staff and administration and community.
Develops and understanding of college organization and procedures including the role of faculty in shared governance.	Understands college organization and procedures and effectively participates in shared governance.	Actively looks for leadership opportunities in shared governance.
Expands knowledge of institutional and departmental goals.	Engages in actions to promote institutional and departmental goals.	Mentors others in promoting institutional and departmental goals.

OPPORTUNITY FOR PROFESSIONAL GROWTH

Identify at least one area of potential professional growth activity for the following year:

E. Student Evaluation Tool

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT Student Evaluation of Instructional Faculty			COURSE ID	FACULTY ID
{INSTR-NAME}	{CRS-NAME}	{TERM}	0 0 0 0 0 0 0	0 0 0 0 0 0 0
INSTRUCTOR NAME	CRS NAME	TERM	1 1 1 1 1 1 1	1 1 1 1 1 1 1
{LOCATION}	{DIV}	{DEPT}	2 2 2 2 2 2 2	2 2 2 2 2 2 2
LOCATION	DIVISION	DEPT	3 3 3 3 3 3 3	3 3 3 3 3 3 3
			4 4 4 4 4 4 4	4 4 4 4 4 4 4
			5 5 5 5 5 5 5	5 5 5 5 5 5 5
			6 6 6 6 6 6 6	6 6 6 6 6 6 6
			7 7 7 7 7 7 7	7 7 7 7 7 7 7
			8 8 8 8 8 8 8	8 8 8 8 8 8 8
			9 9 9 9 9 9 9	9 9 9 9 9 9 9

In order to improve our methods of instruction and better serve your needs, we want your feedback about the effectiveness of the instructor of this class. Please take a moment and answer the questions below. Your comments will be kept absolutely confidential. Thank you for your cooperation.

Use a #2 pencil to fill in 1 OR 2 OR 3 on the Scantron Sheet.

Note: Please DO NOT FOLD or STAPLE the Scantron Sheet.

LEGEND: A-EXCELLENT B-GOOD C-SATISFACTORY D-BELOW AVERAGE F-POOR NA-NOT APPLICABLE

1. The syllabus accurately describes what is involved in the course.	A B C D F NA
2. The instructor begins class on time.	A B C D F NA
3. The instructor provides sufficient information about how to succeed in the course.	A B C D F NA
4. The instructor demonstrates knowledge of the subject.	A B C D F NA
5. In the classroom, the instructor communicates ideas and information clearly and effectively.	A B C D F NA
6. The instructor organizes and uses class time effectively to promote learning	A B C D F NA
7. The instructor inspires interest/excitement in the course material.	A B C D F NA
8. The instructor provides opportunities for student input and class discussion	A B C D F NA
9. The instructor is open to viewpoints other than his/her own.	A B C D F NA
10. The instructor treats students in an unbiased manner.	A B C D F NA
11. The instructor makes an effort to help students succeed.	A B C D F NA
12. The instructor applies course material to the real world.	A B C D F NA
13. The instructor is available and makes it clear how to contact him/her outside of class.	A B C D F NA
14. The exams are fair and understandable	A B C D F NA
15. The assignments and tests match the content of the course.	A B C D F NA
16. The instructor provides timely feedback on exams and assignments	A B C D F NA
17. The instructor's system of grading is fair.	A B C D F NA
18. The instructor distributed a syllabus for the course	Y N
19. Would you recommend this instructor to another student?	Y N
20. Comments : _____	

F. Grade Appeal Form

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT STUDENT GRADE APPEAL FORM

FORMAL APPEAL: The grade dispute is unresolved. I am proceeding with the formal appeal process.

Name:		Date:
Student ID/SSN		Phone:
Street Address:		
City:	State:	Zip:

Course Prefix & Number:	Course Title:
Instructor Name:	Term Course Was Taken:

Student's Statement: Following the provisions of the Student Grade Appeal Process, I am appealing the grade of _____ that I received in the course cited above.

- A. As part of the informal appeal process:
- I met with the instructor on _____ Date _____ Instructor/Designee Signature _____ Date _____
- The instructor is no longer available
- B. I met with the Department Chair or designee on _____ Date _____ Department Chair/Designee Signature _____ Date _____
- C. I choose to bypass the formal process.

STEP 1: Student's Written Statement and basis for this appeal is (Check all that apply)

_____ Mistake _____ Incompetence _____ Bad faith _____ Fraud

I have attached my statement describing the basis for my appeal (required). _____ Student Signature Date _____

I have met with the Division Dean. Results of this meeting: Resolved Unresolved

_____ Dean/ Designee Signature Date _____

A copy of this form and attachments were provided to the instructor or in the instructor's absence, the department chair or designee by the Division Dean or designee on _____ (Date).

If the grade appeal is unresolved after Step 1, the student may proceed to Step 2 within 5 works days of meeting with the Division Dean or designee.

STEP 2: Investigation: Date Filed: _____ Results of Investigation: Resolved Unresolved

An investigation shall be conducted within 30 work days of the Step 2 filing date. If the grade appeal is unresolved after Step 2, the student may proceed to Step 3 within 5 work days of receipt of the determination from the investigation.

Summary of investigation and findings is attached.

_____ Signature Director of Admissions & Records Date _____

STEP 3: Hearing: Date Filed: _____ Results of Hearing: Appeal Granted Appeal Denied

Summary of Hearing determination is attached. Student and faculty were notified on _____ (date)

_____ Chair, Grade Appeal Committee Date _____

Change of Grade Form (if applicable) submitted to Admissions and Records: _____ (date)

Revised 4/16/06

G. 2018/19 Academic Calendar

H. Institutional Learning Outcomes (ILO's)

ILO 1: COMMUNICATION SKILLS

Literacy: reading, listening, observing, speaking and writing

Interpersonal skills: working with individuals and groups, including conflict resolution and giving/receiving constructive feedback

ILO 2: QUANTITATIVE SKILLS

Mathematical theory: understanding mathematical concepts and structures

Applied mathematics: applying mathematical skills and numerical data to analyze and solve real world problems

Mathematical visualization: using graphs, charts, and tables

ILO 3: CRITICAL THINKING SKILLS

Information literacy: finding, interpreting and evaluating information in print, electronic, and non-electronic media sources

Logical reasoning: constructing, supporting, analyzing, and evaluating arguments

Problem solving: using evidence-based reasoning to articulate a problem and propose hypotheses or solutions

Creativity: using creative reasoning for problem solving and personal and social expression

ILO 4: DISCIPLINE SPECIFIC SKILLS

Discipline theory: understanding and employing discipline vocabulary, ideas, theories, standards and ethics

Discipline technology: using tools, computers, instruments, and equipment relevant to discipline

Discipline performance: working in labs, workshops, clinics, performances, and work experience relevant to discipline

ILO 5: PERSONAL, SOCIAL, PROFESSIONAL RESPONSIBILITY

Self-knowledge: understanding and evaluating personal strengths, weaknesses, biases and values

Goal-setting: setting goals that are realistic and balance educational, professional and personal life

Cultural awareness: understanding and respecting one's own culture, other cultures, and diversity

Ethics: understanding and practicing ethics, intellectual honesty, fairness, and personal responsibility

I. Syllabus Template



San Bernardino Valley College Course Syllabus

COURSE:	Title Dept/Number of course
PRE/CO-REQUISITES	Include any approved pre- or co-requisites
MEETS:	Days Times
PROFESSOR:	Name
E-MAIL	e-mail
OFFICE:	Office Location
PHONE:	Office phone number
DESCRIPTION:	Copy the course description from the catalog WORD FOR WORD
TEXT:	Textbook title Publisher Edition # Publication date Cost
COLLEGE-WIDE CORE COMPETENCIES	Include the core competencies which have been identified by the department as applicable to this course.
STUDENT LEARNING OUTCOMES	List the departmental student learning outcomes for this course.
OBJECTIVES:	After completing this course, students will be able to: Copy objectives from the outline of record (word for word)
COURSE WEB PAGE:	Enter the full web address for the course.
INSTRUCTOR REQUIREMENTS:	Put unique requirements, such as no make ups for exams, in this area
GRADING:	Include specific information telling students exactly how their grades will be calculated.
ATTENDANCE:	Enter your own attendance policies. College policy follows. All students are expected to attend classes regularly. In the event an absence is unavoidable, students are responsible for notifying instructors. Failure to attend class meeting(s) during the first week of the class may result in the student being dropped from the class. After the first week of class, a student may be dropped if: The student fails to attend regularly without an excused absence; The student has more than two absences per unit; the student attends so irregularly that it is unlikely the student will be successful in class.



- CHEATING POLICY:** Cheating constitutes academic dishonesty and, in general will be handled as part of the course grading process. Penalty may range from no credit for the assignment up to and including exclusion and/or an “F” grade for the course. Enter your specifics.
- ADA Accommodations** **Accommodations for a Student with a Disability**
If you require a disability-related accommodation please let me know as soon as possible so that I can assist you in a timely manner. You should also contact Disabled Student Programs and Services (DSPS) directly to make your request. You will be required to provide DSPS with professional verification of your disabling condition(s). DSPS is located in ADSS 105. The phone numbers are: Voice: 909-384-4443; TTY: 888-2357.
- THE LIBRARY** Open Monday – Saturday. Call 384-8841 for information and current hours.
- COUNSELORS** Available to assist students with career and curriculum planning decisions, as well as personal problems such as drug and alcohol dependency. Call 384-4404 for current hours or additional information.
- Help Desk** Available for 24/7 Assistance with technical matters (e-mail, Blackboard, Registration, Campus Central Log-in, etc.) **(877) 241-1756**
- DIVISION:** Division Name
- DIVISION OFFICE:** Division Office Location
- DIVISION SECRETARY:** Name
Location and Phone Number



WEEKLY CALENDAR

TOPICS

ASSIGNMENTS

QUIZZES/TESTS

Dates may be adjusted as necessary. Students will be notified of all changes.

Week 1 DATES

Include topics/chapters to be covered this week

Include assignments due this week

Include quizzes/tests scheduled this week.

Week 2 DATES

Week 3 DATES

Week 4 DATES

Week 5 DATES

Week 6 DATES

Week 7 DATES

Week 8 DATES

Week 9 DATES

Week 10 DATES

Week 11 DATES

Week 12 DATES

Week 13 DATES

Week 14 DATES

Week 15 DATES

Week 16 DATES

Week 17 DATES

EXAMPLES OF SYLLABUS STATEMENTS INVITING STUDENTS WITH DISABILITIES TO REQUEST ACCOMMODATIONS IN THE CLASSROOM

1. Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Disability Student Programs & Services (909/384-4443) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official services and accommodations. Please don't hesitate to let me know if you require assistance or accommodations for any reason. I look forward to working with you to meet your learning goals.
2. Any student who feels an accommodation based on the impact of a disability is necessary should talk with me privately to discuss your specific needs and the requirements of the course. You may also contact Disabled Student Programs & Services by phone at (909) 384-4443 or in the Administrative/Student Services Building, Room 105 to coordinate reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor and DSPS. Please see their web page at <http://www.valleycollege.edu/dsps> for more information about this process.
3. San Bernardino Valley College is committed to providing equal opportunity in education for all students. If you have a diagnosed disability or if you believe you have a disability that might require reasonable accommodation in this course, please contact Disabled Student Programs & Services by phone at (909) 384-4443 or in the Administrative/Student Services Building, Room 105 or on the web at <http://www.valleycollege.edu/dsps>. It is the responsibility of students to contact instructors each semester to discuss appropriate accommodations.

Waitlist FAQ – For Faculty

1. How do I access my waitlist roster?

- In WebAdvisor, select the Faculty menu
- Select "Class Waitlist Roster"
- Select the term from the drop-down menu
- Select a section

2. Are instructors required to add students according to the waitlist once the section begins?

No. Instructors are not required to use the waitlist to distribute Web Authorization Codes once the section begins. However, it might be a useful tool, as students are listed on the waitlist in the chronological order in which they attempted to enroll.

3. If a student is offered a seat in a section from the waitlist, will they automatically be added to my class roster?

No. The student is notified by email that a seat is available, and has until midnight that same day to register. If they do not, they are removed from the waitlist and the seat is offered to the next student on the list.

4. Does the waitlist keep offering seats to students after a section begins?

No. The waitlist system will cease tracking seat openings and alerting students 48 hours before the start of the section.

5. How can the waitlist be used to add students to an online class, once the class has begun?

If the instructor of an online class has vacancies, they may choose to use the waitlist by contacting the waitlisted students by email. Students who respond should be sent the Web Authorization Code to enroll.

6. How can a student waitlist a section?

After a student has selected a section to their "Wish List," they have the option of registering or wait listing the section. If a student tries to register for a section that is filled, they will receive an error message asking them to select another section or waitlist that section. If they try to waitlist a section that has not been approved for wait listing they will receive an error message.

Non-Payment Policy

- Student are responsible for dropping classes by the stated deadlines. If a student register for a class and later change their mind, it is the students responsibility to drop the class.
- If a student is a Financial Aid recipient, their award will not automatically cover their fees. The student is responsible to submit payment for any balance due
- The student is not officially registered until all fees are paid

An Outstanding Balance will result in a hold placed on the students account.

What does a Financial Hold/Outstanding Balance hold mean?

A hold is placed on all student accounts with an outstanding balance. The hold prevents the student from registering for courses, ordering transcripts, enrollment verifications, and receiving their Certificate and Diploma. Additionally the student may not be able to participate in additional school activities such as field trips, while their account is on a financial hold. The Outstanding Balance Hold will be released upon receipt of full payment.

K. Nine Principles of Good Practice for Assessing Student Learning

Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.
6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students.
7. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
8. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return

“results”; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

9. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution’s planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

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L. Seven Principles of Good Practice in Undergraduate Education

Arthur W. Chickering and Zelda F. Gamson

Good practice...

1. Encourages Contact Between Students and Faculty

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Develops Reciprocity and Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

6. Communicates High Expectations

Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

M. Disruptive Student Behavior Incident Information

Disruptive Student Behavior Incident Report

Helpful Hints

Important Phone Numbers:

(909) 384-4491	College Police (Emergency)
(909) 384-4495	Student Health Services (Emotional Crisis Intervention)
(909) 384-8253	Raymond Carlos, Director of Student Life
(909) 384-4473	Scott Thayer, Ed.D., Vice President of Student Services

Classroom Incidents: See *Handbook for Faculty* in sections titled “Standards of Student Conduct” and “Removal of Students from Class” for additional information.

1. Have you provided the student with an oral and/or written statement that s/he has violated college policy, disrupted the educational process, or violated your classroom norms? Exceptions to this would be cases that involve threat of violence; in such cases, immediately contact College Police and your Division Dean.
2. Did you indicate that continued disruptive behavior will result in further documentation, including possible dismissal from your class?
3. If the behavior continues despite having provided the student oral and written notice, you may request the student to leave the class and remain out for the balance of the class period and the next regular class meeting. Please document reasons (specific behaviors) that led to removing the student for the class session(s).
4. An instructor may temporarily remove a student from class for up to 2 class sessions (the current and next class) for the following reasons: disruptive behavior; willful disobedience; habitual profanity/vulgarity; open and persistent defiance of authority; persistent abuse of college personnel; threat of force or violence.
5. If you remove a student from the class session and the next regular class meeting, please notify your Division Dean and the Director of Student Life immediately. You must advise your Dean by phone within two hours after the end of class, and by email/writing within 24 hours.
6. Provide your Dean with any documentation you have regarding the student, including written and verbal warnings, policies violated, and any previous actions you may have taken.

Incidents outside of the classroom:

1. Speak with the student about the behavior. If you feel threatened physically, contact College Police at (909) 384-4491.
2. Complete the Incident Report Form, providing a name if you know it; if not, provide a description of the person to the manager in your area. If the manager sees fit, a verbal warning may be given to the student at that time. Otherwise, refer the incident to the Director of Student Life for follow up with the student.
3. If a pattern of disruptive behavior by a student is documented by various departments, the Director of Student Life will follow up with the student and disciplinary action may be taken.

Please see link below for the most up to date Incident Reporting Documents:

<https://www.valleycollege.edu/incidentreport>

N. SLO (Institutional Outcomes) Compensation Form

Adjunct Faculty Compensation for work on SLO's

Faculty Name: _____ Department: _____
 Semester/Year: _____ Social Security - Last 4 only: _____

Directions

To receive compensation for SLO assessment:

Submit SLO Data Collections Sheet for each section to the Division Office by the final grade submission date.

To receive compensation for writing or rewriting SLOs:

1. Attach approval in writing from Faculty SLO Lead Instructor, Faculty Chair (if different from Lead Instructor) and Division Dean prior to writing/rewriting SLO's
2. Submit SLOs to Lead Instructor or Faculty Chair, if there is one, and to Division Dean.

To receive compensation for meeting and discussion participation attach evidence of attendance and participation in an SLO dialogue in either:

1. An e-mail thread, or
2. Minutes from the department meeting

Complete the chart below to estimate your hours. Attach evidence and submit to the Division Office.

Courses Assessed and Section Number(s)	Course Units Assessed x.5	SLO writing and rewriting 3 hours (for a minimum of 2 SLOs per class) if applicable	SLO related meetings (up to 2 hours) if applicable.	Total Hours
<i>Course: Engl 015-01 Units: 4</i>	<i>2 (4 units x .5 = 2 hours of compensation)</i>	<i>3</i>	<i>2</i>	<i>7</i>
Course: Units:				
Course: Units:				
Course: Units:				
TOTAL:				

O. SLO (Institutional Outcomes) Cloud

As of Spring 2015, the SLO Cloud is now being used to collect SLO data instead of the paper form.

1. To Access the SLO Cloud:

- Log into WebAdvisor and look for the SB Valley's SLO Submission link.
- If WebAdvisor is down, you can go to <http://www.valleycollege.edu/slocloud>, then login using your WebAdvisor username and password.

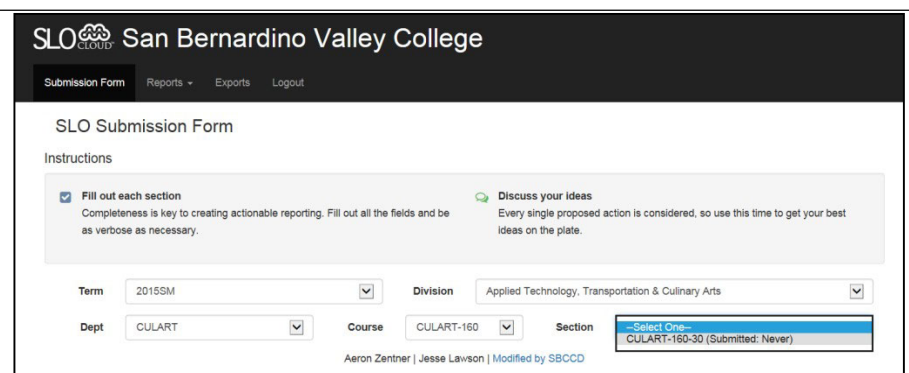


Faculty Information

- [Class Roster](#)
- [Waitlist Roster](#)
- [My Class Schedule](#)
- [My Classes](#)
- [Grading](#)
- [SB Valley's SLO Submission](#) ←
- [Crafton's SLO Submission](#)
- [SB Valley's Online Scholarship Recommendations](#)
- [SB Valley's FlexTrack](#)
- [Online Track](#)
- [SARSALRT \(CHC Only\)](#)
- [Crafton's FlexTrack](#)

2. Once logged in:

- Use the drop down menus to locate the course and section that is being reported



SLO San Bernardino Valley College

Submission Form Reports Exports Logout

SLO Submission Form

Instructions

- Fill out each section
Completeness is key to creating actionable reporting. Fill out all the fields and be as verbose as necessary.
- Discuss your ideas
Every single proposed action is considered, so use this time to get your best ideas on the plate.

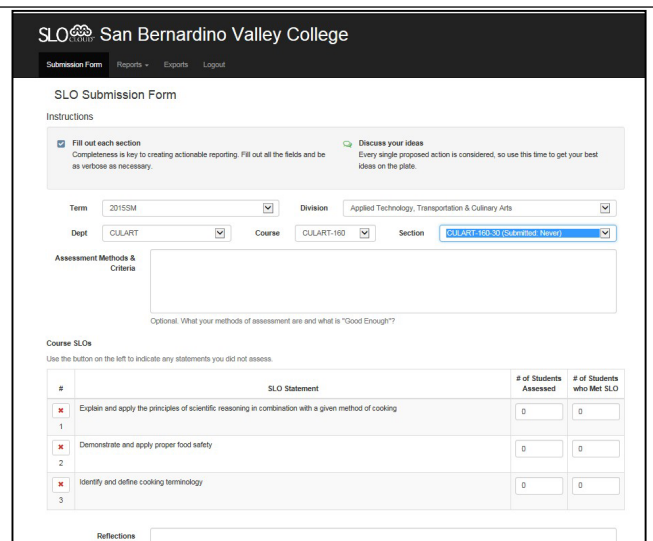
Term: 2015SM Division: Applied Technology, Transportation & Culinary Arts

Dept: CULART Course: CULART-160 Section: CULART-160-30 (Submitted: Never)

Aeron Zentner | Jesse Lawson | Modified by SBCCD

3. Completing Data Assessments:

- Briefly fill in the Assessment Methods & Criteria and Reflections fields as applicable.
- The number of students assessed and the number of students who met the SLO are mandatory fields.
- If an SLO was not assessed, click on the red "X" to null out the SLO



SLO San Bernardino Valley College

Submission Form Reports Exports Logout

SLO Submission Form

Instructions

- Fill out each section
Completeness is key to creating actionable reporting. Fill out all the fields and be as verbose as necessary.
- Discuss your ideas
Every single proposed action is considered, so use this time to get your best ideas on the plate.

Term: 2015SM Division: Applied Technology, Transportation & Culinary Arts

Dept: CULART Course: CULART-160 Section: CULART-160-30 (Submitted: Never)

Assessment Methods & Criteria

Optional: What your methods of assessment are and what is "Good Enough?"

Course SLOs

Use the button on the left to indicate any statements you did not assess.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO
1	Explain and apply the principles of scientific reasoning in combination with a given method of cooking	0	0
2	Demonstrate and apply proper food safety	0	0
3	Identify and define cooking terminology	0	0

Reflections

Questions? Please contact Dr. Celia Huston at x8475 or via email:
chuston@valleycollege.edu

P. DSP&S Classroom Tips

TIPS FOR WORKING WITH VISUALLY IMPAIRED STUDENTS

Visual impairments vary greatly. Most people considered legally blind have some vision. A person with 20/200 or lower visual acuity with correction has legal blindness. A visual impairment exists when corrected vision is no better than 20/70. The term blindness can be reserved for those with total loss of sight, and visually impaired can refer to people with various gradations of vision.

The following terms are used to describe students with visible impairments:

- Totally Blind individuals learn via Braille or other nonvisual media
- Legally Blind indicates an individual has less than 20/200 vision in the more functional eye or a very limited field of vision (20 degrees at its widest point)
- Low Vision refers to a severe vision loss in distance and near vision. Individuals may use a combination of vision and other senses to learn, and they may require adaptations in lighting or the print size, and in some cases, Braille
- Most students with visual impairments can use a combination of adaptations for class participation and learning needs including Alternate Format (e.g. e-text, Braille, audiotope, enlarged print, etc.) and Assistive Technology (e.g. keyboard modifications, voice activated software, etc.)

Considerations and Instructional Strategies:

- If needed, identify oneself at the beginning of a conversation and notify the student when exiting the room.
- Nonverbal cues depend on good visual acuity. Verbally acknowledging key points in the conversation facilitates the communication process
- A student may use a guide dog or white cane for mobility assistance. A guide dog is a working animal and should not be petted
- When giving directions, be clear: say "left" or "right", "step up", or "step down". Let the student know where obstacles are; for example, "the chair is to your left" or "the stairs start in about three steps"
- When guiding or walking with a student, verbally offer one's own elbow instead of grabbing his/hers
- Allow the student to determine the most ideal seating location so they can see, or hear, or if appropriate, touch as much of the presented material as possible
- Discuss special needs for field trips or other out-of-class activities well in advance
- Familiarize the student with the layout of the classroom or laboratory, noting the closest exits, and locating emergency equipment
- Ask the person if they will need assistance during an emergency evacuation and assist in making a plan if necessary

Additional suggestions:

- Provide syllabi in advance to allow arrangements for conversion into Alternate Format
- Work with DSPS and the student to find volunteer note-takers or team the student up with a sighted classmate

Accommodations (may include):

- Reading materials out loud from overheads, blackboards, or handouts
- Verbal description of class activity, such as when a show of hands is requested, stating how many hands were raised
- Permit lectures to be audio taped or provide copies of lecture notes, where appropriate
- Advance notice of class schedule and/or room changes
- Alternative test formats such as audio tape, large print or Braille, use of readers, scribes, audio tape recorded responses, extended time, adapted computer or closed circuit TV
- Class assignments available in electronic format, such as computer disk, to allow access by adaptive computer equipment
- Students should not be exempted from exams and/or be expected to master less content because of their visual impairment

TIPS FOR WORKING WITH DEAF AND HARD OF HEARING STUDENTS

Working with Students:

- The interpreter or captionist will be situated near the front of the classroom, so the student can observe the instructor and any visual aids being used.
- Visual aids are very effective teaching tools for instruction Deaf and Hard of Hearing (D/HoH) students.

- Not all Deaf students can read lips or speak. In many cases, Deaf students will have issues with learning phonics. It can be compared with explaining colors to a person who has been blind since birth.
- If a student is able to lip-read, eating, chewing gum, or a full beard or mustache make it extremely difficult to read lips.
- The interpreter or captionist will have a slight lag time so will be paced a little behind the speaker. In order for the D/HoH student to be able to participate in the class discussion, please pause a few moments before calling on someone to answer a question.
- Please limit classroom discussions to one person at a time. It is easier for a D/HoH student to follow and know who is speaking if turn taking occurs
- When speaking to the D/HoH students, talk to them and not to the interpreter. If saying, “tell him...” or “tell her...” one is speaking to the interpreter and not the student.
- Speak to them just as one would any other student.
- Please be aware the American Sign Language is NOT based on English. Its grammar structure is closely related to that of French. Many D/HoH students struggle with English as it is their second language, in most cases. Extra assistance with written English may be needed. Tutoring is strongly encouraged.
- It is recommended that any videos being showed during the semester be captioned.

Working with Interpreters:

- Interpreters are there to facilitate communication between instructors and other students. They are not “student aides” or tutors. They are not there to be responsible for the class if the instructor is not in attendance.
- Interpreters will wait 20 minutes for the student to arrive. If the student does not attend class, the interpreter will check in with the DSP&S office.
- The interpreter will sit or stand near where the instructor lectures or uses visual aids.

Working with a Captionist:

- A captionist is a person who will use his or her own special computer equipment to type verbatim everything that is said in the class.
- Please allow time for the captionist to type the question when asking a D/HoH student to participate.
- If there is a table and chairs set up in the classroom for the student and the captionist, please be sure other students do not occupy those seats.

DSPS is here to assist in making the course accessible and hope that this information is of use.

Please feel free to contact one of the staff members listed below for additional assistance:

Marty Milligan, Director, Disabled Student Programs and Services
909/384-8949 mmilliga@valleycollege.edu

Deaf and Hard of Hearing Students
Laurie Sullivan, Interpreting Services Specialist
909/384-8295 (V) 909/332-5877 (VP)
lsullivan@valleycollege.edu

Michelle Crocfer, Senior Student Services Technician
909/384-8668 mcrocfer@valleycollege.edu

Learning Disabilities
Alicia Hallex, Learning Disabilities Specialist
909/384-8663
ahallex@valleycollege.edu

Alternative Media and Assistive Technology
Ana Bojorquez, Assistive Technology Specialist
909/384-8543 abojorqu@valleycollege.edu

Testing Accommodations
Muriel Armstead-Moore, Student Services Technician II
909/384-8669 marmstea@valleycollege.edu

Q. Professional Development

San Bernardino Community College District Professional Development Contract for Part-time Faculty

San Bernardino Community College District proudly compensates part-time faculty an additional four (4) hours of professional development time per semester for each class taught, up to a maximum of eight (8) hours for two or more classes. Complete the following agreement, working with the appropriate Department Head or Division Dean, to ensure that you are fully informed about the professional development options available on campus this semester.

Semester/year _____

College: SBVC CHC

Name _____

Division/Department _____

Course #1 _____

Course #2 _____

Professional Development options may include (but are not limited to):

- Orientation meetings
- Discipline Specific conferences
- Workshops (on-campus or off-campus)
- Meetings with students for tutoring
- Meetings with a mentor to discuss teaching
- Dept./division/senate meetings

Professional Development Activity	Date	Location	Hour(s)

I understand that I will be paid _____ total hours at the non-instructional rate as compensation for professional development as part of my contract with the college.

Total hours to be paid for this semester will be: _____

Signature

Print Name

Department Head/Division Dean

Title

R. Articulation Agreement / CTE

Articulation of Career & Technical Education High School/ROP Courses*

Introduction

San Bernardino Community College District (SBCCD) is committed to work in partnership with the local Regional Occupational Programs (ROP) and secondary schools to develop course articulation agreements for juniors and seniors that allow students to earn college credit while completing their secondary program. These opportunities help prepare students for the workforce through articulation. Articulation is a planned process that links two or more educational institutions together to facilitate a smooth transition for students from one course, program, or educational level to the next while minimizing or eliminating course repetition. The program links courses and programs from secondary to community college (2 + 2 + 2). Thus, two years of high school course work is linked to two years of community college coursework, which may be linked to two years of a four-year college or university.

Articulation Defined

Course articulation is the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to or acceptable in lieu of specific course requirements at a "receiving" campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the "receiving" institution.

**California Code of Regulations: Subchapter 9 of Chapter 6 of Division 6 of Title 5-Section 55753.5)*

Objectives of Articulation

The objective of articulation is to develop formal articulation agreements between SBCCD, ROPs and local secondary schools that outline the requirements for students to earn college credit. The District defines an "articulated secondary school course" as an ROP or secondary school course or sequence of courses that the college faculty has determined to be comparable to a specific community college course. The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and not on academic or progress probation and only for a course listed in the catalog of San Bernardino Valley College. The governing board may permit articulated secondary school courses to be accepted in lieu of comparable community college courses to partially satisfy:

- * Requirements for a certificate program, and/or
- * Major requirements in a degree program

Types of Articulation

There are two types of articulation in which students may receive college credit: Credit-by-Examination and by an approved comprehensive high school final examination. The type of articulation is determined within the construct of the articulation agreement.

* Credit-by-Examination

Articulated high school courses used to partially satisfy certificate or major requirement shall be clearly noted as such on the student college transcript. Notation of community college course credit shall be made on the transcript if the course is successfully completed at the college or by obtaining Credit-by-Examination.

* Approved Comprehensive Final Examination

This exam may be the final examination in the course at the high school/ROP or the final examination required in the college course. This decision is made by the respective faculty.

Course Examination

The following process has been created to ensure that final examinations in articulated courses are consistent with college level work so that students may obtain college credit. (This process has been approved by the College Curriculum Committee). Some high schools are using the Career And Technology Education Management Application (CATEMA) system. If you need assistance or training, please call the Applied Technology Division Office at (909) 384-4451.

- Official SBVC Course Outline of Record can be obtained from: www.curricunet.com/sbvc, under **Search**: Click on **Course**.
- SBVC department chairs review the course outline with department faculty and prepare an approved final exam for ROP and high school faculty to use.
- ROP and high school faculty members may create their own final examination using the SBVC course outline as a guide. However, the SBVC department chair must then review the final examination to ensure that all appropriate criteria are addressed.
- In both of the above instances, the final examination must address all learning outcomes on the course outline and demonstrate comprehensive coverage of course content as reflected in that same document.

INSTRUCTIONS FOR COMPLETING CTE TRANSITIONS COURSE ARTICULATION AGREEMENT STATEWIDE CAREER PATHWAYS

Steps to follow in completing a New Course Articulation Agreement or Renewal Request:

1. Print the course articulation form located on the college website, www.valleycollege.edu, click Academic & Career Programs, Specialized Programs, CTE Transitions
2. Complete the form and have school administrator sign the form
3. Make sure to write in the official course title of record
4. Attach a copy of the comprehensive final
5. Mail complete packet to Albert R. Maniaol, CTE Transitions Liaison, San Bernardino Valley College, 701 S. Mt. Vernon Ave., San Bernardino, CA 92410

INSTRUCTIONS FOR COMPLETING CTE TRANSITIONS STUDENT CREDIT APPLICATION FORM STATEWIDE CAREER PATHWAYS

Steps to follow in completing Student Application for CTE Transitions Course Credit for San Bernardino Valley College:

1. Upon completion of the CTE Transitions articulated course, student must complete an online application for admission to San Bernardino Valley College at www.valleycollege.edu. Once the application is accepted, the student's SBVC issued student ID# will be sent via e-mail to the student.
2. Print copy of application confirmation page and attach to the course credit application form
3. Complete the high school/regional occupational program course with a "B" or better and a "C" or higher on the approved comprehensive final exam.
4. Obtain an application form for CTE Transitions credit from the student link provided on the college web page, www.valleycollege.edu, click Academic & Career Programs, Specialized

Programs, CTE Transitions

5. Include the SBVC issued student ID# at the top of the application
6. Student and teacher complete sections I and II of the Student Application Credit form.
7. Student must attach SBVC application confirmation page to the application for course credit form.
8. Student or teacher will give form to the school site registrar for attachment of official school transcript.
9. Registrar or student may send the packet, comprised of:
 - Student Application for CTE Transitions Credit,
 - Official high school/ROP transcript and
 - SBVC application confirmation page
10. Mail to Albert R. Maniaol, CTE Transitions Liaison, San Bernardino Valley College, 701 S. Mt. Vernon Ave., San Bernardino, CA 92410





Title IX is a federal law that prohibits discrimination on the basis of sex in an educational institution's academic, education, extracurricular, and athletic activities, both on and off campus. Title IX protects all people regardless of their gender of gender identity from sexual harassment and violence, which are forms of sex discrimination.

What Does Title IX Cover? Sexual Discrimination ♦ Sexual Violence ♦ Consent Sexual Harassment ♦ Dating and Domestic Violence ♦ Stalking ♦ Bystander Intervention

What To Report? All allegations of discrimination, harassment, or retaliation based on sex, gender or sexual orientation, which are made against staff, faculty, students, applicants, or other third parties associated with the campus

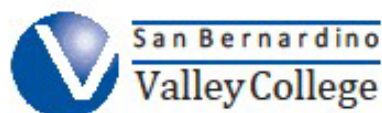
**If You Feel
Unsafe,
Call 911**

HOW TO REPORT

In person ♦ By phone ♦ Via email

WHERE TO REPORT

Dr. Scott Thayer, Vice President of Student Services
(909) 384-8992
sthayer@valleycollege.edu



The San Bernardino Community College District does not discriminate on the basis of age, color, creed, religion, disability, marital status, veteran status, national origin, race, sex, sexual orientation, gender identity or gender expression.



ACADEMIC INTEGRITY INFORMATION

Academic Integrity Statement

All members of the SBVC community are responsible for creating and maintaining a climate of integrity which is the cornerstone of education and higher learning. With the understanding that members of the college are from diverse backgrounds and cultures, faculty and staff clearly communicate expectations regarding academic integrity and the consequences of engaging in academic dishonesty. The college, mindful that faculty and students participate in a variety of course delivery formats, provides access to resources, academic dishonesty policies, and technology to detect plagiarism. When incidents of academic dishonesty occur, students are given due process which also informs them about the serious nature of such violations.

Faculty

Faculty have the responsibility and authority to maintain academic integrity in their classrooms and through various student services. Faculty are encouraged to document academic dishonesty violations by submitting the *Academic Dishonesty Incident Report* to their division dean and the Director of Student Life. Faculty need to be familiar with state, district, and college policies regarding academic integrity as they relate to disciplinary and grading procedures and student rights to due process. The Faculty Handbook, division deans, and faculty chairs are sources of information should faculty have questions. Documentation of academic dishonesty discourages the behavior, maintains a climate of integrity, and ensures that student rights to appeal are respected.

The Academic Senate for California Community Colleges

<http://asccc.org/sites/default/files/academic-integrity-2007.pdf>

California Community Colleges Chancellor's Office (Legal Opinion L95-31)

<http://extranet.cccco.edu/Portals/1/Legal/Ops/OpsArchive/95-31.pdf>

Vice President of Student Services

The VPSS and/or designee(s) maintains a centralized file of reported academic dishonesty violations and meets with students regarding academic integrity. The centralized file serves the purpose of detecting students who continue to engage in violations of academic integrity. The VPSS and/or designee(s) may take further disciplinary action which may result in probation, suspension, or expulsion of students in accordance with BP and AP 5500. To protect student confidentiality, access to the centralized file is limited to the VPSS and/or designee(s). Disciplinary forms are retained for five years (AP 5500).

SBCCD Board Policy 5500 and Administrative Policy 5500

http://www.sbccd.org/Board_of_Trustees/Policies_-_a-_-_Procedures

Students

The San Bernardino Community College District and San Bernardino Valley College have established and defined "Standards of Conduct and Disciplinary Procedures" and "Student Rights and Responsibilities" that are published in the College Catalog. Faculty provide further information about academic integrity in their syllabi. Students have the responsibility of engaging in behaviors that reflect academic integrity in and outside of the classroom as they pursue their educational goals and to seek clarification with faculty and staff when in doubt. Policies regarding violations of student conduct give students rights to due process which include the right to defend themselves and right to appeal.

SBVC College Catalog <http://www.valleycollege.edu/academic-career-programs/college-catalog>

California Education Code §76224(a)

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final."

Source: <http://asccc.org/sites/default/files/academic-integrity-2007.pdf>



ACADEMIC INTEGRITY STUDENT AGREEMENT

SBVC Academic Integrity Statement

All members of the San Bernardino Valley College community are responsible for creating and maintaining a climate of integrity which is the cornerstone of education and higher learning. With the understanding that members of the college are from diverse backgrounds and cultures, faculty and staff clearly communicate expectations regarding academic integrity and the consequences of engaging in academic dishonesty. The college, mindful that faculty and students participate in a variety of course delivery formats, provides access to resources, academic dishonesty policies, and technology to detect plagiarism. When incidents of academic dishonesty occur, students are given due process which also informs them about the serious nature of such violations.

Student Agreement

As a student enrolled at San Bernardino Valley College, I acknowledge that it is my responsibility to engage in behaviors reflective of academic integrity as defined by the San Bernardino Community College and San Bernardino Valley College “Standards of Conduct and Disciplinary Procedures” and “Student Rights and Responsibilities.” It is also my responsibility to be familiar with course syllabus policies regarding academic dishonesty and to seek clarification from instructor(s) when I have questions.

I agree that for the remainder of this course and my enrollment at the college, I will not engage in academic dishonesty which includes plagiarism, cheating, and fabrication related to assignments, exams, and other assessments.

I understand that previous and/or future incidents of academic dishonesty in this or other courses are reported to the Vice President of Student Services or designee(s) who maintains records of violations for the purposes of detecting repeat offenders. The VPSS or designee(s) has the authority to pursue further action which can include probation, suspension and expulsion of students who are found to have engaged in multiple incidents of academic dishonesty.

I understand that if I am accused of engaging in academic dishonesty I have the right to appeal charges and decisions of college faculty and administrators. For more information on the appeals process please contact the Director of Student Life (909) 384-8661.

I have read the district and college policies regarding academic dishonesty.
College Catalog (<http://www.valleycollege.edu/academic-career-programs/college-catalog>)

Student Name: _____
Last Name, First Name, and Student ID#

Student Signature: _____ Date: _____

For the most up to date information on the subject, please use this link:

<https://www.valleycollege.edu/incidentreport>

U. Guest Speaker Notification Form

GUEST SPEAKER NOTIFICATION FORM

- *Please submit this form to your Division Office prior to the appearance of the guest speaker.*
- *If your guest will require a parking permit, please contact College Police to obtain a permit.*

Name of guest speaker: _____

Presentation topic: _____

I understand it is my responsibility to remain in the classroom while a guest speaker is present.

Submitted by: _____ Date: _____

Received in Division Office: _____ Received by: _____
(date) (name)

*Faculty members are welcome to utilize off-campus speakers as part of their classroom instruction. Board Policy 5130 requires that faculty members notify the Instruction Office in writing of all classroom guest speakers. The Instruction Office has directed that Division Deans should assume responsibility for receiving these notifications. **This form serves as the required written notification and should be filed with the Division Dean each time an outside speaker is invited to make a classroom presentation.***

FINAL EXAMS – FALL 2019

During the final examination period, all classes, including technical shops, physical education, art, music, and regular academic classes, will meet according to this schedule.

No course or student is exempt from the final examination. Any change from this schedule must be approved by the appropriate Division Dean.

Examinations for lecture-laboratory classes are to be held in accordance with lecture hours unless separate exams are scheduled.

In case of a room or hour conflict, notify the instructor at once. All conflicts must be resolved with the instructor before final exam week.

Full Semester Day Classes				
Time	Monday December 16	Tuesday December 17	Wednesday December 18	Thursday December 19
8:00 a.m. - 10:20 a.m.	All English Composition Classes All 18-week day English Composition classes	8, 8:30 or 9 a.m. T, TTh classes	8 or 8:30 a.m. W, MW, MWF and daily classes	9:30 a.m. TH, TTh classes 10 or 10:30 a.m. TH, TTh classes
10:30 a.m. – 12:50 p.m.	9 or 9:30 a.m. M, MW, MWF and daily classes	11 or 11:30 a.m. T, TTh classes	10 or 10:30 a.m. W, MW, MWF and daily classes	12 or 12:30 p.m. TH, TTh classes
1:00 p.m. – 3:20 p.m.	1 or 1:30 p.m. M, MW, MWF and daily classes	1 or 1:30 p.m. T, TTh classes	12 or 12:30 p.m. W, MW, MWF and daily classes 2 or 2:30 p.m. MW, MWF and daily classes	2 or 2:30 p.m. TH, TTh and daily classes
3:30 p.m. – 5:50 p.m.	Conflicts and Makeups	3 or 3:30 p.m. T, TTh classes	3 or 3:30 p.m. W, MW, MWF and daily classes	Conflicts and Makeups

Friday December 20			
7:00 a.m. - 9:20 a.m.	9:30 a.m. - 11:50 a.m.	1:00 p.m. – 3:20 p.m.	3:30 p.m. – 5:50 p.m.
7 am. MWF 7 a.m. TTh Conflicts and Makeups	8, 9 or 9:30 a.m. F classes	11 or 11:30 a.m. MW, MWF and daily classes	2 p.m. F classes and F classes between 12 and 3:30 p.m.

Evening and Weekend Classes						
If your class meets once a week on...	Saturday	Monday	Tuesday	Wednesday	Thursday	Friday
Your final exam will be at your regular class time on...	Dec 14	Dec 16	Dec 17	Dec 18	Dec 19	Dec 20
If your class meets twice a week on...		<u>Monday/ Wednesday</u>	<u>Tuesday/ Thursday</u>			
Your final exam will be at your regular class time on...		Dec 16	Dec 17			

Short-Term Classes
All short-term classes conduct their final examinations during their last regularly scheduled class meeting.

W. Off-campus Meeting Request (Field Trip) Form

TO: VICE PRESIDENT, INSTRUCTION

1. Course: _____

Section Number
Course Number
Regular Meeting Time
2. Location of off-campus class meeting: _____
3. Date and time of this meeting: _____
4. Purpose of this meeting: —————
5. CHECK EITHER A or B
 - A. _____ Students are responsible for their own transportation.
 - B. _____ This is a budgeted field trip with transportation provided by the college.

Note: Attach to this form a list of those students attending this event.

I hereby request approval to conduct this class activity at the location and time indicated above. The class will be under my supervision and direction while it is meeting at the off-campus site.

*Instructor Requesting: _____
(signature)

(date)

*Please submit this form to your Division Dean at least ten working days prior to the field trip.

**Recommended: _____

Division Dean
(date)

**Please submit this form to the Instruction Office for both day and evening field trips.

Approved: _____

Vice President, Instruction
(date)

NOTE: All requests for college-sanctioned class meetings at off-campus locations must be submitted to the Vice President's Office on this form at least one week prior to the off-campus meeting.

6/03

White: Instruction Office, Yellow: Division, Pink: Instructor

X. WORKING REMOTELY REQUEST FORM

CAMPUS: CHC SBVC

SEMESTER: SPRING SUMMER FALL _____
(YEAR)

Some of the hours of a full-time bargaining unit member's assignment may be met by working remotely. Working remotely is limited to one (1) day per week. Working remotely, for the purposes of this provision, is a term which recognizes the ability of any full-time bargaining unit member to meet his/her professional obligations by working at an off-site location. If student/faculty contact arises or campus responsibilities, such as committee meetings, are scheduled, faculty shall report to District facilities to meet such responsibilities.

Remote work schedules shall ensure that the full-time faculty members are available to meet the needs of the students, the department, and campus responsibilities.

Faculty must be accessible during the time they are working remotely in a variety of ways: email, chat, telephone, voice mail and/or messaging, etc. A faculty member working remotely must respond within fifteen (15) minutes, unless other arrangements have been made with their immediate supervisor or designee.

Identify the committee(s) to which you are currently assigned:

_____	_____
_____	_____
_____	_____

Indicate your scheduled office hours: _____

Faculty Name: _____

Contact Information (during remote work assignment): _____

Day Scheduled to Work Remotely: _____

Time Scheduled to Work Remotely: _____

Faculty Signature

Date

Signature of Supervising Manager/Dean

Date

Signature of Vice President of Instruction

Date

Staff & Faculty: How to connect BYOD devices

Wireless access is available to all Valley College staff and students who wish to use their own personal devices such as a phone, tablet, or laptop. Staff must connect to the SBVC-RESTRICTED wireless network and students must connect to SBVC-Portal. This replaced the older SBVC wireless network. If you are using district-owned equipment, please refer to “How to connect district-owned equipment” documentation. Listed below are the steps for connecting your personal device to the SBVC-RESTRICTED wireless network.

Please understand that Valley College staff are not allowed to work on personally-owned equipment, in particular student-owned devices.

Students and Guests should use the SBVC-Portal wireless SSID, not SBVC-RESTRICTED

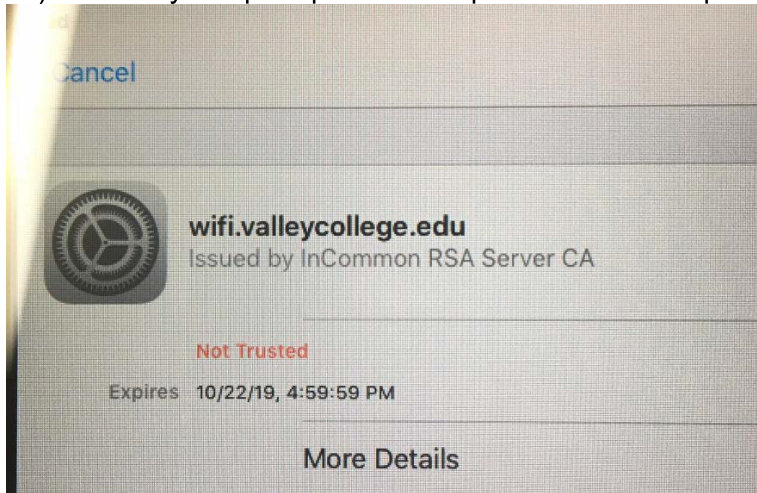
iOS (iPhone, iPad, iPod Touch etc)

- 1) Tap the Settings button.
- 2) Tap the **Wi-Fi** setting.
- 3) Select SBVC-RESTRICTED from the list of available wireless networks.



4) Enter your campus domain username and password (example. jsmith for staff) Do not enter email address here.

5) You *may* be prompted to accept a certificate. Tap Trust to do so.



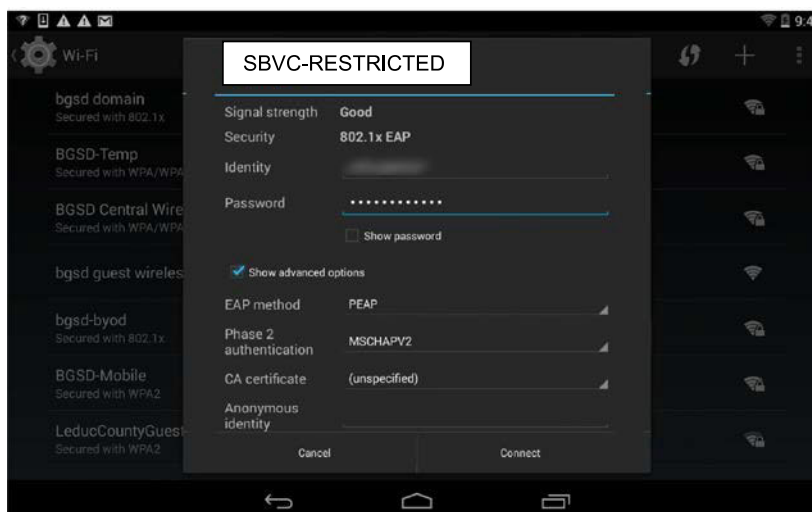
6) You are now connected to the SBVC-RESTRICTED wireless network and can use Safari, Chrome, etc.

Android

Steps for Android will vary based on version and manufacturer skins & add-ons (eg Samsung, HTC Sense, Nexus stock Android, etc). But the steps are basically the same as shown above.

1) Tap Settings > Wi-Fi > Tap on SBVC-RESTRICTED. Enter your campus domain username and password. Do not enter email address here.

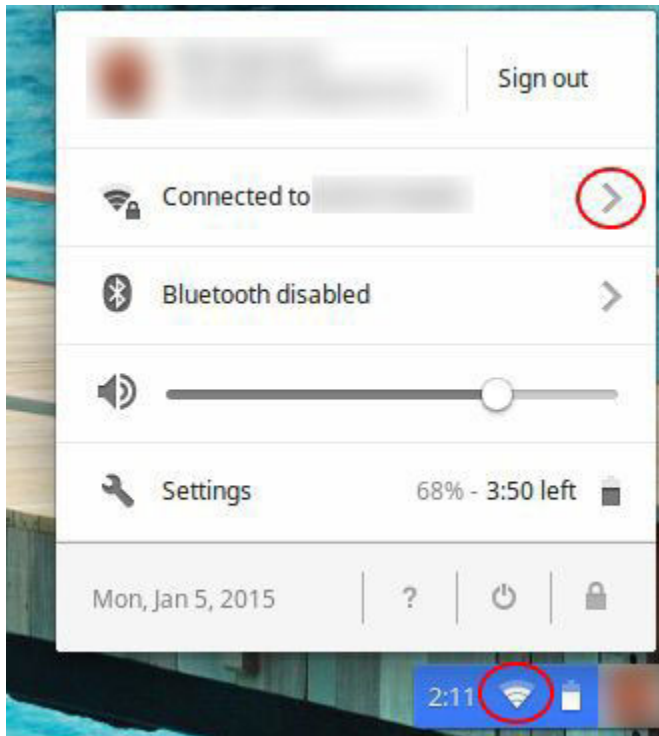
You may need to choose the settings "Show advanced options" and choose "MSCHAPV2" under "Phase 2 authentication" as shown below



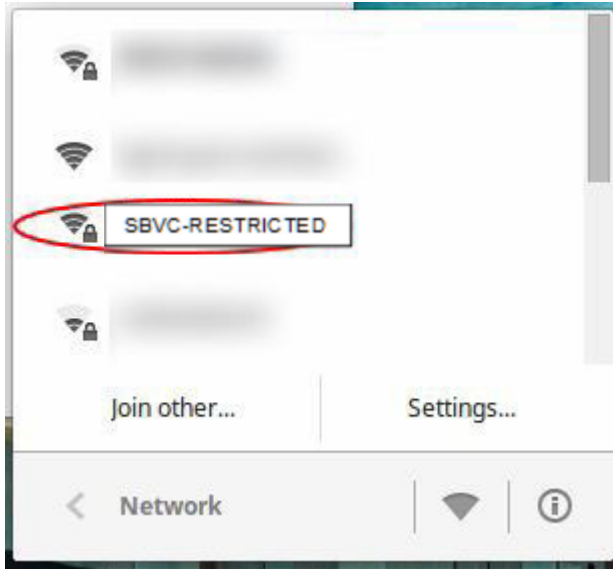
Chrome OS

(For personally-owned ChromeOS devices only. District-owned Chromebooks are pre-configured.)

1) Click on the wireless icon on the bottom-right corner of the screen. In the "Connected to wireless network" pane, click the > icon.



2) The list of available wireless networks appears. Click to select SBVC-RESTRICTED.



3) Enter your campus domain username and password. Do not enter email here.

4) Under "Phase 2 authentication", change from Automatic to MSCHAPv2. Ensure you select "Do not check" under Server CA certificate. Click Connect when done.

Join Wi-Fi network

SSID: SBVC-RESTRICTED

EAP method: PEAP

Phase 2 authentication: MSCHAPv2

Server CA certificate: Do not check

Subject Match:

User certificate: None installed

Identity:

Password: *****

Anonymous identity:

Save identity and password

Share this network with other users

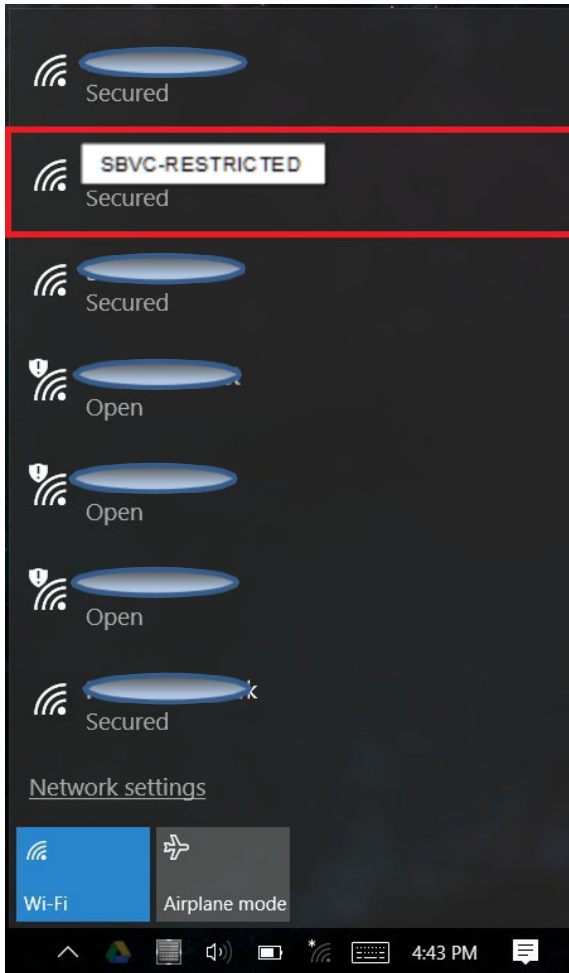
Connect Cancel

Windows 10

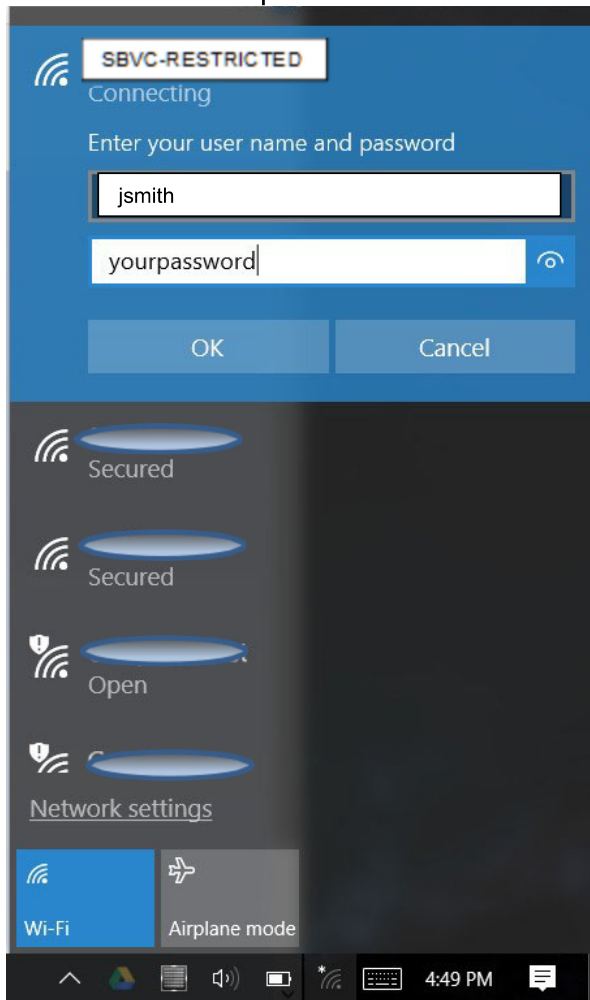
1. View your available Wireless networks by clicking the Wireless icon in the taskbar.



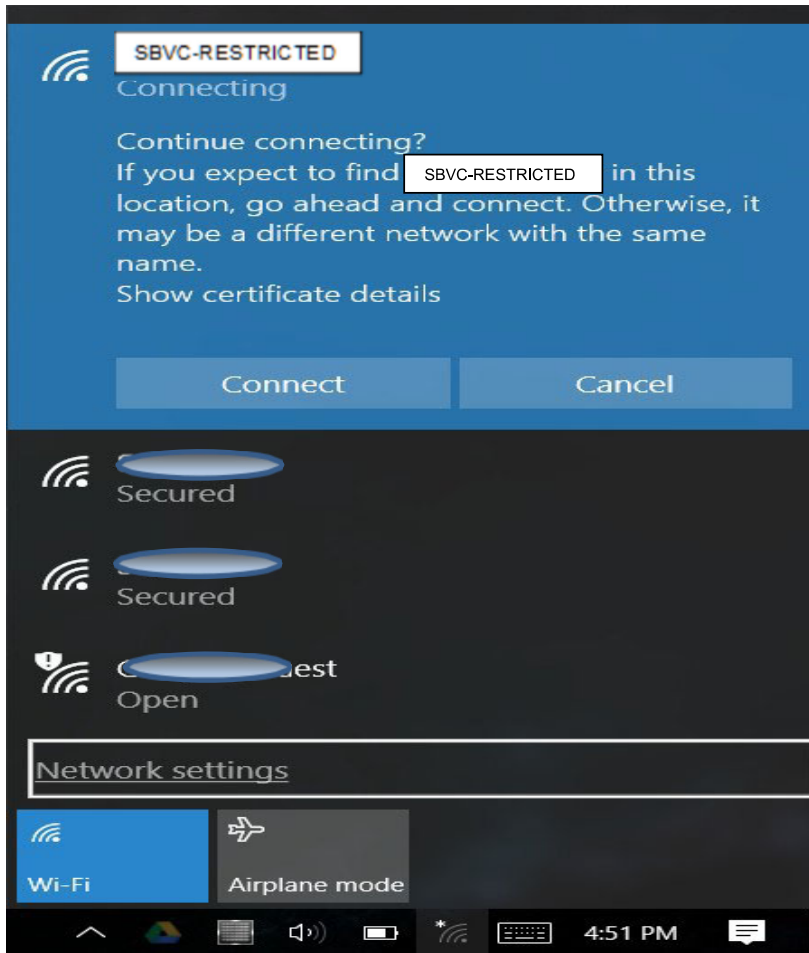
2. Click "SBVC-RESTRICTED" and then click connect.



3. Enter campus domain username and password, and click OK.



4. Click connect.



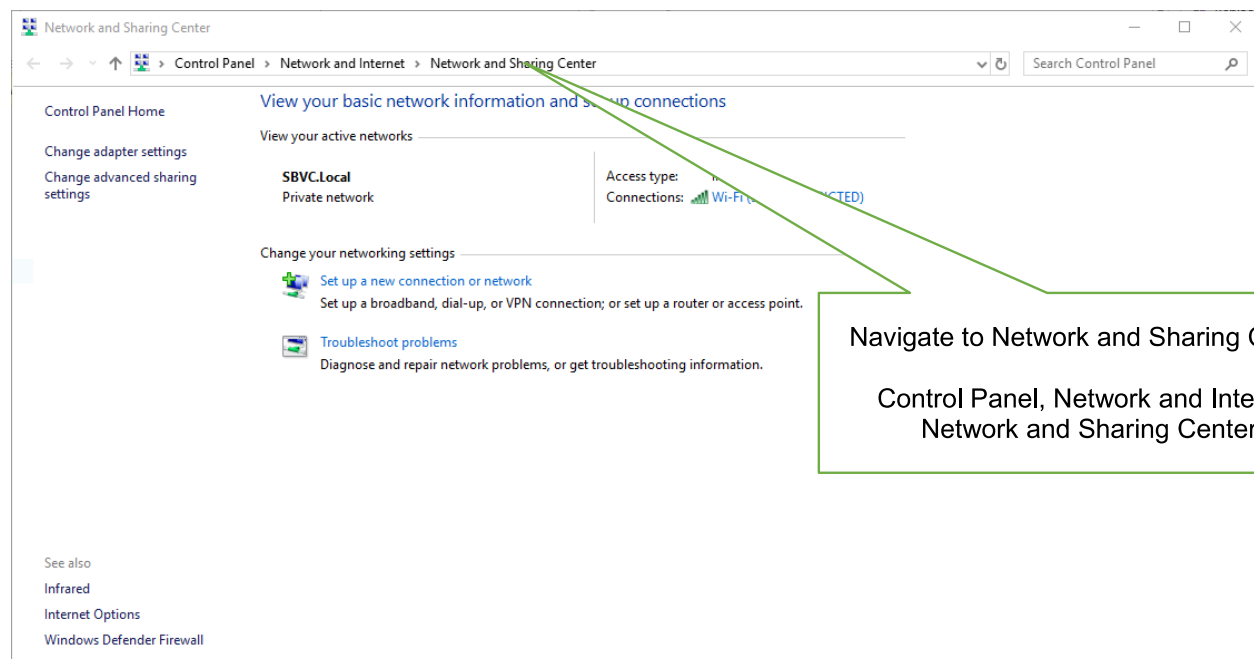
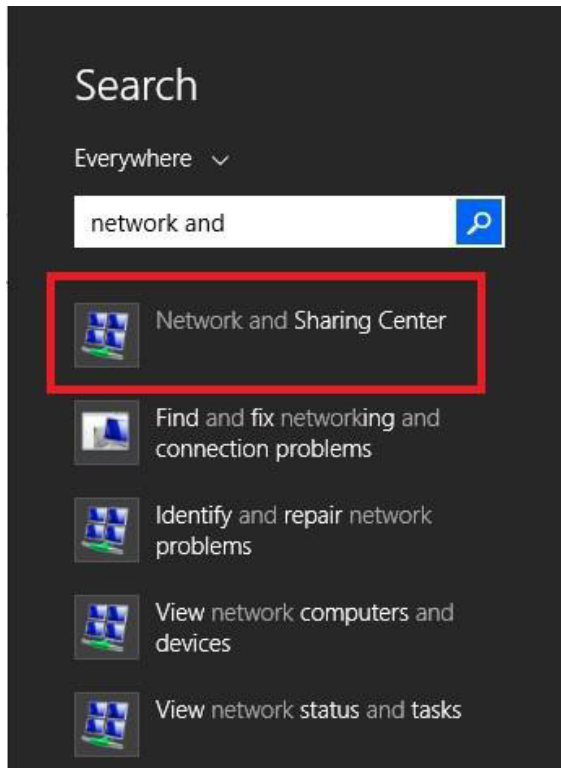
5. Your computer should now connect to the network. If this does not work, reboot and try again.

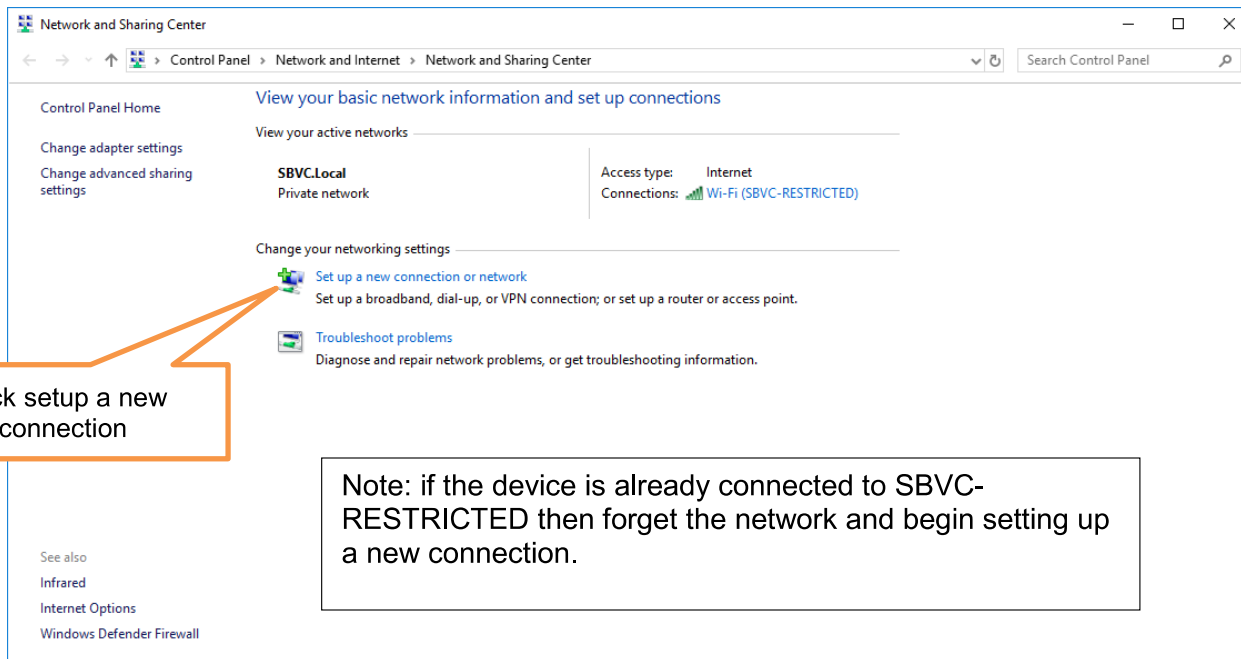
If after rebooting you still cannot connect, try the manual configuration steps below.

Windows 10 Manual Configuration

In some cases, a computer may need to be configured manually in order to connect. If you have tried all the above steps with no luck, you can try manual configuration using the steps below.

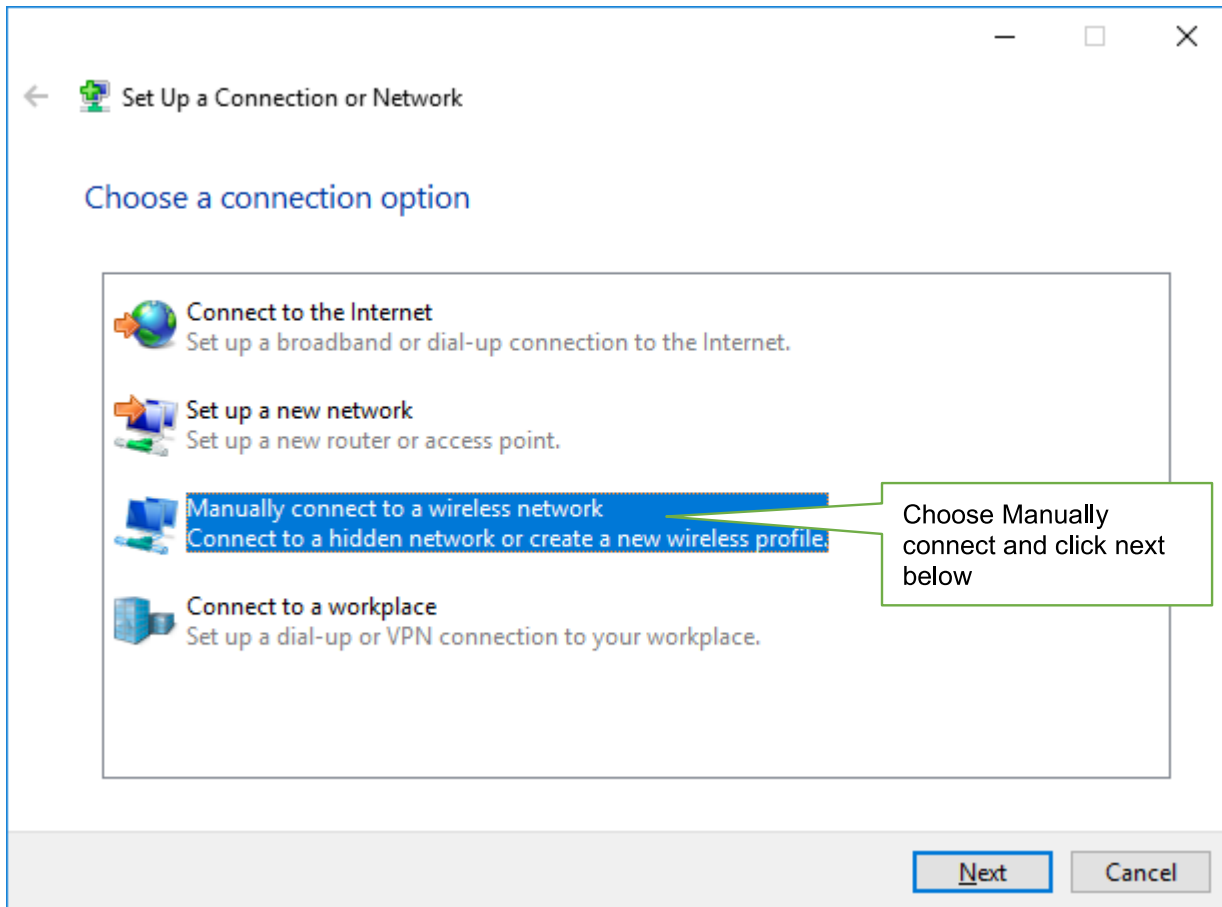
- Press the Windows Key
- Search “Network and Sharing”
- Click “Network and Sharing Center



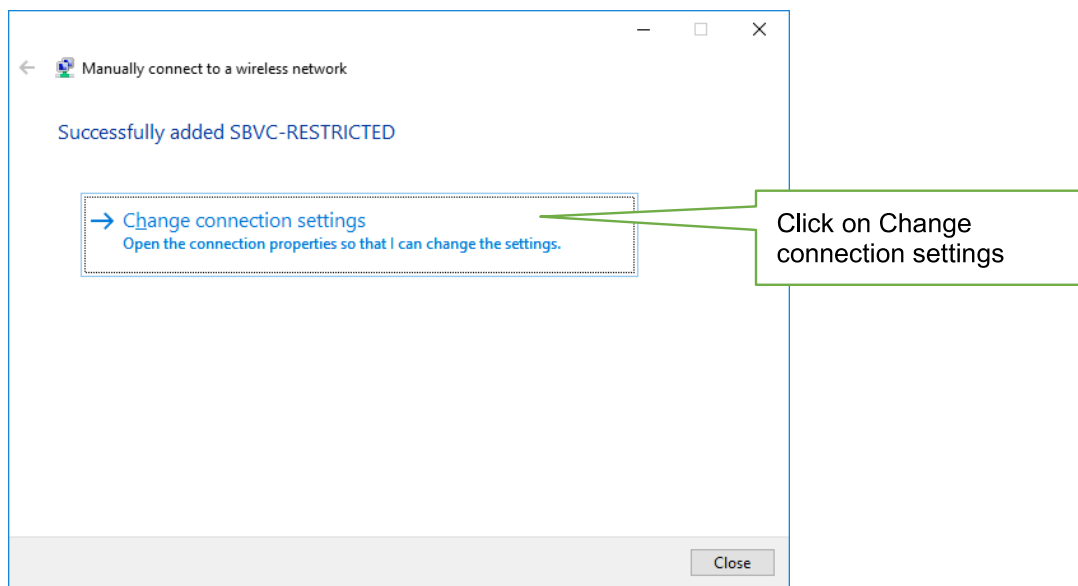
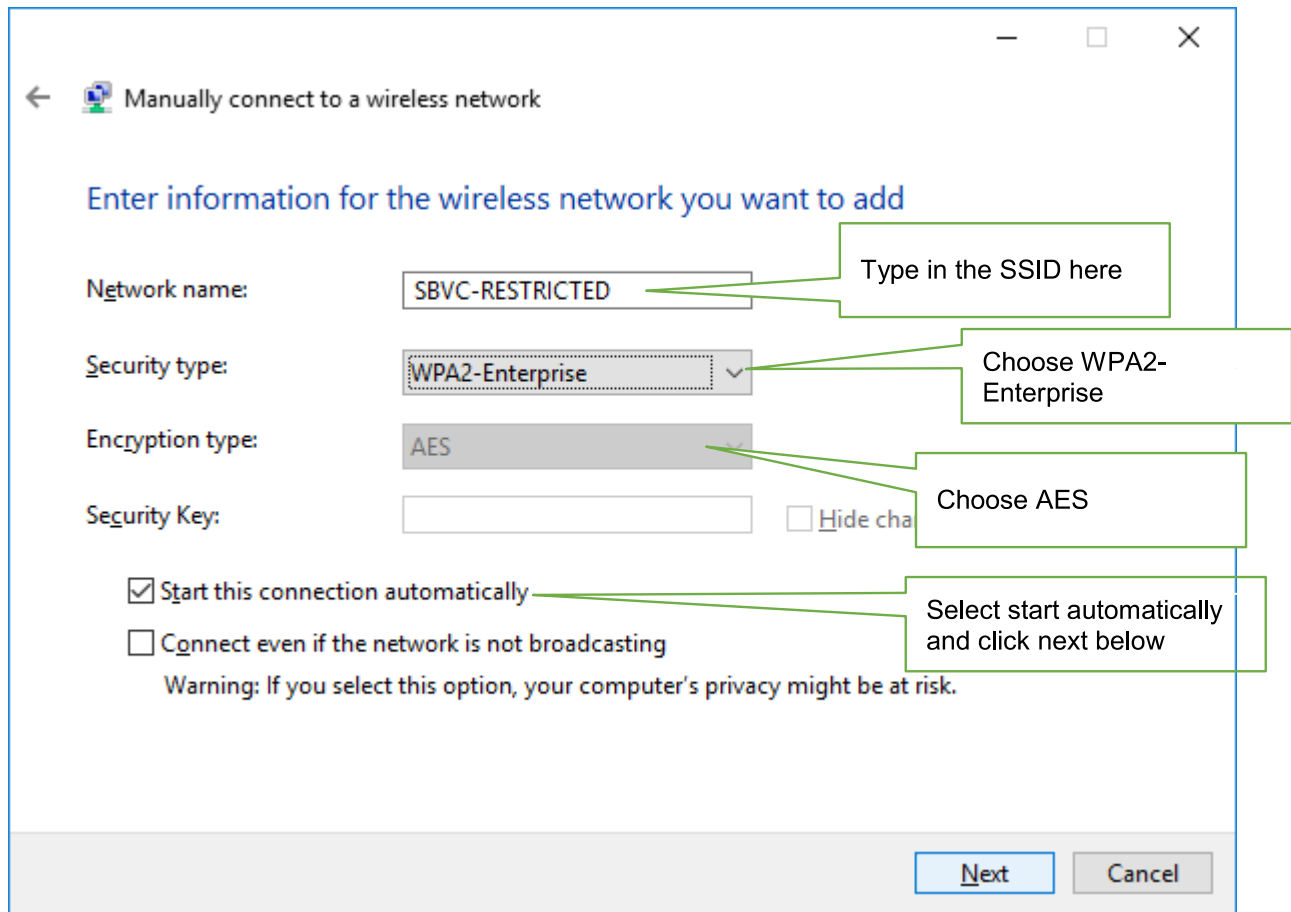


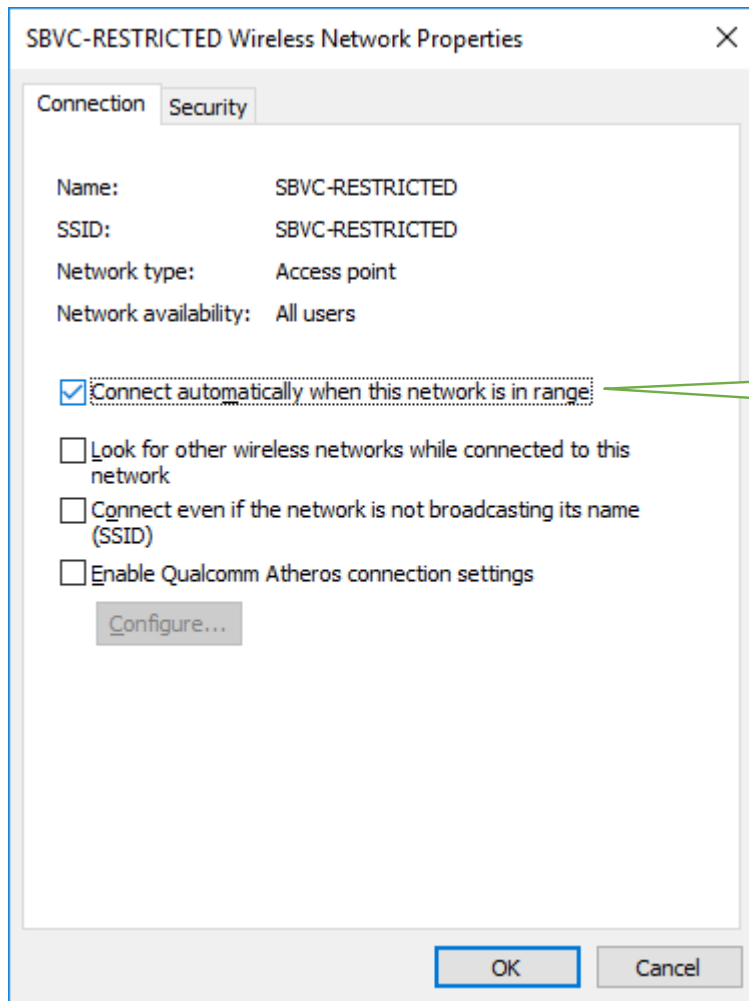
Click setup a new connection

Note: if the device is already connected to SBVC-RESTRICTED then forget the network and begin setting up a new connection.



Choose Manually connect and click next below





Select Connect Automatically

SBVC-RESTRICTED Wireless Network Properties

Connection Security

Security type: WPA2-Enterprise

Encryption type: AES

Choose a network authentication method:

Microsoft: Protected EAP (PEAP) Settings

Remember my credentials for this connection each time I'm logged on

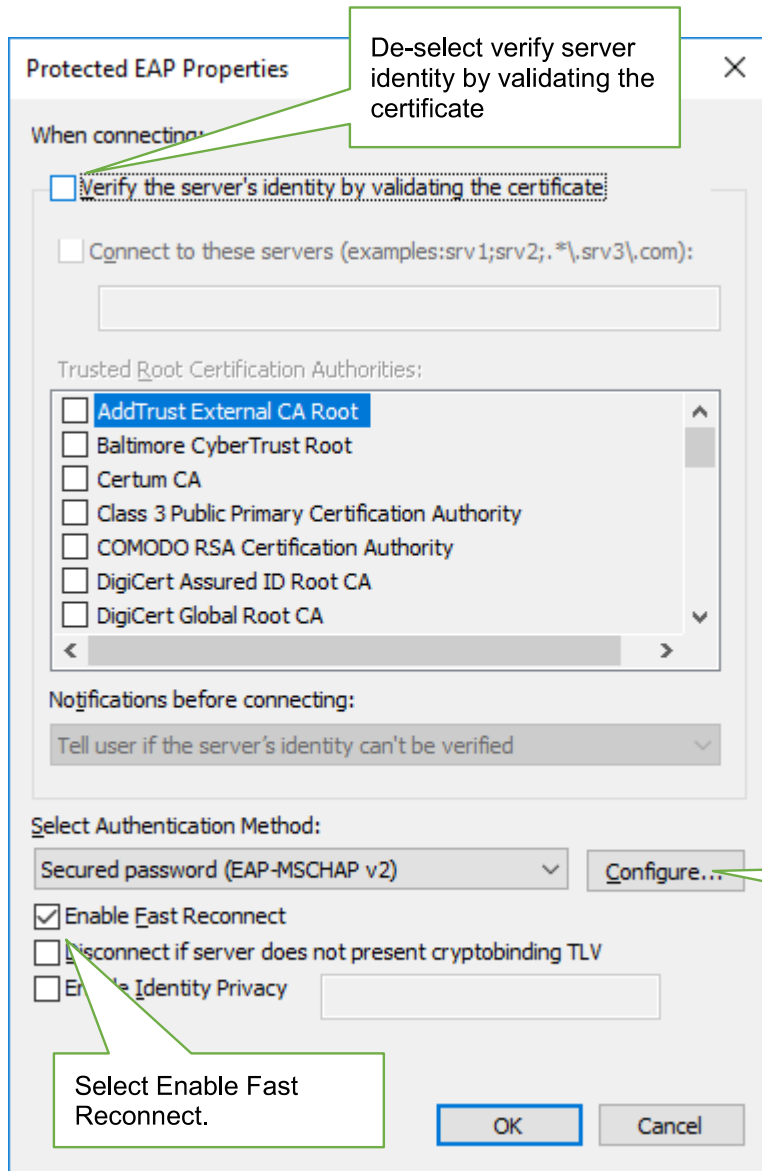
Advanced settings

OK Cancel

Click on the security tab

Verify these settings are the same as previously set

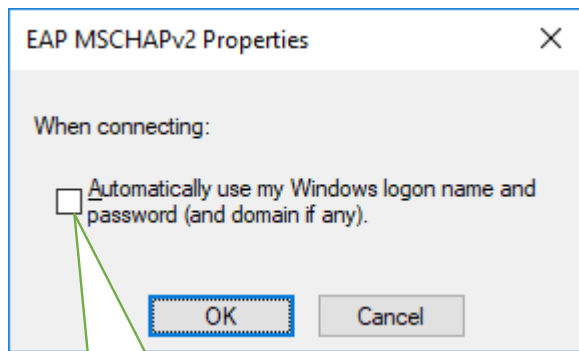
Protected EAP (PEAP)
Click settings



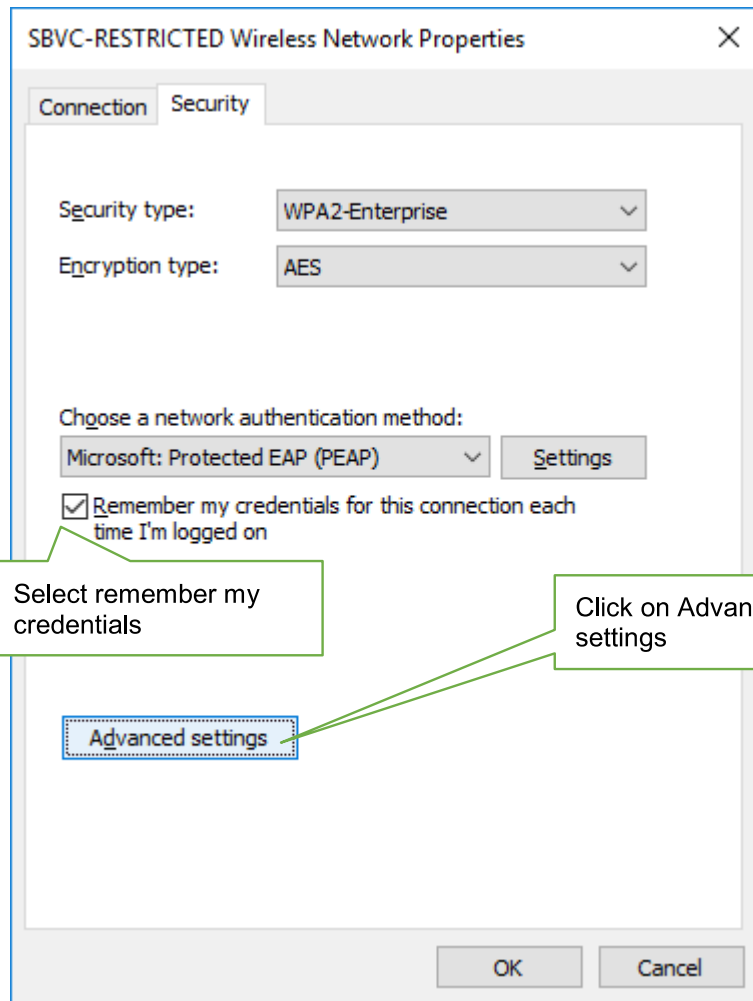
De-select verify server identity by validating the certificate

Secured password (EAP-MSCHAP v2)
Click configure

Select Enable Fast Reconnect.



De-Select automatically use my Windows logon name and password. then click ok on both popups



Select remember my credentials

Click on Advanced settings

Advanced settings

802.1X settings 802.11 settings

Specify authentication mode:

User authentication Save credentials

Delete credentials for all users

Enable single sign on for this network

Perform immediately before user logon

Perform immediately after user logon

Maximum delay (seconds): 10

Allow additional dialogs to be displayed during single sign on

This network uses separate virtual LANs for machine and user authentication

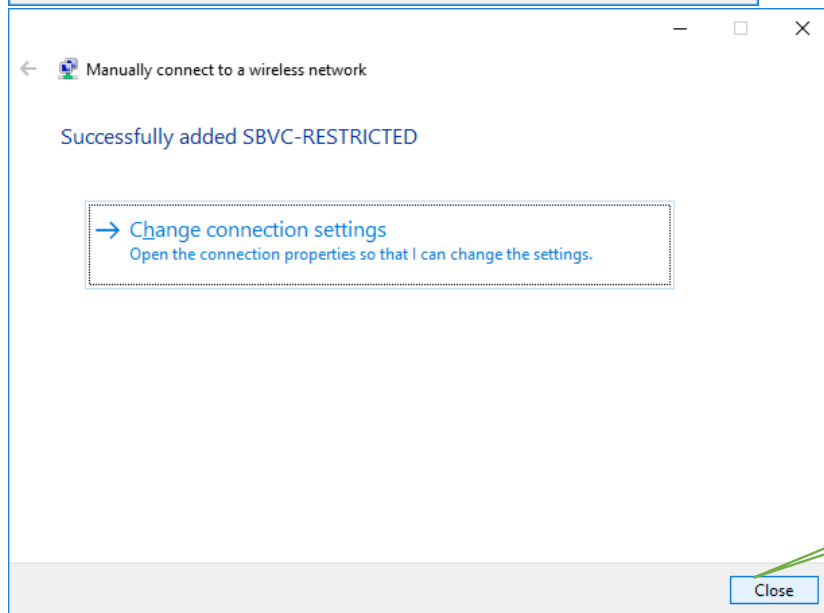
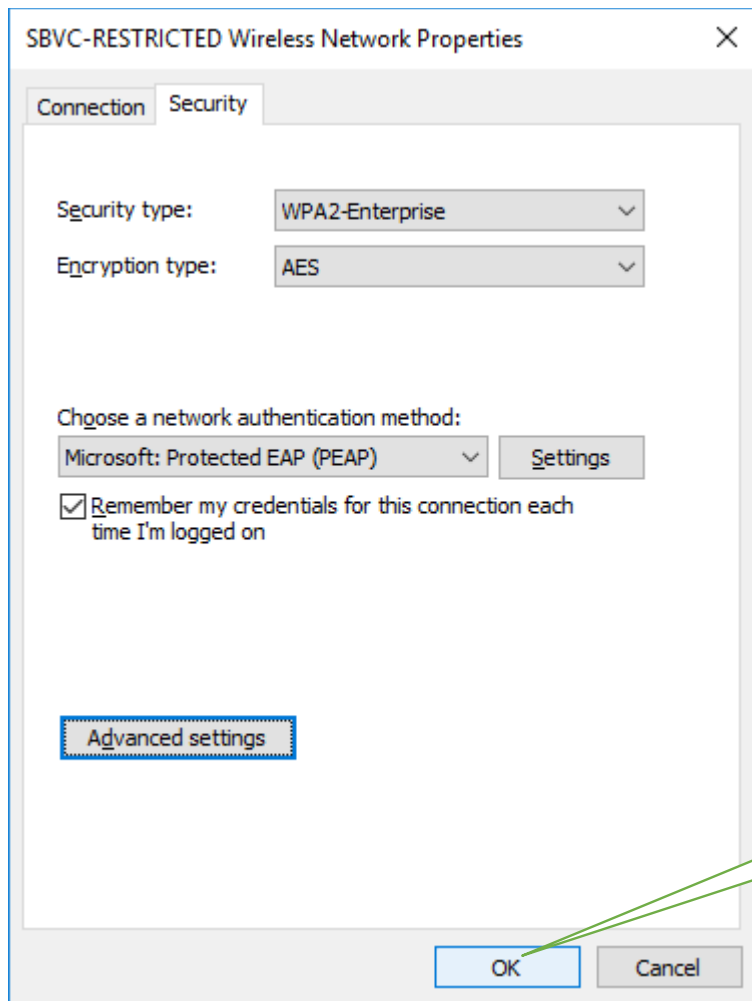
OK Cancel

802.1x settings:
Select specify authentication mode

Choose User authentication only

Click on Save Credentials and type in your campus domain username and password. Click OK

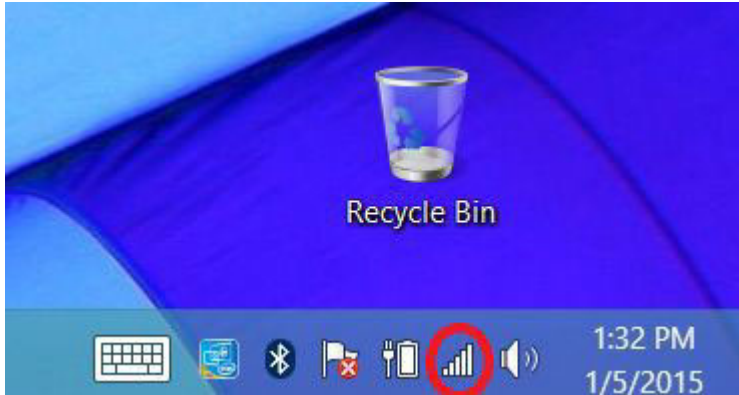
Click ok



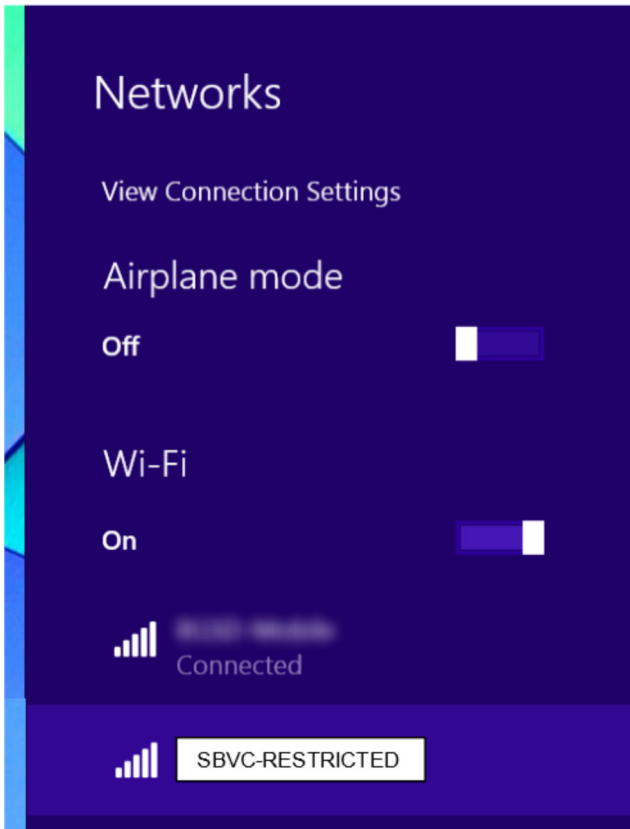
Please verify all settings by rebooting your computer and connecting to the internet.

Windows 8.x

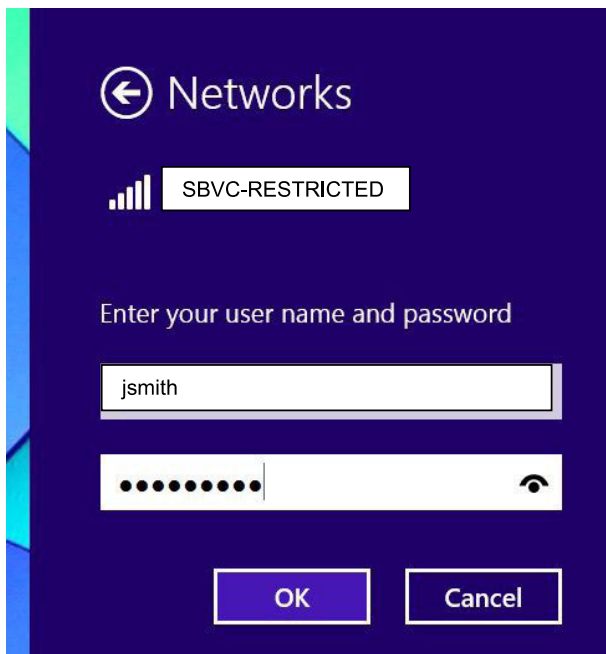
1. On the desktop, click the wireless icon.



2. Select the SBVC-RESTRICTED wireless network.



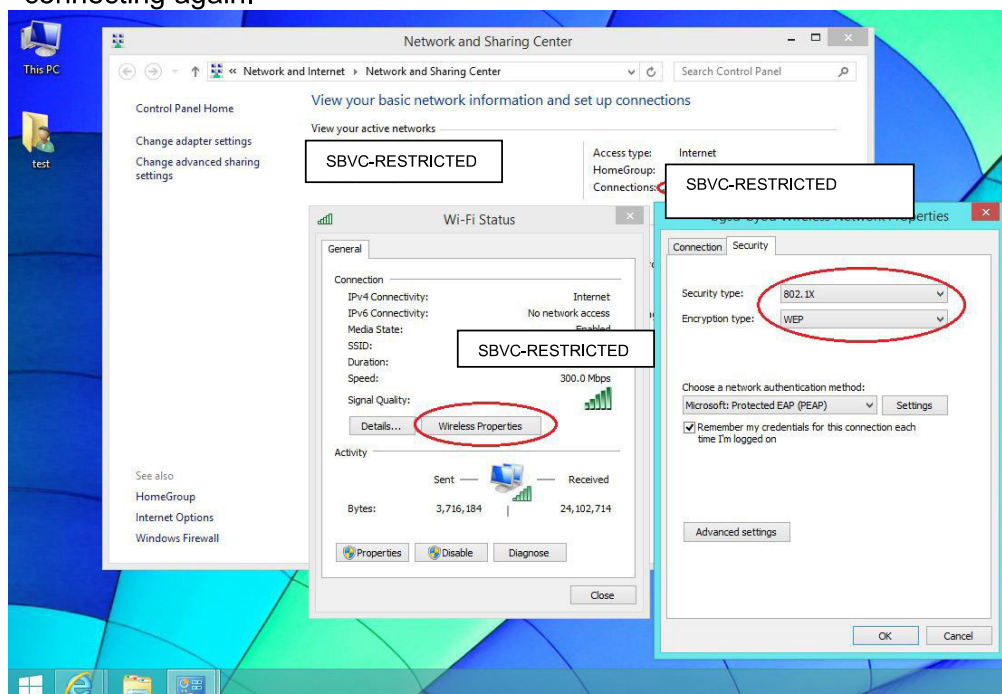
3. Enter your campus username and password.



You may get a Windows Security Alert warning message about the credentials Click to Connect anyway.

If Windows reports that it is taking longer than expected to connect, or you end up with a limited connection, you may need to adjust some other network settings. Refer to windows 10 manual settings.

Go to Control Panel > Network and Sharing Center > Wi-Fi > Wireless Properties > Security tab. Ensure Security type is set to 802.1X and Encryption type is set to WEP. Network authentication method should remain at the default setting of Microsoft Protected EAP (PEAP). Then try connecting again.



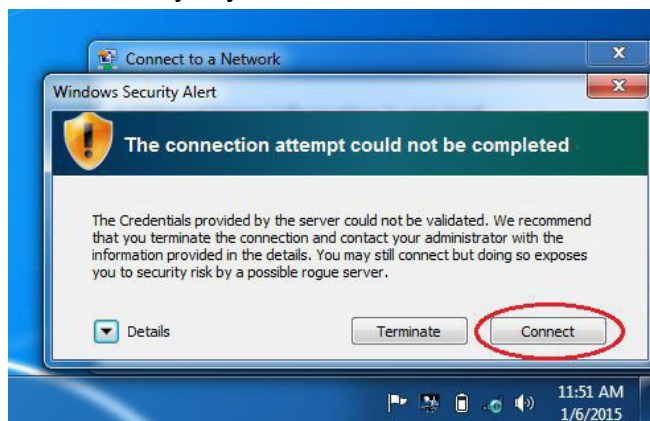
Windows 7

1. On the desktop, click the wireless icon and select SBVC-RESTRICTED.



2. You'll be prompted to enter your campus username and password. Do not enter email here.

3. You may get a Windows Security Alert warning message about the credentials. Click to Connect anyway.



Mac OS X

1. On the desktop, click the wireless icon and select SBVC-RESTRICTED.



2. Enter your username and password. Do not enter email address here.
3. You may get a security warning message about a certificate. Click Continue.



4. To allow this certificate change, you may be prompted to enter your Mac's user account credentials. This is your local account username/password on your Mac.

Click Update Settings when done. You will then be connected to the SBVC-RESTRICTED wireless network.

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San Bernardino
Valley College

701 South Mt. Vernon Ave.
San Bernardino, CA 92410
909.384.4400
valleycollege.edu



Building Symbols

AD/SS	Administration/Student Services	LIB	Library
ART	Art Center	MC	Media/Communications
AUD	Auditorium	MCHS	Middle College High School
B.....	Business	M&O	Maintenance & Operations
BOOK	Bookstore	NH.....	North Hall
CC.....	Campus Center	O	Observatory
CDC.....	Child Development Center	PL.....	Planetarium
CTS.....	Computer Technology Services	PS	Physical Sciences
GYM.....	Gym	SHS	Student Health Services
HLS.....	Health & Life Sciences	T	Technical
LA.....	Liberal Arts	TRAN	Transportation Center

INDICATES CONSTRUCTION AREAS

INDICATES PARKING PERMIT DISPENSER

INDICATES APPROVED SMOKING AREAS (6)
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)

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

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

DISTRICT POLICE
Campus Center, Rm-100 • 909.384.4491