TAFTCOLLEGE

Faculty Handbook

2016

TAFTCOLLEGE

Absences

Unplanned Absences/Cancellation of Classes

In case of illness, please email Instructional Support Services at instruction@taftcollege.edu or call the office of at (661) 763-7919. We may ask for a broad reason as to why you are missing, but do not need full details.

Instructional Support Services will place a notice on your classroom door, an online notice on the web, and Facebook/Twitter it out as well. Please email your students if you can to ensure they don't commute for nothing.

If you know of someone already approved by Taft College who can sub, please let us know who your sub will be.

Substitutes need to be previously approved by the Office of Instruction and the Board of Trustees before they are to complete substitute hours.

Under ordinary circumstances it is assumed that the instructor will return to his/her teaching duties on the succeeding day, unless notification is given to the contrary.

Planned absences are documented on the "Plans to Miss Class" form, which is turned in to Instructional Support Services.

All faculty are responsible for completing an absence report form at the end of each month. Please see Human Resources for information regarding absence reports.

Deadlines for Absence Reports to be submitted: 25th of each month

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Title 5 of the Education Code (Section 55002. Standards and Criteria for Courses) dictates significant requirements in the delivery of college-level courses. These requirements are reflected in the "Course Objectives" and the "Methods of Evaluation" sections of the college's course outlines. Please be sure to visit the Taft College webpage – Faculty Resources to obtain a copy of the most recent outline for your classes.

Title 5 regulations are particularly specific in their expectations for college-level classes and include the following:

- A stronger emphasis on writing.
- Two hours of outside study (homework) for each LECTURE hour spent in class.
- Subject matter presented with a scope and intensity that will require students to study independently outside of class.
- The ability to think critically as a requirement for participation in the course.
- The use of college-level vocabulary, study skills and course materials.
- Grades based solely on student performances in relationship to stated course objectives, rather than such things as "attendance" and/or "effort."

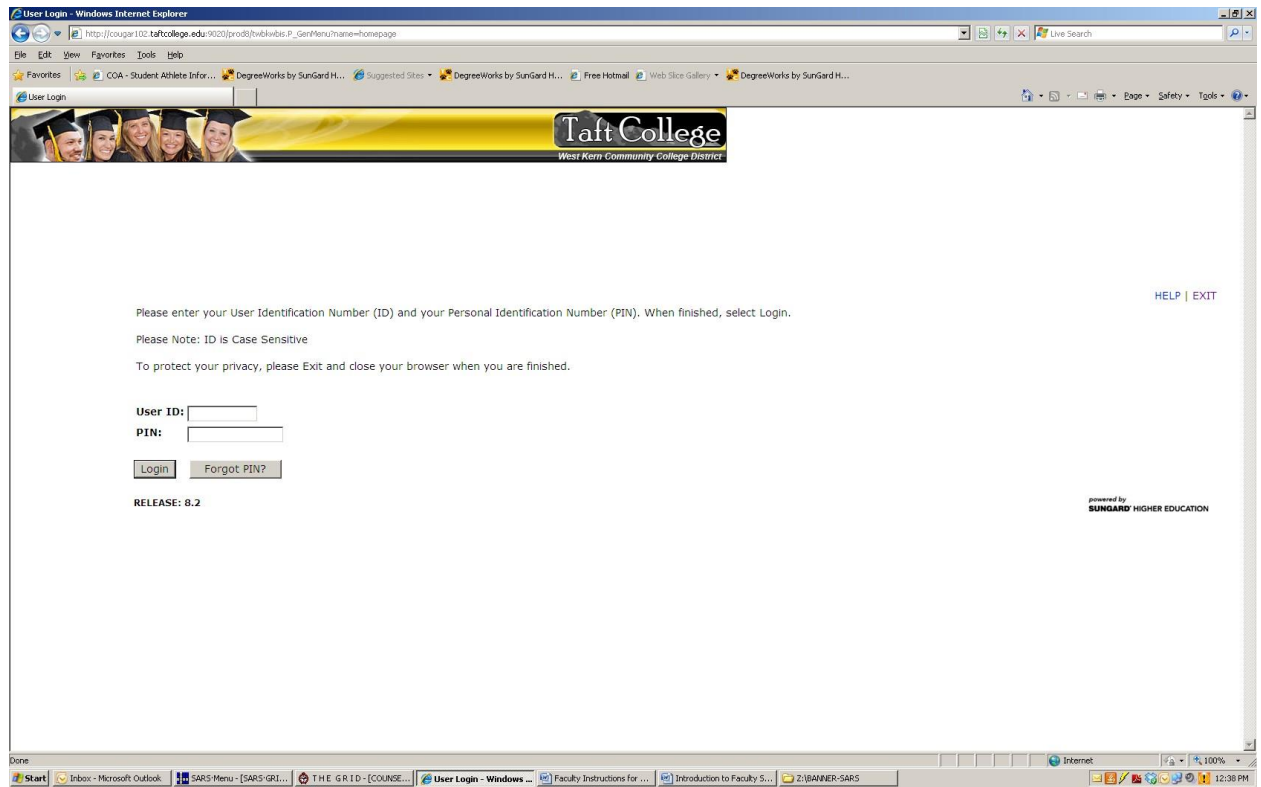# Introduction to Faculty on Add Authorization Codes

(BANNER)

1. **Login to Self Service Banner**: Go to the homepage, www.taftcollege.edu and click on the "Cougar Tracks Login" logo located on the bottom of the page.

2. **Enter your Username and Password**: Your username is your SSN or A# (either will work), and your password is a six-digit number that you have set up. If this is your first time to login, your password is your birthday (mmddyy). You will then be prompted to change your pin to a new six-fifteen digit number. Finally, you will be prompted to provide a security question and answer, for purposes of retrieving your pin, in case you forget it.

3. **From the Main Menu, click on the "Faculty and Advisors" option**

4. **On the "Faculty and Advisors" menu, click on "Rosters", the last option on the menu**: Notice, you can also print your "Summary Class List" and "Summary Wait List" from this menu. This is convenient if you want to email your entire class, see who is enrolled, see who is on the wait list, etc. It is nice to take these items to class the first day for attendance.

5. **On the "Print Your Own" menu, select the semester you want on the left-hand side of the screen, and click "Select Term". Your selected class(es) for the specified term will now appear on the right-hand side. Put a check in the box next to the CRN(s) of the class(es) you want to select, and click "Create Roster(s)."**

6. **Your roster will now be displayed. On the top, you will see a list of students enrolled. If you scroll down, you will then see "Add Authorization Codes"**: Notice the "Critical Dates". Add authorization codes are not activated until the first day of class. It is your discretion to add additional students to your class once class starts. If you want to provide an add authorization code to each student that you are willing to add, they will then use the code to add your class. Provided add authorization codes expire on the last day to add classes for the specified timeframe of your course, as specified in your "Critical Dates" area located right above the add authorization codes.

7. **Students will take the 4-digit add authorization code, login to their student account, click on Student>Registration>Add or Drop Classes. On the "Add or Drop Classes" menu, they will enter the "CRN" for the course, and click "Submit." They will then be told their registration is "Incomplete" and will enter the 4-digit add authorization code, and click "Submit." The student is now registered for your class. Remind students to pay for the newly added class, or verify their financial aid has covered the tuition fees.**

8. **If you have any problems, questions, concerns, feel free to call, or refer students to the Counseling Office. Thank you!**

   Amber Anderson-763-7870aanderson@taftcollege.edu
   Darcy Bogle-763-7889 dbogle@taftcollege.edu

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West Kern Community College District

Student Instructions: How to Use Add Authorization Codes

1. Go to the website: **www.taftcollege.edu**
2. Click on the **"Cougar Tracks Login Here"** button towards the bottom-middle of the page.
3. **Log in** to your Student Account.
4. Once logged in, click on **"Student."**
5. From the Student Menu, click on **"Registration."**
6. From the Registration Menu, click on **"Add or Drop Classes."**
7. From the Add or Drop Classes Menu, **enter the CRN number for the class**, and click **"Submit."**
8. Next, you will see your **registration is "Incomplete": Enter the four-digit add authorization code** provided by your instructor in the square box.
9. Click **"Validate."** If asked to confirm, click "Validate" one more time.
10. You are now registered for the class.
11. You can print a copy of your schedule from the "Student Detailed Schedule" option under the Registration Menu.
12. Be sure to pay for your class, or verify that financial aid has covered your tuition fees.
13. **Problems? Questions? Visit the Counseling Center, or contact 661.763.7748 for assistance.**

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Please see the Taft College Catalog/Student Handbook

In addition:

The missing of classes caused by a student's participation in school authorized activities such as field trips, athletic contests, musical and dramatic groups does not count as an absence and instructors will be notified via TC Announcements within your TC email not to consider those participating as being absent.

The student is responsible for the completion of all assigned classwork whether his/her absence is excused or not. Each instructor shall make the determination as to whether or not make-up assignments and examinations will be given.

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What are ARRANGED (TBA) courses?

Some courses with regularly scheduled hours of instruction have "hours to be arranged" (TBA) as part of the total contact hours for the course.

The Arranged - TBA portion of these courses uses an alternative method for regularly scheduling a credit course.

What is required each semester from the instructor for a TBA – Arranged Hour class?

- Class syllabi outlining instructional activities and expectation for completion of Arranged (TBA) hours. Syllabi are required to be sent each semester electronically to Office of Instruction.

- Courses that are Distance Learning and are listed as TBA – Arranged Hours in the schedule and are required to submit contact hours each semester via the Distance Learning Orientation page. Contact Hours are not to conflict with Office Hours or other class meeting times. Contact Hours are to be scheduled at reasonable times. Contact hours provide on-line students reasonable access to an instructor similar to those students taking a face-to-face class.

- All Arranged Hours (TBA) classes that are **NOT** distance learning are required to keep Attendance Rosters tracking student attendance hours. Attendance rosters need to document student completed required hours to earn course credit. Instructors need to indicate clearly, what their students are expected to do for the arranged time on their syllabi.

- All Attendance Rosters are required to be submitted to Admissions and Records at the end of each semester.

- Grades and total hours are to be recorded in faculty self-service Banner as outlined by the Registrar.

8-9-2016

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What are positive attendance courses?

- Short Term Credit Courses. Credit courses scheduled to meet fewer than five days.

- Irregularly Scheduled Credit Courses. Credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days.

- Open Entry/Open Exit Courses. All open entry/open exit courses.

- Noncredit Courses. All specified noncredit courses.

- Apprenticeship Classes of Related and Supplemental Instruction. Applicable only to other than indentured apprentice students in classes of related and supplemental instruction.

- Tutoring Courses. Such noncredit courses of individual student tutoring.

What is required each semester from the instructor for a positive attendance class?
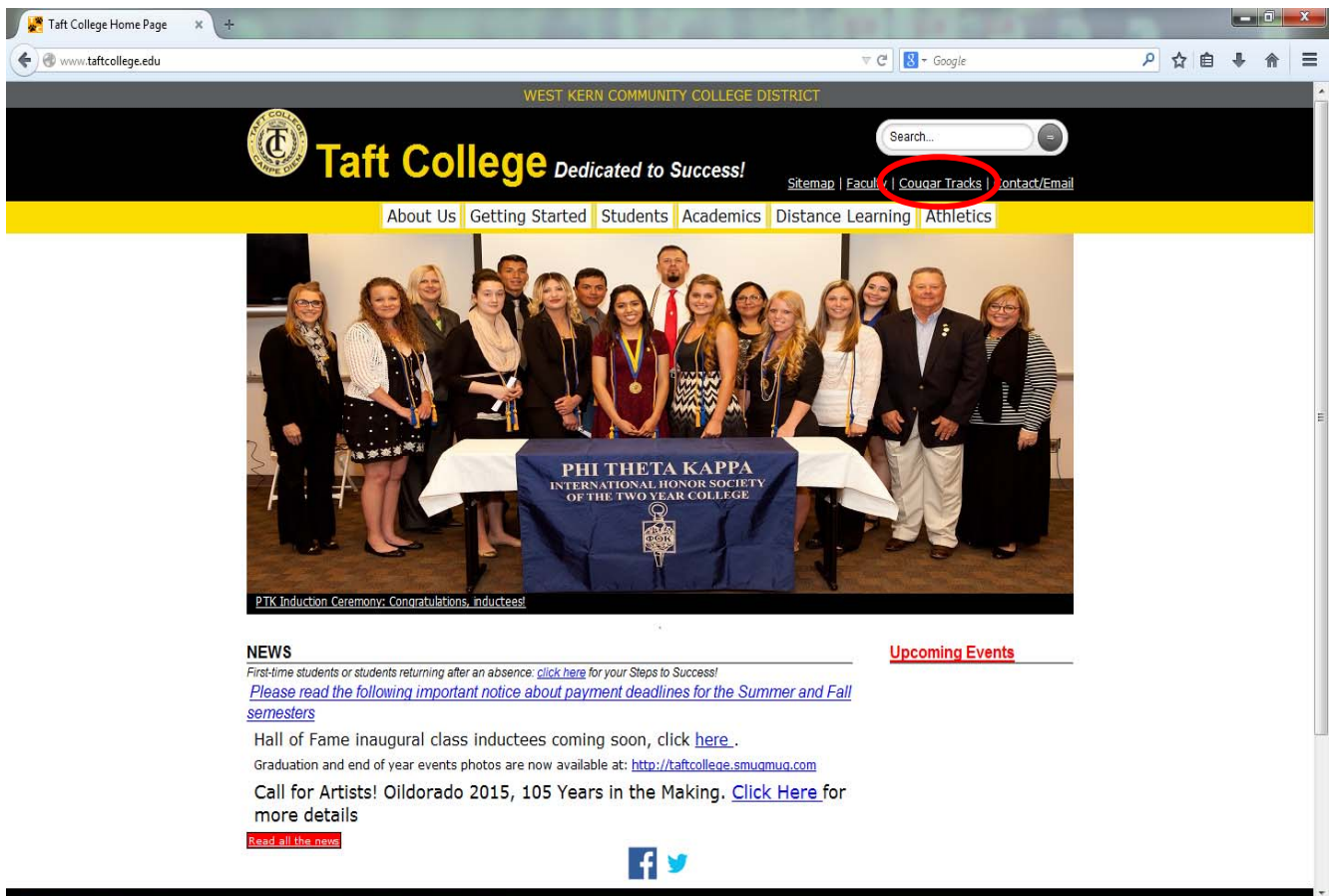
- Electronic version of class syllabi outlining total hour requirements to be submitted to Office of Instruction at the beginning of the semester. Please refer to the course outline of record for total hours information: http://dl.taftcollege.edu/instruction/outlines/list_public_outlines.php?ACADEMIC_PERIOD=201230

- Instructor is required to track all student attendance at each class meeting. Rosters can be accessed via self-service Banner. Rosters are required to be submitted to Admissions and Records at the end of each semester.

- Total Positive attendance hours attended for each student is required at the end of a semester to be submitted via faculty self-service Banner.

- (If your class is not gradable, the grade box has the word None, use the drop down box to change None to "UG". Make sure to click the submit button at the bottom of the page. Positive attendance hours are due at the same time that your grades are due.)

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Introduction to Faculty Self-Service

(BANNER)

I.   LOGIN INSTRUCTIONS (the Three-Step Program)

1. Go Here: www.taftcollege.edu

2) Click on the "Cougar Tracks, Login" link.

Occasionally you'll be diverted to this intro page. If so, please just click the **Enter Secure Area** link.
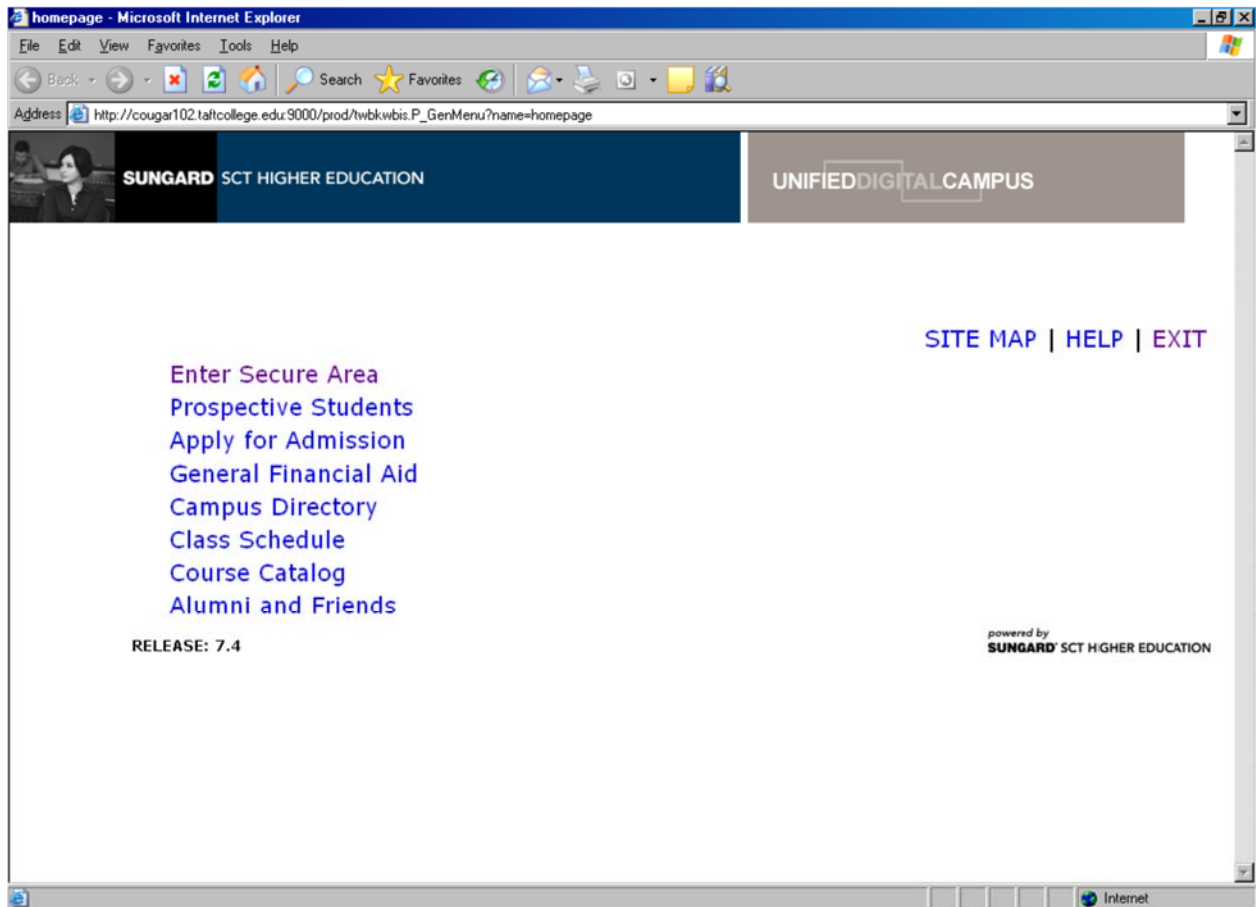
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3) You're now on the login page.

On the login page, in the User ID field enter your SSN or your A number (Taft College ID number). Your PIN is your birthday in mmddyy format.
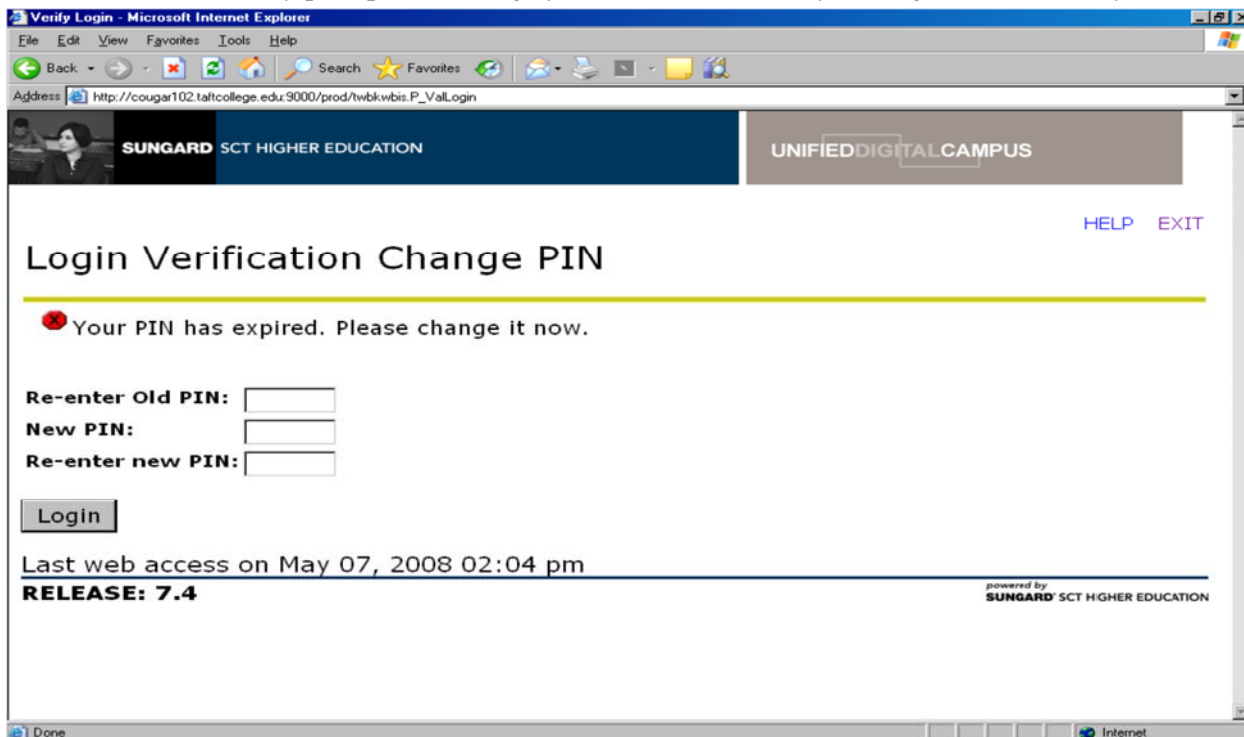
You'll be immediately prompted to change your PIN (numbers only, six digits). Remember your PIN.
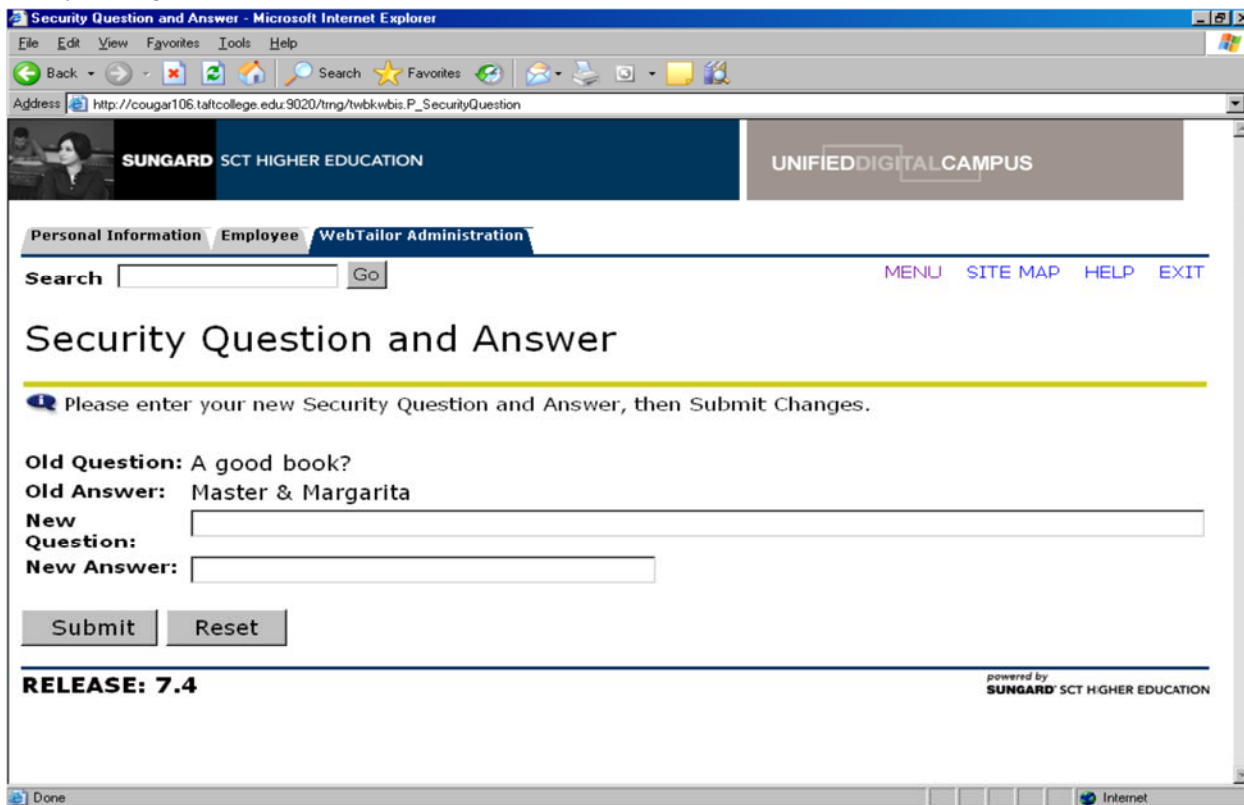
And you will be asked to provide a Security Question & Answer for purposes of retrieving your PIN in case you forget it.
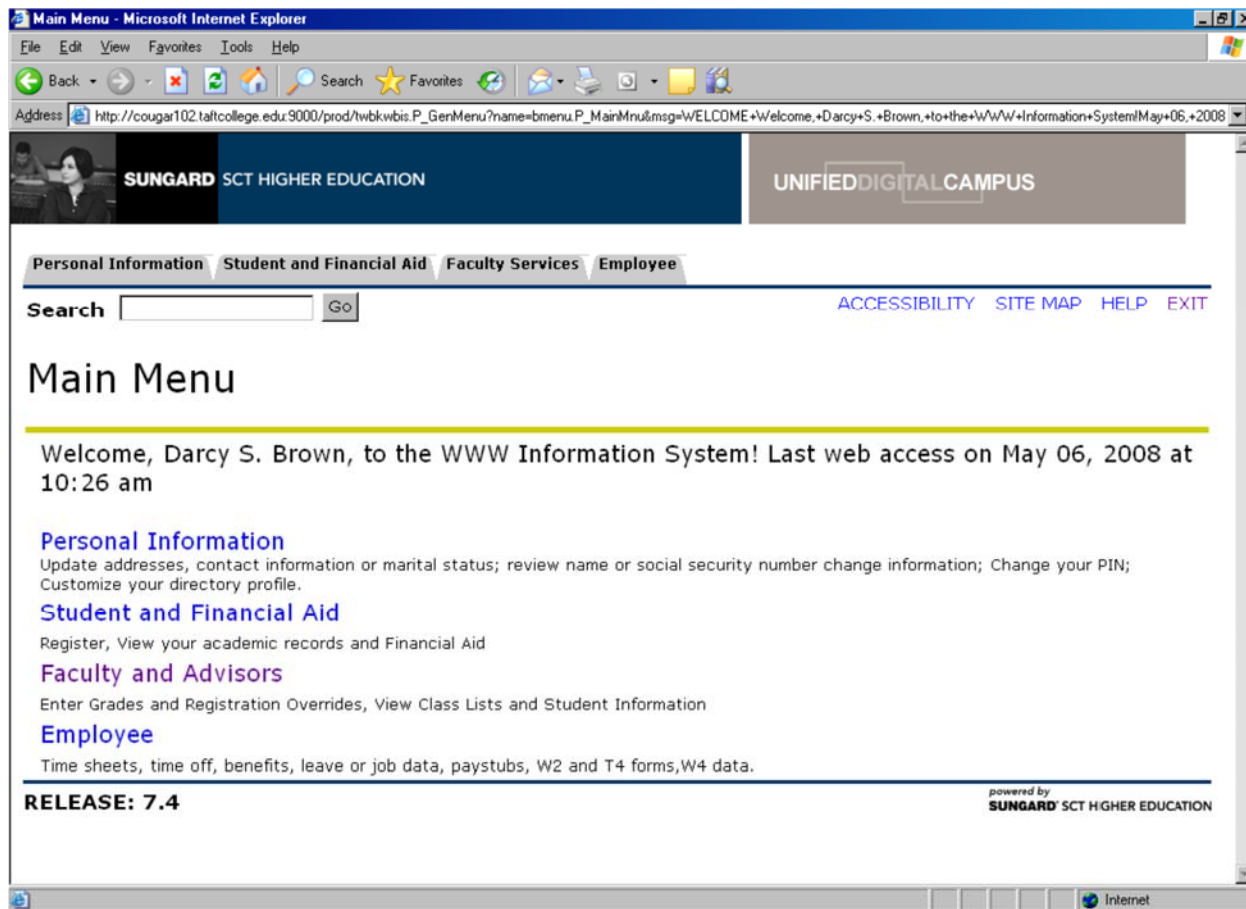
II. Categorical Tabs (Your Multiple Personalities)

As a Faculty Member, you will have at least 3 Tabs (Personal Information, Faculty Services and Employee). If you've ever been a student at Taft College, you will also have a Student and Financial Aid Tab.

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a) Personal Information

As shown above, the Personal Information menu has 12 options. Answer a Survey, Change Security Question, Update Emergency Contacts, Update Marital Status and Change your PIN are interactive options. All others are VIEW ONLY.

b) Student and Financial

If you are a student, you will have the **Student and Financial Aid Tab.** Students have many options under **Registration, Student Records, Financial Aid, Student Account and Credit Card Payment.**

c) Employee

HR Is currently developing interactive functionality behind each of the links above.

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d) Faculty Services
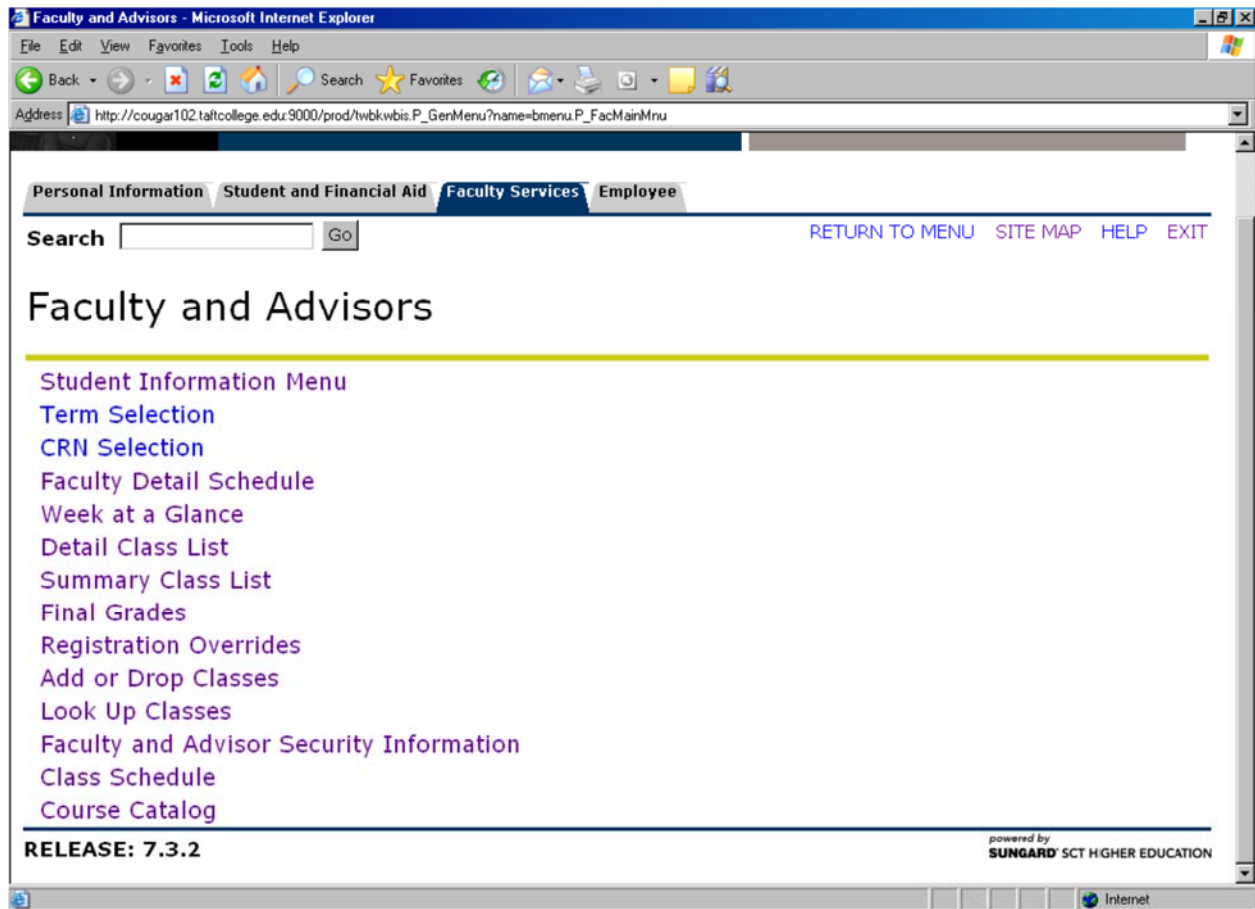
Please remember that you share this page with Advisors (meaning much of the functionality is restricted to Advisors, such as Registration Overrides, Adding and Dropping). The links are fairly self-explanatory. Please click on each of them and spend some time navigating around in this new environment.

Please send all questions/comments/feedback to the Academic Records Office:

Amber Anderson	Director of Admissions and Records	aanderson@taftcollege.edu
Lupe Figueroa	Admissions and Records Technician II	lfigueroa@taftcollege.edu
Sandi Graham	Admissions and Records Technician II	sgraham@taftcollege.edu

Rev. 7/1/15 AT

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Board meetings are held the 2nd Wednesday of each month. The schedule and agendas/minutes can be found on the Board website:

http://www.taftcollege.edu/tcwp/oldagenda/?page_id=542

Revised: July 2014

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Full-time faculties have an annual budget for expenditures, and if approved, also for travel and field trips. Faculty will be asked for budget requests during the budget building process and once budgets are approved by the Board of trustees, approved budgets will be distributed. The fiscal year begins July 1st and ends the following June 30th.

Budget reports are sent out electronically at the end of each month.

Account: **Appleseed, Joe**
Account #:   **1000-555555-XXXX-55555**

BUDGET ACCOUNT CODE	BUDGET PROGRAM CODE	BUDGET ACCOUNT DESCRIPTION	APPROVED BUDGET AMOUNT
2461	55555	J. Appleseed Student Worker	$2,720.00
4310	55555	J. Appleseed Supplies Non Instructional Supplies	$50.00
4311	55555	J. Appleseed Supplies Instructional	$950.00
			$3,720.00

♦ Procedures for Locking Down Campus Buildings (Business Hours)

In the event an emergency lockdown needs to be activated or reported, the following numbers should be called immediately to report the situation:

911 Police Emergency — *if calling from a Campus extension, dial* **9-9-1-1**
Daytime 7900   Switchboard – this will set in action buildings to be locked down using the phone tree.
Evening 763-7832, 428-4032 or 747-3258 – Security Supervisor and Campus Security

OTHER IMPORTANT BACKUP PHONE NUMBERS
7737   Information Technology Services
7748   Counseling (lockdown cards available)
7713   Cashiers desk (lockdown cards available)
7854   Assistant to the Vice President of Student Services
7889   Vice President, Student Services
661-809-5658   Director — Maintenance and Operations
7872 / 661-748-3101   Campus Security Officer and Advisor

LOCATING LOCKDOWN LOCATIONS: All lockdown cards, their locations, and designated card readers are identified by a green circular adhesive label, ¾ inch in diameter.

ADMINISTRATION/STUDENT SERVICES, LIBRARY and MAINTENANCE
These buildings, as well as the entire campus on the electronic system, can be locked down by placing the lockdown card in proximity to the designated reader. There are several lockdown cards in these buildings and they can be located in the following areas:

- ➢ Administration/Student Services Front Counter – the card is kept between the first two workstations (closest to the main door) in the top drawer, closest to the workstation nearest the main door.
- ➢ Cashier area – the card is kept in the right drawer behind the cashier work station.
- ➢ HR Office – the card is kept in the top right hand drawer of the HR Receptionist Desk on the main receptionist's side.
- ➢ Library – the card is kept in the second drawer on the left side of the main computer at the circulation desk.
- ➢ Maintenance – the card is kept in the copier room inside the door of the first cupboard to the right as you walk in the room.

CENTER FOR INDEPENDENT LIVING
The Center for Independent Living (CIL), as well as the entire campus on the electronic system, can be locked down by placing the lockdown card in proximity to the designated reader. The lockdown card is located in the far-right top drawer in the main reception desk.

SCIENCE BUILDING

1. The Science building, as well as the entire campus on the electronic system, can be locked down by placing the lockdown card in proximity to the designated reader. The lockdown card which is located at the back of the instructor hallway, under the fire extinguisher located in the cabinet just across from the lockdown wall sensor.
2. Rooms 1-4 – There is a FOB (wireless remote button) located outside the rear of the classroom that allows the instructor to lockdown the classroom at any time. An instructor's regular card badge will reopen the room.
3. Rooms 6 & 7 – There is a FOB (wireless remote button) located under the instructor's desk in each room that allows the instructor to lockdown the classroom at any time. An instructor's regular card badge will reopen the room.

TECHNICAL ARTS BUILDING

1. The Technical Arts building, as well as the entire campus on the electronic system, can be locked down by placing the lockdown card in proximity to the designated reader. The lockdown card is located at the back of the instructor hallway, under the fire extinguisher located in the cabinet just across from the lockdown wall sensor.
2. Each classroom can lock their doors by pulling out on the door bar 3 times. This will lock the door for approximately 5 minutes which will allow time to call the switchboard (7900) to request a lockdown of the building.

CHILD DEVELOPMENT CENTER

The main Childcare building, as well as the entire campus on the electronic system, can be locked down by placing the lockdown FOB (wireless remote button) in proximity to the designated reader. The FOB is hanging on a hook in room #105 behind the door. In the event of a lockdown – the other seven classrooms have to be called individually. There are push-button locks on the inside of each of these classrooms that can be pushed to lockdown so the instructors don't have to go outside the room.

GYMNASIUM

The Gymnasium is equipped with a Lock Blok device, so the door should always be locked and the Lock Blok device should be used to allow or deny access as needed. Otherwise, the Gymnasium can only be unlocked from the outside with a door key. It can be unlocked or locked from the inside with the use of an Allen wrench. There are three Allen wrenches; one is kept in Athletic Director's Office in the top left desk drawer, a second is kept in the Athletic Secretary's Office in the black slide-out drawer; the third is on the Athletic Trainer's key ring which is with the trainer at all times.

DORMS

The T-Dorms and the Cougar Dorms are not on the electronic system therefore they must be locked and unlocked from the outside with the door key.

The Ash Dorms are on an electronic system. The dorm rooms are outfitted with an electronic lock that is always locked.

CAFETERIA, TESTING CENTER, & CAREER CENTER

These buildings are not on the electronic system therefore they must be locked and unlocked from the outside with the door key. The main cafeteria door can be secured with a security bar which is kept on top of the Pepsi refrigerator immediately inside the main door. The Testing Center can be secured with a security bar which is kept on the floor next to the front doors.

MAILROOM

The Mailroom is not on the electronic system and must be unlocked from the outside. The door can be opened from the inside by pushing on the bar.

IR BUILDING

The Institutional Research Building is not on the electronic system and both the front and back door must be locked from the inside by depressing the lock on the doorknob.

IT BUILDING

IT has two doors that must be locked manually from the inside by the IT Director and/or the IT Administrative Assistant. Also there is a room at the back of the building to hide in if necessary.

G-BUILDINGS & STUDENT UNION

The G-buildings and Student Union are not on the electronic system therefore they must be locked and unlocked from the outside with the door key. These rooms are each equipped with a Lock Blok device, so the doorknobs should always be locked and the Lock Blok device should be used to allow or deny access as needed.

BOOKSTORE

These doors must be manually locked from the inside in case of an emergency. They are set up on their own individual security system.

DENTAL HYGIENE

These doors must be manually locked from the outside in case of an emergency. The Dental Hygiene offices are equipped with their own alarm system.

WHAT TO DO IN THE EVENT OF A LOCKDOWN.

In the event that an emergency situation requires, Campus Safety and/or other personnel will lockdown some or all buildings on campus. You will be notified of a lockdown by the Emergency Notification system, i.e. phone messaging, email and/or texting, which includes a variety of modalities to provide swift and accurate information to the community.

In the event of a lockdown, remain calm, lock your doors, close and lock your windows and shut blinds. If you can do so SAFELY, inform others in your area of the lockdown. If someone needs assistance and you can do so SAFELY, help get them to the lockdown area. If you are in an area that does not lock, use all available items including desks, dressers, tables, chairs, etc. to barricade doors. Stay low on the floor away from windows and doors and under desks if possible. DO NOT leave the area until you are told to do so by Campus Safety and/or other authorized personnel.

Please report lost or stolen ID cards to IT and/or the Office of the Vice President of Student Services

TAFTCOLLEGE

Hours of Instruction and Classroom Responsibility

Hours of Instruction
Classes are scheduled from 7:00 a.m. to 10:00 p.m. Each class period is 50 minutes in length. Instructors are expected to meet their classes for the full 50-minute period. Classes meeting for more than one hour will meet for a proportional period of time (i.e., 1-1/2 hour class meets 75 minutes, and a three-hour class meets 150 minutes). Title V of the Education Code requires a 10-minute break at the end of every 50- minute period of instruction. Time may not be "lumped" together for the purposes of dismissing early. (Example: a 7-10 p.m. class may not elect to meet without a break from 7-9:30 p.m. and dismiss at 9:30 p.m.)

No class can have hours, days, or locations changed from those listed in the printed schedule without the express permission of the Vice President of Instruction.

Eating, Drinking, and Smoking in Classrooms
Eating, drinking and smoking are not allowed in classrooms. It is unlawful to allow smoking in any classroom or within 20 feet of any building on campus.

Housekeeping
When you dismiss your class, day or evening, it is expected that the room will be left in good order for the instructor who is assigned to the room following your class period. Chalkboards and whiteboards should be erased, chairs placed in order and lights turned off. If the room contains sensitive material or expensive equipment, the room also should be locked when you leave.

Tentative Agreement Between

Taft College Faculty Association (TCFA/CTA/NEA)
And
West Kern Community College District

CLUB ADVISOR STIPENDS

This Tentative Agreement ("Agreement") is made by and between the Taft College Faculty Association ("TCFA/CTA/NEA") and the West Kern Community College District ("District") (collectively referenced as the "parties") with respect to the following recitals:

As part of continuing dialogue through the Taft College Faculty Collective Bargaining Committee, the parties have reached a consensus regarding updating Club Advisor Stipends in the Faculty Collective Bargaining Agreement and Salary Schedule, Appendix B-1, Page 2.

Now, therefore, TCFA/CTA/NEA and the District hereby agree as follows:

1.   The above recitals are true and correct.

2.   The parties agree, effective July 1, 2015, each fall the Human Resources Department will post an internal announcement for a maximum of eight (8) club advisor stipends in the amount of sixteen hundred dollars ($1,600.00) per academic year. Interested faculty or adjunct faculty will submit verification that their club has been approved by the ASB or is in the process of being approved. They will also submit the "New Club Information" and "Advisor Consent Form". A selection committee consisting of the VP of Student Services, ASB Coordinator and two (2) faculty members will review the submissions and select a maximum of eight (8) club advisors to receive stipends for the academic year. The parties further agree to include this new club process and forms in the Faculty Handbook as appropriate.

3.   The parties further agree Article 7, Compensation, Section 7.3.7 of the collective bargaining agreement ("CBA") will be added to reflect the new Club Advisor procedure and payment. The section shall read as follows:

   7.3.7 Club Advisor Stipends: One (1) full-time or adjunct faculty member per club, up to a maximum of eight (8) clubs, excluding ASB, PTK, and SADHA, will be compensated in the amount of sixteen hundred dollars ($1,600.00) per academic year utilizing the process as described in the Faculty Handbook.

4.   The parties further agree to update the Faculty Salary Schedule, Appendix B-1, Page 2 of the CBA as appropriate.

5.   Except as set forth in this Agreement, all other terms and conditions of the CBA shall remain unchanged.

6.   This Agreement will become effective after ratification by the TCFA/CTA/NEA members and the District's Governing Board.

_____   _____
Billy White, President   Diane Jones, President
Board of Trustees   Taft College Faculty Association/CTA/NEA
West Kern Community College District

Dated: June _____, 2015   Dated: June _____, 2015

Board Approval Date: June 10, 2015

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DISTRICT COMMITTEE LIST

ACADEMIC SENATE

The Academic Senate of Taft College is the voice of the faculty in the area of shared governance, and its primary function is to make recommendations with respect to academic and professional matters, including curriculum, degree and certificate requirements, grading policies, educational program development, standards regarding student preparation and success, college governance structures related to faculty, accreditation processes, professional development activities, program review, and institutional planning and budget development. The District Governing Board relies primarily upon the advice and judgment of the Academic Senate for academic and professional matters or reaches mutual agreement on these policies. This committee does not count towards committee attendance.

1. ACADEMIC DEVELOPMENT COMMITTEE

The Academic Development Committee is designed to coordinate all of the basic skills areas at Taft College and implement a cohesive delivery system for our developmental students.

2. ACADEMIC POLICIES AND PROCEDURES COMMITTEE

This committee functions to review petitions by students regarding academic policies and procedures. The committee identifies academic concerns and alerts the appropriate action committee (primarily, the Curriculum and General Education Committee) for consideration of recommendations of change in the Board Policies and Procedures. (Minimum of three (3) faculty members)

3. CURRICULUM AND GENERAL EDUCATION COMMITTEE

This committee functions as the major component of academic concern of the institution. It evaluates the college curriculum and recommends appropriate changes for Board consideration. The committee reviews and recommends all new course and program additions and deletions, and provides input to the Planning Council as to resource requirements of its recommendations. Academic policies affecting student success are evaluated and recommended by this committee.

o TECHNICAL REVIEW COMMITTEE

The Technical Review Committee is a subcommittee of the Curriculum and General Education Committee. In addition to checking grammar, syntax, and accuracy, Tech Review assures that all required components of curriculum proposals are present.

4. **DISTANCE EDUCATION COMMITTEE**

The purpose of the Distance Education (DE) Committee is to develop policies and promote practices that contribute to the quality and growth of Distance Education at Taft College. Specific responsibilities include formation of DE policies and procedures, DE course evaluation process and criteria, evaluation of DE resources, and to help determine professional development needs.

5. **STUDENT LEARNING OUTCOME AND ASSESSMENT STEERING COMMITTEE (SLOASC)**

This committee approves student learning outcomes, drafts policies dealing with student learning outcomes, and works to guide Taft College's progress toward systematically assessing student learning outcomes for improvement. (Minimum of four (4) faculty members).

ACCESS COMMITTEE

The Access Committee was constituted by action of the Governance Council to study issues and provide decision support related to "access" to educational opportunities to the community of learners served by Taft College. This includes but is not limited to: effective enrollment management, considering new programs/certificates, or when following the existing "discontinuation" policy, assessing educational pathways from high school and to other 2-yr or 4-yr institutions.

ADMISSIONS AND ATTENDANCE COMMITTEE

This committee hears and acts upon petitions for admission or reinstatement as required in the Board Policies and Procedures and to administer the attendance regulations of the College.

BUDGET COMMITTEE

The Budget Committee's primary role is to monitor budgetary issues, inform the Governance Council of available resources for new positions and programs, and inform the Governance Council regarding budgetary issues.

EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE

The Equal Employment Advisory Committee serves as an advisory body to the EEO Officer, and promotes understanding and support of equal employment opportunity policies and procedures. The EEO Advisory Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

HALL OF FAME COMMITTEE

Taft College Hall of Fame honors former students, teams, coaches, administrators, faculty, staff and community members who have excelled through competition, made a difference in the lives of our students or been strong supporters of Taft College.

FACILITIES COMMITTEE

The College Facilities Committee is a participatory committee primarily responsible for long range facilities planning for the college as well as establishing goals related to enacting the facilities plan. In all its actions, the committee must place the highest value on building communication and trust with the entire college community, and in using consensus to reach its decisions. (Maximum of three (3) faculty members).

FINANCIAL AID COMMITTEE

This committee screens applications for scholarships and grants and makes recommendations to the Board of Trustees.

GOVERNANCE COUNCIL

The College Governance Council is primarily responsible for setting the vision, mission, and long-term goals of the entire college as well as identifying college level outcomes as measurements toward those goals. In all its actions, the Council must place the highest value on building communication and trust with the entire college community, and in using consensus to reach its decisions. It defines a shared vision that has college-wide support. The Council integrates the planning efforts of all organizations within the college. The Council makes recommendations regarding programs, facilities, financial planning, staffing, and organizational development. The Council defines the roles of, gives direction to, and coordinates operations of the college Accreditation and Resource Teams. (Maximum of all Division Chairs, (2) Academic Senate members, and (2) California Teachers Association members).

HEALTH BENEFITS COMMITTEE

This committee is a forum for all units to learn and receive ongoing education on benefit programs, cost, options and trends. It is also a forum to work together to establish goals that endeavor to control plan costs and develop new benefit options that can further enhance cost containment yet provide quality benefits for faculty and staff. (Maximum of two (2) faculty)

INFORMATION TECHNOLOGY COMMITTEE

This committee recommends the nature and scope of institutional response to the spectrum of information technology available and upcoming in the foreseeable future.

PUBLIC INFORMATION COMMITTEE

The duties of this committee include assembling material for and publishing the college catalog, and to develop and coordinate a district-wide public information system.

SAFETY AND SECURITY COMMITTEE

This committee serves as the central focal point for examining campus security and safety issues and responsibilities. The committee will receive input, investigate current crime trends, current campus safety and security issues, develop new policies and procedures, as well as analyze past events for potential improvement and make recommendations including campus training opportunities.

STAFF DEVELOPMENT COMMITTEE

This committee develops and makes recommendations for staff development activities.

STRATEGIC PLANNING COMMITTEE

The Strategic Planning Committee's primary role is to oversee the strategic planning process, facilitate long-term strategic planning, assess program plans and program goals with consistency with the strategic plan and strategic goals, monitor and report on strategic indicators, and monitor compliance with accreditation.

STUDENT SUCCESS COMMITEE

The Student Success Committee promotes a campus-wide culture that fosters and supports student learning, access, success, goal completion, and institutional effectiveness. The committee will review and analyze student success data; develop strategies for improving student success; analyze and understand the common barriers and momentum points that students experience; use data to identify patterns of demand; work with the Access committee and report to Governance Council.

TAFT COLLEGE FACULTY COLLECTIVE BARGAINING (TCFCBC) COMMITTEE

The purpose of this committee is to provide a forum for interest based bargaining between TC faculty and management.

TAFT TRANSITION PARTNERSHIP TEAM (TTPT)

This committee interfaces with the community and produces the Disabilities Awareness Week.

District Committee Member Responsibilities

- Attend committee meetings
- Actively participate
- Serve as a representative of prospective group

- Notify the group you are representing of upcoming meetings with agenda specifics
- Ask the group you are representing if they have any agenda items for upcoming meetings
- Follow-up with the group you are representing upon meeting completion with minutes and other pertinent news
- Notify the appropriate committee chair when you are not able to attend a scheduled meeting

◆ Faculty may refer to the Faculty Contract Section 7.2.3 for committee attendance requirements.

ACADEMIC DEVELOPMENT / BASIC SKILLS

Counselor:
(vacant)

Majors
- ESL – All Levels
- MATH 0230,0240 / ENGL 0800, 0900 / READ 0805, 0905
- QFC Cohort

ALLIED HEATH / PHYSICAL EDUCATION/KINESIOLOGY

Adjunct Counselor:
Natalie Ramirez
TRIO

Majors
- Dental Hygiene
- Liberal Arts: Allied Health
- Liberal Arts: Health & PE
- Physical Education

Careers
- Athletic Trainer
- Dental Hygienist
- Dietitian or Nutritionist
- Emergency Medical Technicians & Paramedic
- Health Educator
- LVN
- Medical & Clinical Laboratory Technician
- Nurse
- Occupational Therapist
- Phlebotomy /Hematologist
- Physical Education-Single Subject
- Physical Therapist
- Physician Assistant
- Radiology Tech
- Registered Nurse (RN)
- Respiratory Therapist
- Sonographer
- Ultra Sound Tech
- Vocational Nurse (LVN)

APPLIED TECHNOLOGY / BUSINESS ADMINISTRATION

Counselor:
(vacant)
TCI

Adjunct Counselor:
Kristy Richards
Chris Flachmann

Majors
- Accounting
- Administrative Services
- Automotive Technology
- Business Administration
- Business Administration for Transfer
- Court Reporting
- Energy Technology
- General Business
- Industrial Health & Safety
- Information Technology & Management
- Liberal Arts: Business Technology
- Management
- Welding Technology

Careers
- Accountant
- Accounting Technician
- Administrative Assistant/Receptionist/Secretary
- Auditor or Auditing Clerk
- Bill/Account Collector
- Bookkeeper
- Budget Analyst
- Business Operation Specialist
- Business Owner/Entrepreneur
- Computer Operator
- Computer Support Specialist
- Computer System Analyst
- Controller
- Coordinator
- Cost Specialist
- Court Reporter/Clerk
- Credit/Financial Analyst
- Customer Service Representative
- Data Technician
- Engineering Technician/Assistant/Associate
- Fabricator
- Field Tech, Land Tech, GIS Tech
- Finance Officer General & Operations Manager
- Hearing Reporter
- Human Resources
- Instrument Technician
- Management Analyst
- Medical Transcriptionist
- Occupational Health & Safety Technician
- Office Manager
- Operator
- Petroleum/Geological/Production/Reservoir Technician
- Pipe Welder
- Safety Officer
- Sales Agent
- Sheet Metal Worker
- Stenographer
- Tax Specialist
- Welder

LIBERAL ARTS / ENGLISH

Counselor:
Juana Rangel
Escobedo
Transfer

Majors
- Art
- Art History for Transfer
- English
- English for Transfer
- Liberal Arts: Arts & Humanities
- Multi-Media Journalism
- Studio Arts for Transfer
- Liberal Arts: Communication

Careers
- Actor
- Art Teacher
- Art Therapists
- Artist (Illustrator, Animator, Displayer)
- Audiology
- Broadcaster/Announcer
- Clergy
- Communication/Speech Teacher
- Critic (Art, Film, Music, Food)
- Designer (clothing, graphic, set, Interior, web, multimedia)
- Director (Art, Music, Film)Drama Teacher
- Elected Official/Politician
- Elementary School Teacher
- English Language Teacher
- Foreign Language Teacher
- Graphic Design
- History Teacher
- Interpreter/Translator
- Journalist (Publisher, Editor, Reporter)
- Law (Lawyer, Judge)
- Librarian
- Middle School Teacher
- Music Teacher
- Musician
- Paralegal/Legal Assistant/Law Clerk
- Philosophy Teacher
- Photographer
- Political Science Teacher
- Public Relations Specialists (Administrator, Fundraiser)
- Speech- Language Pathologists
- Writer (screen, freelance, copy)

SOCIAL & BEHAVIORAL SCIENCES

Counselor:
Candace Duron
CalWORKs

Adjunct Counselor:
Megan Andrews

Majors

- CJA-Corrections
- Criminal Justice Administration
- Early Care, Education & Family Studies
- Early Childhood Education for Transfer
- History
- History for Transfer
- Liberal Arts: Social &Behavioral Science
- Psychology for Transfer
- Recreation
- Sociology for Transfer
- Direct Support Education

Careers

- Anthropology and Archeology Teachers
- Childcare Workers
- Clinical Psychologists
- Counseling Psychologists
- Criminal Investigators and Special Agents
- Criminal Justice and Law Enforcement Teachers
- Curators
- Education Administrators

- Educational, Guidance, School, and Vocational Counselors
- Forensic Science Technicians
- Historians
- History Teachers
- Judges, Lawyers
- Marriage and Family Therapists

- Police Detectives & Officers
- Preschool Teachers
- Psychologists
- Psychology Professors
- Recreation and Fitness Studies Teachers
- School Psychologists
- Social Science Research Assistants
- Sociologists
- Special Education Teachers
- Teacher Assistants

STEM / BIOLOGICAL & PHYSICAL SCIENCE

Counselor:
Stacie Rancano
STEM

Majors

- Engineering
- Liberal Arts: Math & Science
- Liberal Arts: Natural & Life Science
- Liberal Arts: Natural & Physical Science
- Life Science
- Mathematics
- Mathematics for Transfer
- Physical Science

Careers

- Agriculture/Animal Science/Soil
- Architect
- Audiologist
- Biologist/Zoologist/ Wildlife
- Chiropractor
- Computer Science
- Engineer

- Environmental Resource Management
- Geographer
- Geologist
- Math Teacher-Single Subject
- Mathematician/Statistician
- Meteorologist

- Optometrist
- Pre-Dental
- Pre-Med
- Pre-Vet
- Science Teacher - Single Subject
- Sports Medicine Specialists
- Veterinarian

ALL MAJORS

Counselors:

Tori Furman	**Career & CTE**
Janis Mendenhall	**DSPS**
Lourdes Gonzalez	**EOPS**
Chris Flachmann	**TCI, WESTEC, & EOPS (Adjunct)**
Megan Andrews	**Probation & Reinstatement (Adjunct)**
(vacant)	**Veterans, 3SP, Coordinator of Counseling**

Advisors:

Tony Thompson	**Athletes**
Claudia Casagrande	**Liberal Arts/English & Math/Science**
Jill Brown	**Social Science & Applied Tech**

TAFTCOLLEGE

2016-2017 DIVISION CHAIRPERSONS

APPLIED TECHNOLOGIES   BANDY, INGRUN

Business
Business Administration
Computer Science
Court Reporting
Economics
Energy
Industrial Ed Safety
Industrial Technology
Management
Petroleum Technology
Water Technology
Welding
Work Experience

ENGLISH   CARLSON, KAMALA

English
English as a Second Language
Reading

LIBERAL ARTS   MARTINEZ, JULIAN

Art
Art History
Communication
Drama
English
English as a Second Language
Humanities
Journalism
Music
Philosophy
Photography
Spanish
Speech

LEARNING SUPPORT   JACOBI, VICTORIA

Disability Studies
Independent Living Skills
Information Competency
Learning Skills
Sociology

TAFTCOLLEGE

2016-2017 DIVISION CHAIRPERSONS

LEARNING SUPPORT   JACOBI, VICTORIA

Student Success

Tutoring

SCIENCES AND MATHEMATICS   MAYFIELD, MICHAEL

Anthropology

Astronomy

Biology

Chemistry

Dental Hygiene

Earth Science

Engineering

Geography

Geology

Health Education

Kinesiology

Mathematics

Physical Education

Physical Science

Physics

Statistics

SOCIAL SCIENCES   EVELAND, SHARYN

Administration Justice

Anthropology

Archaeology

Criminal Justice Admin

Early Care, Ed. and Fam. Studi

Geography

History

Political Science

Psychology

Recreation

Sociology

TAFTCOLLEGE

SELECTION OF DIVISION CHAIRPERSONS

Subject to approval by the Board of Trustees, Division Chairpersons will be appointed by the Superintendent after consideration of the recommendation of the members of the division. They will be directly responsible to the Vice President of Instruction.

DUTIES AND RESPONSIBILITIES OF A DIVISION CHAIRPERSON

The following activities will be performed regarding the division under the supervision of the Vice President of Instruction:

1. Prepare/review yearly goals and objectives as part of annual assessment.

   - Review progress on existing goals of the division
   - Discuss and develop new directions and goals of the division
   - Establish division task deadlines each semester
   - Oversee multiple program reviews within the division
   - Provide program analysis

2. Develop the area budget and manage financial resources consistent with policy and sound financial management principles

   - Coordinate submission and return of division budget requests.
   - Monitor use of division funds
   - Authorize expenditures using the approved system

3. Develop a two-year strategic plan of classes through consultation with all division chairs, counseling staff and the Vice President of Instruction for approval by the Board of Trustees.

   - Facilitate the development of a two year program course scheduling
   - Facilitate the coordination of programs scheduling across the division
   - Participate in the implementation of a two year strategic plan across the institution.

4. Coordinate Curriculum development activities within divisions

   - Instruct the faculty within the division on policies, procedures and timelines to complete curriculum development additions, modifications, and deletions.
   - Work with discipline faculty to update and revise current course outlines.
   - Draft any appropriate cover memos for items to be forwarded to the Curriculum Committee
   - Participate in the preparation of the necessary paperwork for submitting curriculum and majors to the Chancellors office.
   - Provide current course outlines with prerequisites, corequisites, and advisories separately reviewed.
   - Participate with the completion of substantive change report when necessary.
   - Development and revision of COR's and program matrices
   - Provide multi-year instructional plans

TAFTCOLLEGE

5. Recommend textbooks.

   - Work with discipline faculty to ensure that the procedure for recommended textbooks is complete.

6. Participate in the hiring process at Taft College

   - Participate in the screening and selection of Taft College employees.
   - Recommend teaching assignments.
   - Make recommendations from discipline to Academic Senate for faculty positions.

7. Provide support, direction, training, and integration for adjunct and full time faculty regarding the Instructional processes.

8. Assist in articulation.

   - Ensure degree program alignment for articulation.
   - Work with high schools as needed.
   - Coordinate with Articulation Officer.

9. Serve on the curriculum and general education committee, matriculation steering committee, governance council (1 representative from each division will serve on the Governance Council,) and attend division chairs meeting.

10. Hold divisional meetings as necessary.

11. Participate in the faculty evaluation process.

   - Division Chair (or designee) and Supervising Administrator observations
   - Division Chair (or designee) recommendation
   - Feedback to faculty evaluated

12. Participate in professional development activities.

13. Program review and SLOs

   - Lead and facilitate the program review process.
   - Monitor progress on drafting SLO's and their Assessments.

TAFTCOLLEGE

- Oversee multiple program reviews within the division

Program review and SLO's continued

- Facilitate the SLO process
- Provide program analysis
- Coordination of development, validation and assessments of SLO's
- Coordination of development, validation and assessments of PSLO's
- Coordination of development and evaluation of matrices
- Evaluation of student progress towards PSLO's
- Validation of course inclusions based on matrices and progress of student learning outcomes
- Coordinate evaluations of Student Achievement Outcome (SAO) reports
- Coordinate the discussion across faculty members to complete the program review components
- Coordinate development of action plans as required by the program review
- Coordinate submission of budget requests based on action plans
- Guide program reviews through the budget committee, strategic planning committee, and governance council processes.

14. Other duties

- For those divisions with CTE programs, work with the CTE Director to ensure that we are providing quality career and technical education and preparing students to fulfill local community and business needs through the involvement with advisory committees.
- Handle difficult and sensitive issues and problems and resolve conflicts within the respective divisions.
- Maintain and ensure confidentiality in regards to sensitive issues.

CENSUS ROSTERS

Title 5 requires that each district, by the end of the business of the day immediately preceding the census date, drop all students who are inactively enrolled in the course. Title 5 also states that inactive enrollment occurs when a student has been identified as a "no show," officially withdraws from the course, or has been dropped for no longer participating in the course.

Use your attendance roster (accessed through your Cougar Tracks login) as a Census Roster to drop as follows:

- All NO SHOWS (Students who have never attended)
- Students no longer attending class

These students **must** be dropped by the day **before** your census date. Please note students will still be charged enrollment fees for any instructor initiated drop. A student must drop themselves prior to the refund period in order to avoid being charged.

To process the Census Roster, please follow the instructions located on the web under Faculty Resources.

Faculty are not obligated to drop a student for non-attendance **after** Census Date. It is up to the faculty member's discretion whether or not to drop a student. The student is responsible for dropping any classes they are not attending.

Instructors may also drop a student from a class for excessive absences. A student is considered to be excessively absent when his/her cumulative absences exceed the total number of hours that the class meets during one week. Individual instructors may establish more stringent regulations at their discretion. However, if they do, each student involved is to be given a written notice of explanation by the instructor at the beginning of each semester (usually on the syllabus). Otherwise, the general attendance policy applies.

Students that you wish to drop on or after your census date will need a drop slip filled out and submitted to the Admissions Office. Any student dropped on or after census will receive a "W" up until the "Last date to drop with a "W", found on your attendance roster.

Please contact the Admission and Records office with any question regarding dropping students and/or Census Rosters.

Census Drop Roster

CONFIRMATION OF CENSUS: GREAT EFFORT!

Fernando R. Lara, Assistant Director, Admissions and Records
EXT. 7943 | FLARA@TAFTCOLLEGE.EDU

FALL 2014: HOW IT WENT

OF 489 CRN, 363 (75%) WERE COMPLETED ONLINE

- 126 PAPER ROSTER
- NOTICED THAT MANY CENSUS ROSTER WERE UPDATED ON CENSUS DATE
- CENSUS ROSTER NEEDS TO BE UPDATED THE DAY <u>BEFORE</u> THE CENSUS DATE

IMPROVEMENTS:

- A&R NEEDS 100% PARTICIPATION
- REMINDER EMAILS FROM A&R (FERNANDO LARA, ASST. DIRECTOR)

TITLE 5 REGULATION

Title 5 requires that each district (instructor), by the end of the business of the day immediately preceding the census date, drop all students who are inactively enrolled in the course. Title 5 also states that inactive enrollment occurs when a student has been identified as a "no show," officially withdraws from the course, or has been dropped for no longer participating in the course

WHY 100% PARTICIPATION?

1. POWER LIES WITH THE **ALL-KNOWING INSTRUCTOR** OF THE COURSE
2. ONLINE CENSUS ROSTER
   a. LESS TIME CONSUMING FOR INSTRUCTORS
   b. LESS TIME CONSUMING FOR RECORDS DEPARTMENT
3. NO LONGER "BACK DATING" DROP DATES
4. LITTLE TO NO STRAIN ON SUPPORTING DEPARTMENTS
   a. ELECTRONIC REVIEW
   b. LOWER POTENTIAL FOR ENTRY ERROR

5. FINANCIAL AID NEED FOR ACCURATE AWARDING
6. **ACCURATE** CENSUS ROSTERS AT CENSUS DATE
7. **ACCURATE** CENSUS ROSTERS AT CENSUS DATE
8. **ACCURATE** CENSUS ROSTERS AT CENSUS DATE
9. **ACCURATE** CENSUS ROSTERS AT CENSUS DATE
10. **ACCURATE** CENSUS ROSTERS AT CENSUS DATE

STEP 1

AFTER LOGGING IN TO YOUR ACCOUNT, CLICK ON "WEB-ENABLED DROP ROSTER"

Faculty and Advisors

Student Information Menu
Term Selection
CRN Selection
Faculty Detail Schedule
Week at a Glance
Detail Class List
Summary Class List
Detail Wait List
Summary Wait List
Final Grades
Add or Drop Classes
Look Up Classes
Faculty and Advisor Security Information
Class Schedule
Course Catalog
Office Hours
Rosters
Web-Enabled Drop Roster

STEP 2

SELECT A TERM

Term Selection

Select a Term: Fall 2014 ▼

Submit

STEP 3

CLICK ON THE CRN LINK

CRN LINK is live and "clickable"

Active column reads "Now"

Available column shows the dates of Availability to drop

Drop Roster Status

This page lists the classes for which you are the primary instructor for the term. The Drop Rosters that are available for each class are listed with the dates of availability. Additionally, the current grac notation if at least one student's grade has been rolled.

The grade-roll status of each class is noted in the Rolled column.

CLICK the CRN LINK to access the available Drop Roster

Current Drop Roster Summary

CRN	Subj	Crse	Sec	Title	Rule ID	Roster Type	Census Type	Active	Available	Last Submitted	Recorded Grades	Rolled
52379	ENGR	1500	21	Introduction to Engineering	2	Census Roster	Census 1	Now	Aug 08, 2014-Aug 25, 2014	Not Submitted	Total:0 of 4	No

Sections Disabled or Without Defined Drop Rosters

The sections below are either disabled from drop roster processing or are not setup with drop rosters.

CRN	Subj	Crse	Sec	Title	Section Condition	Recorded Grades	Rolled

No sections to list.

STEP 4

Drop Roster Maintenance

A•••••••• Darcy S. Bogle
Fall 2014
Aug 14, 2014 02:04 pm

💬 All students eligible to be dropped from the CRN are listed below. Update the registration status in the Action field list for each student you want to drop. After the appropriate students are updated, select the Submit button and a confirmation page will display listing only the students you selected to drop. If you want to clear your selections to start over without dropping anyone, select the Cancel button to reset the Action field to None for all students.

🚩 If you have **no students to drop** from the CRN, you still **MUST** submit the page **without updating any student Action fields** to record that you have reviewed this CRN and approve of its roster. Leave all students with "None" for the Action field, select Submit, and a confirmation page will display to verify this choice.

Course Information

CRN	Title	Rule ID	Roster Type	Census Type	Dates Available	Roster Last Submitted
52379	Introduction to Engineering - ENGR 1500 21	2	Census Roster	Census 1	Aug 08,2014-Aug 25,2014	Not Submitted

Students Eligible to be Dropped

Record Number	Student ID	Student Name	Current Registration	Action		Student Email
1	████████	████, Ryan L.	**Web Registered**	None ▼	✉	███████@gmail.com
2	████████	███████, Richard A.	**Web Registered**	None ▼	✉	███████████@gmail.com
3	████████	████████, Christian T.	**Web Registered**	None ▼	✉	████████@gmail.com
4	████████	████████, Sandy	**Web Registered**	None ▼	✉	████████████@gmail.com

[Submit] [Reset]

Return to Previous

STEP 5

Drop Roster Maintenance

Darcy S. Bogle
Fall 2014
Aug 14, 2014 02:04 pm

💬 All students eligible to be dropped from the CRN are listed below. Update the registration status in the Action field list for each student you want to drop. After the appropriate students are updated, select the Submit button and a confirmation page will display listing only the students you selected to drop. If you want to clear your selections to start over without dropping anyone, select the Cancel button to reset the Action field to None for all students.

🚩 If you have **no students to drop** from the CRN, you still **MUST** submit the page **without updating any student Action fields** to record that you have reviewed this CRN and approve of its roster. Leave all students with "None" for the Action field, select Submit, and a confirmation page will display to verify this choice.

Course Information

CRN	Title	Rule ID	Roster Type	Census Type	Dates Available	Roster Last Submitted
52379	Introduction to Engineering - ENGR 1500 21	2	Census Roster	Census 1	Aug 08,2014-Aug 25,2014	Not Submitted

Students Eligible to be Dropped

Record Number	Student ID	Student Name	Current Registration	Action	Student Email
1		, Ryan L.	**Web Registered**	None ▾	📧 dburch99@gmail.com
2		, Richard A.	**Web Registered**	Instructor Drop (No Show) ▾	📧 j...........mail.com
3		, Christian T.	**Web Registered**	Instructor Drop (No Grade) ▾	📧 redius50@gmail.com
4		, Sandy	**Web Registered**	None ▾	📧 t.........gmail.com

[Submit] [Reset]

Return to Previous

RELEASE: C3SC 8.3.1

INSTRUCTOR DROP (NO SHOW): RICHARD NEVER ATTENDED CLASS

INSTRUCTOR DROP (NO GRADE): CHRISTIAN ATTENDED CLASS BUT STOPPED SHOWING UP PRIOR TO CENSUS

NONE: RYAN AND SANDY CONTINUE TO ATTEND

STEP 6

Drop Roster Maintenance

Darcy S. Bogle
Fall 2014
Aug 14, 2014 02:04 pm

All students eligible to be dropped from the CRN are listed below. Update the registration status in the Action field list for each student you want to drop. After the appropriate students are updated, select the Submit button and a confirmation page will display listing only the students you selected to drop. If you want to clear your selections to start over without dropping anyone, select the Cancel button to reset the Action field to None for all students.

If you have **no students to drop** from the CRN, you still **MUST** submit the page **without updating any student Action fields** to record that you have reviewed this CRN and approve of its roster. Leave all students with "None" for the Action field, select Submit, and a confirmation page will display to verify this choice.

Course Information

CRN	Title	Rule ID	Roster Type	Census Type	Dates Available	Roster Last Submitted
52379	Introduction to Engineering - ENGR 1500 21	2	Census Roster	Census 1	Aug 08,2014-Aug 25,2014	Not Submitted

Students Eligible to be Dropped

Record Number	Student ID	Student Name	Current Registration	Action	Student Email
1		, Ryan L.	**Web Registered**	None	
2		, Richard A.	**Web Registered**	Instructor Drop (No Show)	
3		, Christian T.	**Web Registered**	Instructor Drop (No Grade)	
4		, Sandy	**Web Registered**	None	

Submit   Reset

STEP 7

Drop Roster Maintenance Confirmation

~~A00200111~~ Darcy S. Bogle
Fall 2014
Aug 14, 2014 02:38 pm

Course Information

CRN	Title	Rule ID	Roster Type	Census Type	Dates Available	Roster Last Submitted
52379	Introduction to Engineering - ENGR 1500 21		Census Roster	Census 1	Aug 08,2014-Aug 25,2014	Not Submitted

⚠ The following students were selected to drop from this class. Please select the Submit Changes button to confirm the drop, or select the Cancel button to abort the action (drop no one) and return to the drop roster maintenance page.

Students Selected to be Dropped

Record Number	Student ID	Student Name	Pending Registration
1	~~A00267252~~	~~Bellegran~~, Richard A.	Instructor Drop (No Show)
2	~~A00202057~~	~~Figueroa~~, Christian T.	Instructor Drop (No Grade)

[Submit Changes] [Cancel]

RELEASE: C3SC 8.3.1

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IF YOU NEED TO MAKE CORRECTIONS OR CHANGES, CLICK ON "CANCEL"

IF NOT

CLICK ON "SUBMIT CHANGES"

STEP 8

Drop Roster Maintenance

<div align="right">

Darcy S. Bogle
Fall 2014
Aug 14, 2014 02:39 pm

</div>

All students eligible to be dropped from the CRN are listed below. Update the registration status in the Action field list for each student you want to drop. After the appropriate students are updated, select the Submit button and a confirmation page will display listing only the students you selected to drop. If you want to clear your selections to start over without dropping anyone, select the Cancel button to reset the Action field to None for all students.

If you have **no students to drop** from the CRN, you still **MUST** submit the page **without updating any student Action fields** to record that you have reviewed this CRN and approve of its roster. Leave all students with "None" for the Action field, select Submit, and a confirmation page will display to verify this choice.

Course Information

CRN	Title	Rule ID	Roster Type	Census Type	Dates Available	Roster Last Submitted
52379	Introduction to Engineering - ENGR 1500 21	2	Census Roster	Census 1	Aug 08,2014-Aug 25,2014	14-AUG-2014

✔ You successfully dropped 2 student(s), and it was recorded that you reviewed the CRN roster.

Students Eligible to be Dropped

Record Number	Student ID	Student Name	Current Registration	Action	Student Email
1	~~A00000000~~	~~Burch~~, Ryan L.	**Web Registered**	None	~~rlburch00@gmail.com~~
2	~~A00000000~~	~~Torres~~, Sandy	**Web Registered**	None	~~torres.sandy00@gmail.com~~

[Submit]   [Reset]

Return to Previous

ONCE YOU HAVE "DROPPED" THE APPROPRIATE STUDENTS, THE LIST OF NAMES REMAINING IS CONSIDERED YOUR CLEAN CENSUS ROSTER.

YOU WILL NEED TO **CONFIRM** YOUR CENSUS ROSTER THE DAY PRIOR TO YOUR SPECIFIC CENSUS DATE EVEN IF NO STUDENTS ARE BEING DROPPED.

BEHIND THE SCENES

- THESE ARE SCREENSHOTS THAT THE OFFICE OF ADMISSIONS AND RECORDS WILL SEE
  - LIST OF STUDENTS ENROLLED AS OF CENSUS DATE
    - LAST DATE OF INSTRUCTOR ACTIVITY

Class Attendance Roster SFAALST 8.4.0.1 [C3SC:8.4] (CTTRNG)

Term: 201450 ▼ Fall 2014   CRN: 52379 ▼ ENGR 1500 21   ☐ Roll   Degree Award Status: Select.... ▼

Sequence	ID	Name	Status	Status Date	Final Grade ▼	Grading Mode	Incomplete Final Grade ▼	Extension Date 📅	Credit Hours	Hours Attended	Last Attendance Date 📅
28		h, Ryan L.	RW	13-AUG-2014		S			2.000		
Rolled ☐	Grade Comment: ▼										
31		s, Sandy	RW	13-AUG-2014		S			2.000		
Rolled ☐	Grade Comment: ▼										
Rolled ☐	Grade Comment: ▼										
Rolled ☐	Grade Comment: ▼										
Rolled ☐	Grade Comment: ▼										
Rolled ☐	Grade Comment: ▼										

Term: 201450 ▼ **CRN:** 52379 ▼ **Subject:** ENGR **Course:** 1500 **Title:** Introduction to Engineering

Section Information

Primary Instructor ID: ▨▨▨▨▨ Bogle, Darcy S. **Campus:** T Taft College Campı

Disable Drop Roster: ☐ **District ID:** 691 Taft College

Roster Status

Rule ID Sequence	Roster Type	Description	Active	Census Type	Date First Available	Date Last Available	Date First Submitted	Date Last Submitted	Maintained By ID
2	Census	Census Roster	☑	Census 1	08-AUG-2014	25-AUG-2014	14-AUG-2014	14-AUG-2014	A00200111
5	Total	Total Roster	☑	Not Applicable					
			☐						
			☐						

THINGS TO REMEMBER

- CENSUS ROSTER IS AVAILABLE THE FIRST DAY OF CLASS THROUGH CENSUS DATE ALTHOUGH

   DROPPING STUDENTS ON **CENSUS DATE** WILL RESULT IN THE STUDENT RECEIVING A "W". REMEMBER, THE CENSUS DATE IS THE FIRST DATE TO RECEIVE A "W" GRADE. PLEASE DROP YOUR STUDENTS THROUGH THE DATE <u>BEFORE</u> CENSUS. ANY DROPS <u>ON</u> YOUR CENSUS DATE, PLEASE SEND TO COUNSELING OR FERNANDO EXT 7943.

- YOU WILL NEED TO DROP AND CONFIRM YOUR CENSUS ROSTER THE **<u>DAY BEFORE</u>** YOUR CENSUS DATE IN ORDER TO NOT AWARD A "W"

- THIS PROCESS IS TO CONFIRM YOUR ROSTER AS OF CENSUS

- YOU WILL NEED TO CONFIRM YOUR ROSTER REGARDLESS IF YOU ARE DROPPING STUDENTS

- THE DAY THAT YOU DROP THE STUDENT IS THE DATE YOU THAT WILL SHOW AS THE DROPPED DATE

- PAPER CENSUS ROSTER WILL NEED TO BE USED IF YOU MISS THE CENSUS DATE. THIS METHOD IS FROWNED UPON AT THIS ESTABLISHMENT ☹

- PLEASE CONTACT FERNANDO AT FLARA@TAFTCOLLEGE.EDU OR 763-7943 WITH ANY QUESTIONS

TAFTCOLLEGE

Procedure for Evaluation of Contract Faculty

General Information

A.   Tenure track contract faculty members shall be evaluated annually during the first four years of employment. Non tenure track contract faculty members shall be evaluated annually. Each contract faculty member will be evaluated in each area of contract responsibility. All evaluations will be conducted during the fall semester unless there are extenuating circumstances. Spring evaluations will only take place with prior approval by the Supervising Administrator.

B.   The evaluations shall include:
1.   Peer and Supervising Administrator observations
2.   Student evaluations (if applicable)
3.   Self evaluation
4.   Peer evaluation
5.   Supervising Administrator evaluation

C.   The evaluation process document and the evaluation packet which includes a copy of the timeline will be prepared and distributed to the Contract Faculty Member, Division Chair, Supervising Administrator and Supervising Assistant by the Human Resources Department (HRD) during the fall in-service.

Contract Faculty Process Timeline

1.Curriculum Packet (syllabus/sample lesson/assessment)	Fall Semester:	End of the 7th week of the semester	_____
	Spring Semester:	End of the 2nd week of the semester	_____
2. Classroom or Workplace- Observation (Evaluation Form 1T*, 1NT* & 1NT-C*)	Fall Semester:	Within the 8th to 16th weeks of the semester	_____
	Spring Semester:	On or before the Friday of the 5th week of the semester	_____
3. Student Evaluation – (Evaluation Form 2T, 2NT-C, 2TS* & 2NTS-C)	Fall Semester:	HRD disseminates 9th week (T) Student completion 10th to 13th weeks (T) Throughout Fall Semester (NT)	_____
	Spring Semester:	On or before the Friday of the 5th week	_____
4. Self Evaluation – (Evaluation Form 3T, 3NT, & 3NT-C)	Fall Semester:	Due on or before the 1st day of the 2nd week of the January in-service to the Division Chair and Supervising Administrator	_____
	Spring Semester:	Due on or before the Friday of the 6th week to the Division Chair and Supervising Administrator	_____
5. Supervising Administrator Documents – (Super Admin Checklist)	Fall Semester:	Due on or before the last Friday in January to the Human Resources Department	_____
	Spring Semester:	Due on or before the Friday of the 7th week to the Human Resources Department	_____

D.   All fall semester self evaluation materials are due to the Supervising Administrator's office on or before the 1st Monday of the 2nd week of the January in-service. With Supervising Administrator approval, spring self evaluation materials are due on or before the Friday of the 6th week of the spring semester.

* T= Teaching; NT= Non-Teaching; NT-C= Non-Teaching Counseling; S= Spanish
21_Contract Faculty Procedure-FINAL.doc   Rev. 4/14

Student Evaluations

E.   The HRD will prepare and distribute the student evaluation process document and student evaluation packets for every section the teaching contract faculty member teaches during the semester and applicable non-teaching faculty.

F.   The HRD will notify the teaching contract faculty member of the commencement of the student evaluation process and of the need to notify their students to complete evaluations. It is the contract faculty member's responsibility to ensure that student evaluations are completed in the applicable format.

G.   For each section taught by a contract faculty member, a person other than that contract faculty member will administer the evaluation instrument on or before Friday of the 13th week of the fall semester. Exceptions may include but not limited to nonteaching contract faculty or short-term courses. The completed evaluations shall be turned into the Human Resources Department on or before Friday of the 13th week of the fall semester.

H.   Under the direction of the Human Resources Department, the student evaluation results shall be compiled. The HRD will forward the student evaluation results to the Supervising Administrator and Division Chair. The Supervising Administrator will distribute the student evaluation results to the contract faculty member once final grades are submitted.

I.   Instructions for Faculty Member:

1.   The enclosed evaluations are to be completed by **Friday, November xx, 20xx.**

2.   Please select a student to supervise the Instructor and Course evaluation process.

3.   Review the instructions listed below with the Student Supervisor.

      Instructions for Student Supervisor:

1.   Distribute an evaluation form to each student in the class.

2.   **Read the following instructions to the class aloud:**

      "In a continuing effort to improve instruction at Taft College, you are asked to take about ten minutes to complete an evaluation on your instructor and course. The results of this evaluation will be used by the instructor as feedback to determine his/her strengths and weaknesses as assessed by the student. No instructor will see the results of this evaluation until this semester is completed and all grades have been turned in to the Record's Office."

3.   Upon completion of the evaluation by your fellow students, place the completed evaluation forms in the tamper resistant envelope, SEAL and SIGN YOUR NAME OVER THE SEAL it in the presence of the class. Immediately return the sealed envelope to your instructor, who will return the sealed envelope to the Human Resources Department or mailbox by the deadline.

Curriculum Packet

J.   A teaching contract faculty member shall submit a complete curriculum packet to the Supervising Administrator and to the Division Chair for peer committee review and evaluation by the end of the 7th week. A complete curriculum packet consists of:
a. syllabus
b. sample lesson
c. sample assignment
d. sample assessment i.e. test or quiz

Self Evaluation

K.   Faculty members must complete a self evaluation for each area of contract responsibility. The self evaluation will ~~also~~ include a written evaluation to address areas outlined in the teaching and non-teaching faculty self evaluation guidelines. The self evaluation is due to the Supervising Administrator and to the Division Chair for peer committee review on or before the 1st day of the 2nd week of the January in-service for the fall semester, or for the spring evaluations, on or before the Friday of the 6th week of the spring semester.

Peer and Supervising Administrator Process

L.   The Human Resources Department will prepare and distribute the peer evaluation process document and peer evaluation packets to the Supervising Administrator, Supervising Administrator Assistants and the Division Chair during the fall in-service.

M.   A peer evaluation committee shall be determined ~~prior to the 8th~~ by the end of the 7th week of the fall semester of each academic year. A peer evaluation committee consisting of the Division Chair and at least 2 faculty members shall be determined by the Division Chair for contract faculty members.

N.   The Supervising Administrator (Superintendent/President and Vice Presidents) and each member of the peer evaluation committee shall conduct a classroom and/or workplace observation of at least one of the contract faculty members' sessions within the 8th to 16th weeks of the fall semester or, for spring evaluations, on or before the last day of the 5th week of the spring semester.

O.   Each peer evaluation committee member shall meet with the contract faculty member within five working days of the observation to discuss observation and classroom materials. The peer evaluation committee shall meet to formulate their comments and recommendations and then forward a recommendation memo for retention, retention with qualification (Q), or non-retention and observation forms and other supporting documentation to the Supervising Administrator on or before the Friday of the second week of the January in-service for the fall semester or, for spring evaluations, on or before the Wednesday of the 7th week of the spring semester.

P.   After the Supervising Administrator (Superintendent/President and Vice Presidents) reviews the Peer Evaluation Committee's recommendation documentation an appointment will be arranged by the office of the Supervising Administrator for him/her to discuss the evaluation with the Supervising Administrator on or before the last Friday of January for the fall semester or, on or before the Friday of the 7th week of the spring semester.

Q.   The Supervising Administrator's recommendation for retention or non-retention to the Superintendent/President and supporting documentation is due to the Human Resources Department on or

before the last Friday of January for the fall semester or, for spring evaluations, on or before the Friday of the 7th week of the spring semester.

R. In the event the evaluation yields retention with qualification result, the Peer Evaluation Committee and Supervising Administrator, in coordination with the Human Resources Department, will outline the areas of concern in a separate document by the end of March and progress will be addressed in the next evaluation.

* T= Teaching; NT= Non-Teaching; NT-C= Non-Teaching Counseling; S= Spanish
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Examinations throughout the semester are given at the discretion of the instructor with the following exceptions: it is strongly recommended that a full-period examination be given during the eighth week of each semester. Final examinations are compulsory and may be two or three hours in length, depending on the course (2 or 3 units). Students are expected to take final examinations in accordance with the schedule published by the Vice President of Instruction.

Please check the Instructional website for the most current Final Exam Schedule.

TAFTCOLLEGE

PETITION FOR EARLY ADMINISTRATION OF FINAL EXAMS

Students may not take early final exams unless extenuating circumstances exist such as **documented medical emergencies or family crisis, such as a death in the immediate family.**

Students seeking early administration of their final exam should submit a *Petition for Early Administration of Final Exam* form to the Office of Instruction **at least two weeks prior to the first day of final exams to be considered.**

All Instructor signatures must be obtained before submitting petition to the Vice President for approval. In some circumstances, a meeting will be arranged between the student and the Vice President to discuss the request. If the request has been approved, the faculty members impacted will be notified. **All students are to follow up with the instructor of the class. Time and place of the administration of the final exam will be arranged between the instructor and the student on an individual basis.**

Student's Name: _____

Student's Contact Number: _____   **Student's Email Address**: _____

Date student needs to leave: _____

Reason for early administration of final exams:

_____

_____

_____

Course Name & Number	Instructor Name	Instructor Signature	Approved	Disapproved
Example: ENGL 2200-20	*Professor Smith*		*xx*	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Return the completed form to the Office of Instruction located on the 2nd floor of the Administration building.

Approved: _____
                Vice President, Instruction

For office use:

V.P. Instruction Signature   ☐   Scan and save \Filing\Petitions for Early Finals   ☐

Email notification of approval to each instructor   ☐

TAFT COLLEGE

West Kern Community College District

July 16, 2012

To: Patti Bench, Interim Vice President of Instruction
Division Chairs
All Full time and Part time faculty

From: Barbara Amerio, Director of Financial Aid

Re: Complying with Federal Title IV Requirement's

In order for us to be in compliance with the Federal Title IV regulation outlined below a procedure has been developed to document those students that truly earned the "F" grade and therefore would not be required to return any funds. When an instructor is assigning a failing grade to a student it must be determined if the student attended the entire period of enrollment or if the student failed to withdraw and stopped attending or participating. If the student attended the entire term of enrollment but earned a failing grade the instructor would assign the standard "F" grade and no further action is required. If the student stopped attending or participating and failed to withdraw then the instructor would assign the grade "FW". When assigning a "FW" grade the instructor is required to enter the last day of attendance into the "Last Attend Date" field on the grade roster. This date will be used to calculate the amount of Title IV aid the student and institution are required to return.

It is believed this procedure has the least amount of impact on instructors while ensuring we are in compliance with the regulations.

As outlined in the Federal Title IV regulations, institutions must have in place a procedure for determining whether students who enrolled in a period of enrollment and received an "F" grade actually completed the period of enrollment and earned the "F" or stopped attending without officially withdrawing. If an enrolled student attended and participated in class the entire period of enrollment but earned the "F" grade and was disbursed financial aid he/she would be eligible to retain the funds. If a student merely stopped attending but never officially withdrew, received an "F" grade and was disbursed financial aid, this student would be subject to the Return of Title IV rules and may have to return some portion of his/her disbursement.

I appreciate your assistance with this regulation and should you have any questions please feel free to contact me.

FERPA information for Faculty

Who has access to non-directory information?
With several exceptions provided by FERPA, Taft College cannot release personally identifiable non-directory information in an education record without prior written consent from the student. Some examples of non-directory information include:

- birth date
- religious affiliation
- citizenship
- **disciplinary status**
- ethnicity
- gender
- **grade point average (GPA)**
- marital status
- **SSN/student I.D.**
- **grades/exam scores**
- test scores (e.g., SAT, GRE, etc.)

I know that faculty do not have access to most of the items listed above but you could be aware of the ones I have placed in bold.

FERPA "Danger Zones" for Faculty (not related to posting of grades):
- Circulating a printed class list with student name and Student ID number or grades as an attendance roster.
- Discussing the progress of any student with anyone other than the student without the consent of the student (e.g. parents, employers, other students).
- Providing anyone with lists of students enrolled in your classes for any commercial purpose.
- Providing anyone with student schedules or assist anyone other than a Taft College employee in finding a student on campus.
- Giving out directory information about a student who has requested confidentiality.
- Re-disclosing confidential information to a third party without authorization.
- Including personally identifiable information about student "A" in student "B's" record without student A's permission.
- Including FERPA protected information in a letter of reference without the student's written permission (this includes the student's GPA or grade in your class).

To avoid FERPA "Danger Zones" related to the posting of grades, MAKE SURE TO:

- Never link the name of a student with that student's ID number in any public manner.
- Never mail grades to students UNLESS consent is received and a self-addressed envelope (no post cards) is supplied by the student.
- Never post the grades, even if coded, in alphabetical order or any other recognizable order.
- Never, as a matter of good practice, provide a grade to a student over the telephone or by e-mail.

Taft College protects the privacy of all past and present students. If students choose to allow an individual to have access to their educational records, they must do so by writing a letter stating their intent. The letter must be accompanied by appropriate identification from both parties and is valid for a single request. In the Student Services department, a student can fill out a Consent to Release Information form which is valid for one school year. Directory information may be released in accordance with the definitions in the Taft College Board Policy 5040, which is the following:

* Student participation in officially recognized activities and sports including weight, height and high school of graduation of athletic team members.
* Degrees and awards received by students, including honors, scholarship awards, athletic awards and the President's and Vice President's Lists of recognition.

The following information shall be released to the federal military for the purposes of federal military recruitment: student names, addresses, telephone listings, dates and places of birth, levels of education, degrees received, prior military experience, and/or the most recent previous educational institutions enrolled in by the students.

FERPA Complaints: Students may file a complaint with the U.S. Department of Education. Generally speaking, however, students may not file a lawsuit against the institution for a violation of FERPA.

Penalties for Violation of FERPA: Penalties for uncorrected violations may include a cutoff of federal funding to the institution.

Taft College Board Policy
http://www.taftcollege.edu/tcwp/oldagenda/wp-content/uploads/2011/02/BP5040-Student-Records-and-Directory-Information_1-14-13.pdf

Taft College Administrative Procedures
http://www.taftcollege.edu/tcwp/oldagenda/wp-content/uploads/2011/02/AP-5040-Student-Records-Directory-Information-and-Privacy.pdf

TAFTCOLLEGE

FIELD TRIPS

A "Field Trip" refers to any off-campus excursion, including class trips and activity trips. **All field trip requests/paperwork must be submitted 30 days in advance of the trip. Incomplete paperwork will not be approved.**

The only field trips that will be approved are those included in the budget for the current school year.

The following procedure will be observed for all field trips:

1. The instructor or advisor who wishes to plan a field trip will secure approval of the date and place from the Vice President of Instruction prior to any announcement to a student group. "Field Trip Request" forms are available from the Instructional Assistant.

2. The instructor or advisor will then submit a complete itinerary of the proposed trip, including a time schedule. The instructor will also define in writing the purposes of the trip and explain how it will contribute to the objectives of the particular class organization. The instructor will further explain the plan for follow-up procedures within the class or organization. (See Field Trip Request form.)

3. Upon approval of the request for a field trip, the instructor or advisor will submit a request for transportation to the Vice President of Instruction. "Student Field Trip Waiver Notice and Medical Authorization" forms are required for all field trips whether students will be transported by Taft College personnel, providing their own transportation, or walking.

4. Not less than 3 school days before the field trip the instructor or advisor will submit a complete list of students who are to be excused from class and signed waiver forms. The instructor will turn in (as you leave the campus) a list of names to the college office of any excused students who do not go on the trip.

5. If regular teaching responsibilities will be missed because of a field trip, the instructor is required to submit, three days in advance, to the Vice President of Instruction, the class assignments to be performed in his/her absence. (Substitute teachers are not readily available and are not automatically provided when a field trip is approved.)

6. Only staff members and currently enrolled students of the Taft College class or activity are authorized participants in field trips.

TAFTCOLLEGE

7.   It will be the responsibility of the instructor or advisor to be certain that drivers of district vehicles are properly licensed.

FIRST AID EQUIPMENT REQUIRED ON FIELD TRIPS

1.   Section 32040 of the Education Code provides that the governing board of any school district or community college district, superintendent of schools, or principal in whom is vested the administration or supervision of any public or private school in the state shall equip the school with a first aid kit, whenever any pupils of the school are conducted or taken on field trips under the supervision or direction of any teacher in, or employee or agent of, the school.

2.   Section 32041. The teacher, instructor agent, or employee shall have the first aid kit in his/her possession, or immediately available, while conducting the field trip.

3.   Section 32043. Whenever a field trip is conducted into an area which is commonly known to be infested by poisonous snakes, the first aid kit may include a snakebite kit. Any first aid kit or snakebite kit taken into an area which is commonly known to be infested by poisonous snakes shall contain medically accepted snakebite remedies. Any field trip into an area which is commonly known to be infested by poisonous snakes that is conducted by any public or private school in the state shall be accompanied by a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snakebites. It shall be the responsibility of the school conducting the field trip to comply with the requirements of this section and nothing in this section shall be construed as requiring the American Red Cross to provide first aid courses in any manner or location.

4.   Section 32044. Any member of the governing board of any school district, any community college district and any superintendent of schools, principal, teacher, instructor or agent who willfully violates the provisions of this article (commencing at Section 32040) is guilty of a misdemeanor.

EMERGENCY CARE OF PERSON WITH CONVULSIONS

1.   Keep calm. The person is usually not suffering or in danger.

2.   Help him/her to a safe place but DO NOT restrain his/her movements. Loosen tight clothing.

3.   After jerking of seizure has subsided, and if he/she is still conscious, turn person on his/her side with his/her face gently turned downward.

4.   DO NOT PUT ANYTHING BETWEEN TEETH.

TAFTCOLLEGE

5.   DO NOT give him/her anything to drink.

6.   Stand by until the person has fully recovered consciousness and from the convulsion which sometimes follows a seizure.

7.   Let him/her rest if he/she feels tired, then encourage him/her to go about his/her regular activities.

8.   If the person is a child, notify parents or other persons responsible for him/her at the time of the seizure.

9.   It is rarely necessary to call public authorities. However, in case of prolonged seizures or, if a person injures himself/herself by falling, it may be wise to secure professional help.

TAFTCOLLEGE

Request for Approval of Guest Speaker

Instructor: _____   **Class:** _____

Date: _____   **Time:** _____

Guest Speaker

Name: _____

Affiliations: _____

_____

_____

_____

Intent/Value to Class: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Instructor Signature: _____   **Date:** _____

V. P. Instruction Signature: _____   **Date:** _____

For office use:

Copy distributed to instructor ☐   Scan ☐

Instructional Support Services

TAFTCOLLEGE

Flex Days

Substitution (flex) days are days that full time faculty may accumulate when they engage in a professional activity during non-work hours. Examples of types of activities that may apply are: conference attendance, special classes, presentations, or faculty workshops. In some cases, summer travel may apply as well. Substitution (flex) days are not automatically granted. Approval of activities as substitution (flex) days is secured by sending a memo describing the activity and the number of hours proposed for credit to the Vice President of Instruction.

Substitution (flex) days (or hours) may be utilized only during the August or January In-service Days, and only for *non-required* activities. Sick leave or personal necessity leave must be used for required meetings.

Faculty should note the intention to utilize substitution days on the "Non-Instructional Days Contract" which is distributed prior to each upcoming in-service schedule.

TAFTCOLLEGE

Key Policy

This key policy shall establish procedures necessary to manage, control and protect the assets of the District, including but not limited to ensuring sufficient security to protect property, equipment, and information from theft, loss, or significant damage.

Key Card Procedure

1. Prior to the start of a new semester an updated key report will be pulled from cognos
2. Instruction sends report approved by management to ITS
3. ITS will activate access cards – access should be given for designated classroom and the closest bathroom and hallway offices
4. At the end of each semester, ITS will de-activate all adjunct key passes – including classrooms, bathrooms and office hallways

Key Procedure

1. Prior to the start of a new semester an updated key report will be pulled from cognos
2. Prepare keys for all faculty by comparing what keys they will need to the list of keys that they already have
3. Distribute keys prior to the start of the semester by Instructional Support Services
4. At the end of the semester collect all keys
5. All keys must be returned for classrooms not in use or at the end of a faculty's working contract or a fee will be deducted from Divisional budgets to cover re-keying of classrooms

Key Procedures Substitutes

1. Keys for substitutes will be issued by Instructional Support Services. Substitutes are to request keys and return after substitution work is completed
2. Keys must be returned to the Instructional Support Services office or put inside an envelope stating name of person returning the key and dated and placed in Drop Box located inside the Instructional Support Services Office.
3. If key is not returned, the Division will be responsible for re-keying costs of room
4. If substitute needs a key pass, ITS will be contacted for activation of card and the time necessary for substitute to complete work hours. Key pass will be deactivated after substitute hours

Rev. 8/1/11

TAFTCOLLEGE

Key Policy

Student Worker Keys

1. Upon request, one additional office key will be distributed to faculty for their office to be used by a student worker.
2. Faculty are responsible for managing the distribution/collection of their office keys
3. If keys are lost or not returned, faculty budgets will be used to cover the cost of re-keying office location
4. Any other key requests for other locations, student workers need to complete a student key request form
   - Form must be completed with faculty signature
   - Key will be issued once student worker has been approved for the semester and all paper work is completed
   - Students will be held accountable for any lost or non-returned keys for any location other than faculty offices
   - A hold will be placed on a student's account until keys are returned or fee is paid for re-keying of building

Rev. 8/1/11

TAFTCOLLEGE

MAILBOXES

Mailboxes are located in the mailroom behind the cafeteria. Please check your mailbox at least once a day. Mail for distance learning instructors who do not come to campus on a regular basis will be mailed to the instructor once a week.

Taft College Mission Statement

Our Vision

Taft College instills a passion for learning, leading to success for all.

Our Mission

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

Our Values

- Students and their success
- A learning community with teaching excellence
- An environment conducive to learning, fairness, dialogue, and continuous improvement
- A communicative, collaborative, collegial, and respectful culture
- A partnership of students, faculty, support services, and community
- Innovation, diversity, creativity, and critical thinking
- Academic, financial, personal, and professional integrity
- Employees and their professional development
- A transparent, accessible, participative governance structure

TAFTCOLLEGE

MULTIMEDIA EQUIPMENT

If any extra media equipment is needed, it will be necessary to turn in a request 24 hours in advance to the I.T.S. Help Desk Operator (x 7737) or to the I.T.S. Helpdesk email address helpdesk@taftcollege.edu. A separate request will be required each time the media equipment is needed.

DO NOT MOVE EQUIPMENT. Someone else may have requested the equipment, and if it is moved, he/she is deprived of his/her properly requested equipment.

TAFTCOLLEGE

Office Hours

Teaching faculty will schedule and be present for a total of five (5) hours per week when classes are in session. Faculty shall develop their own office hour schedules so as to be convenient to both the needs and schedules of their students, and their own teaching schedules. An office hour shall not be less than sixty (60) clock minutes. Office hours shall be posted at the entrance to the faculty member's office and filed with the Vice President of Instruction at the start of each semester via self-service Banner.

Non-teaching faculty are to provide their 35 hours of scheduled work time to the Vice President of Instruction.

Adjunct faculty who work 20% of a full load or more have available paid office hours. Interested faculties are requested to notify Instructional Support Services of where and when the office hour(s) occur using self-service Banner, and to revise the notification as necessary.

Revised: February 2012

BANNER
FACULTY OFFICE HOURS

TAFT COLLEGE

Banner Self-Service log-in is accessible from the Taft College homepage. Enter **User ID (A#)** and **PIN.** Click **Login.**

1

Select the **Faculty Services** tab of the main menu and double click on **Faculty and Advisors**.

2

Double click on **Office Hours**.

3

Personal Information **Student** **Financial Aid** **Faculty Services** **Employee**

Search [ ] [Go]

Faculty and Advisors

Student Information Menu
Term Selection
CRN Selection
Faculty Detail Schedule
Week at a Glance
Detail Class List
Summary Class List
Final Grades
Add or Drop Classes
Look Up Classes
Faculty and Advisor Security Information
Class Schedule
Course Catalog
Office Hours
Rosters

RELEASE: 8.2

Select the **Term** from the drop down box. Click **Submit.**
On the next form, select one **CRN**. Click **Submit.**

4

| Personal Information | Student | Financial Aid | **Faculty Services** | Employee |

Search [   ] Go

Select Term

Select a Term: Fall 2010 ▾

Submit

RELEASE: 8.1

| Personal Information | Student | Financial Aid | **Faculty Services** | Employee |

Search [   ] Go

Select a CRN

CRN: Composition and Reading - 50151 ▾

Submit

RELEASE: 8.1

Enter start time, end time, check day(s) of the week, choose a contact number if desired, enter office location, and enter from and to dates for the semester.

5

Office Hours

ℹ️ Use this page to maintain your office hours for a class. From/To Times and From/To Dates are required when adding office hours. Students may view your office hours when the Display indicat by clearing out From/To Times or From/To Dates and clicking Submit.

Course Information

Composition and Reading - 50151 - ENGL 1500 - 21

CRN: 50151

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class (Lecture or Lab)	6:40 pm - 9:30 pm	W	G Modulars 05	Aug 23, 2010 - Dec 17, 2010	Lecture	Denice A. McCauley (P) ✉

Office Hours

From Time (0000-2359)	To Time (0000-2359)	Day of the Week M T W F S U	Contact Number	Location	From Date (MM/DD/YYYY)	To Date (MM/DD/YYYY)	Display
		☐ ☐ ☐ ☐ ☐ ☐ ☐	None ▼				☐
		☐ ☐ ☐ ☐ ☐ ☐ ☐	None ▼				☐
		☐ ☐ ☐ ☐ ☐ ☐ ☐	None ▼				☐

Copy To: Select To Copy ▼

[Submit]   [Reset]

Return to Previous

See example below. Ensure that there is a check mark under the **Display** column to display the information to students. Click **Submit**.

6

Office Hours

Use this page to maintain your office hours for a class. From/To Times and From/To Dates are required when adding office hours. Students may view your office hou by clearing out From/To Times or From/To Dates and clicking Submit.

Course Information

Composition and Reading - 50151 - ENGL 1500 - 21

CRN: 50151

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class (Lecture or Lab)	6:40 pm - 9:30 pm	W	G Modulars 05	Aug 23, 2010 - Dec 17, 2010	Lecture	Denice A. McCauley (P) ✉

Office Hours

From Time (0000-2359)	To Time (0000-2359)	Day of the Week	Contact Number	Location	From Date (MM/DD/YYYY)	To Date (MM/DD/YYYY)	Display
		M T W F S U					
1300	1400	☑ ☑ ☑ ☑ ☑ ☐ ☐	None ▼	Admin	08/23/2010	12/17/2010	☑
		☐ ☐ ☐ ☐ ☐ ☐ ☐	None ▼				☐
		☐ ☐ ☐ ☐ ☐ ☐ ☐	None ▼				☐

Copy To: | Select To Copy ▼

| Submit | | Reset |

The following confirmation will appear.

Office Hours

A00201193 Denice A. McCauley
Fall 2010
Aug 17, 2010 09:24 am

Use this page to maintain your office hours for a class. From/To Times and From/To Dates are required when adding office hours. Students may view your office hours when the Display indicator is checked. Office hours may be deleted by clearing out From/To Times or From/To Dates and clicking Submit.

✓ You have successfully changed your office hour information.

Registered students can see your office hours by clicking on the name of the **Assigned Instructor** in their Student Detail Schedule.

Student Detail Schedule

Total Credit Hours: 3.000

Composition and Reading - ENGL 1500 - 21

Associated Term:	Fall 2010
CRN:	50151
Status:	**Registered** on Aug 17, 2010
Assigned Instructor:	Denice A. McCauley ✉
Grade Mode:	Standard
Credits:	3.000
Level:	Undergraduate
Campus:	Taft College Campus

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class (Lecture or Lab)	6:40 pm - 9:30 pm	W	G Modulars 05	Aug 23, 2010 - Dec 17, 2010	Lecture	Denice A. McCauley (P) ✉

Office Hours for Denice A. McCauley

A00201193

Aug

Composition and Reading - ENGL 1500 21

CRN: 50151

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class (Lecture or Lab)	6:40 pm - 9:30 pm	W	G Modulars 05	Aug 23, 2010 - Dec 17, 2010	Lecture	Denice A. McCauley (P) ✉

Office Hours

Time	Day of the Week	Contact Number	Location	Date Range
01:00 pm - 02:00 pm	MTWRF	None	Admin	Aug 23, 2010 - Dec 17, 2010

Return to Previous

RELEASE: 8.2

powered by

To copy your office hours to additional classes, select additional classes one by one in the **Copy to** drop down box and click **Submit** for each one.

Questions?

10

☐ Please contact the Office of Instruction for further information or questions.

TAFTCOLLEGE

Overload Payroll and Summer Statements

Summer payroll statements are sent to faculty prior to the summer term detailing the amount you will be receiving per month based on the classes being taught.

Please review your statement and email rledford@taftcollege.edu with any questions you may have.

Pay is based on an equation that uses the catalog hours of the course plus an extra week for finals, divided evenly across June and July for regular term classes. Irregularly scheduled classes will be paid during the months in which the classes fall across.

Overload is paid at the end of the academic year. You will receive a memo with lump sum payment options ranging from March – June.

Timesheets

Timesheets are required for any extra duty assignment beyond assigned classes.

This includes:

- Substituting for another instructor
- Course outline of record creation or revision
- Other extra project work

You can find timesheets in Instructional Support Services or online in Faculty Resources.

Overload Sick Leave

Overload sick leave is front-loaded at the beginning of each semester. It's worth one week's worth of hours and can roll over into subsequent semesters if unused. Sick leave is not paid out, but available in case of illness.

Statements are emailed at the beginning of each semester.

TAFTCOLLEGE

Professional Organizations

The Taft College Faculty Association, which is a chapter of the California Teacher's Association, and the Taft College Academic Senate, Academic Senate for Community Colleges, are recognized by the governing board.

The Board of Trustees recognizes the Taft College Faculty Association as the bargaining agent for faculty collective bargaining. All other college matters will be communicated through the Taft College Academic Senate.

Revised: February 2012

TAFTCOLLEGE

All publicity for local newspapers and other news media involving college-related matters, particularly matters of administration and school policy, must be cleared with the Superintendent/President before they are given to reporters for publication.

A cart from a website or a source requisition form are needed when requesting supplies. Source Requisition forms are available in Instructional Support Services or found online within Faculty Resources. Forms may be submitted electronically to the Instructional Support Services staff at instruction@taftcollege.edu via email or turned in via hardcopy. Purchase Orders for supplies and/or equipment will be processed through the Banner system by the Administration Clerk who will contact you with the PO number to use when submitting your order.

Office Depot Account

Please use this link to go to Office Depot business account site: https://bsd.officedepot.com/

We have set you up an account that allows you to place supply orders. The home page will ask for the following information: *Username and Password (See you email for this information)*

Once you have signed in to your account you can begin shopping.

You can use the search option at the top of the website or order by item number through the function of the left side. *Once you have completed your shopping – PROCEED TO CHECKOUT*

Once at the checkout it will ask the following question: *PO Number: Put your name here*

Once you have reviewed your order and are satisfied click on *PLACE ORDER ON HOLD*

This will store your shopping cart contents and send me an email. It will show that you are purchasing supplies and what they are. We will get Mark's approval, assign a purchase order number and then release your order.

You will receive a confirming email once your order is released.

TAFT COLLEGE
West Kern Community College District

REQUESTS FOR SALARY SCHEDULE CREDIT (COURSES)

Requests for consideration of courses for salary schedule credit are submitted to the Vice President of Instruction by paper memo. Email is acceptable for preliminary approval, but official approval requires the recommendation of the Vice President of Instruction, indicated by his signature on the proposal memo. The memo is forwarded to the president's office. Final approval rests with the Superintendent/ President, and is indicated by his signature on the memo. The signed request is forwarded to the Human Resources Office.

It is also required that the faculty member attach documentation from the institution offering the course describing the proposed course and its unit value. The faculty member must indicate the number of quarter or semester units he/she expects to receive by completing the course. The Vice President of Instruction's recommendation includes a calculation of the value of the course in units. Semester units are calculated 1:1. Quarter units are multiplied X .67.

A copy of the memo is sent to the faculty member with the Vice President of Instruction's signature indicating his recommendation. Another copy is sent to the faculty member when the Superintendent/President's signature is secured. At that point the faculty member can go forward with enrolling in the course. A transcript with a final grade for the course should be submitted to the Human Resources Office.

Procedures for Granting Salary Schedule Credit for
Nonacademic Courses and Individual Instruction

1. Petitioning Procedures --

    The petition for credit for any course or individual
    instruction that does not carry academic credit will be
    accompanied by a written description which relates the
    content of the course or individual instruction to the
    individual's assignment. The format for this report
    will be provided by the Dean of Instruction.

2. Standards for Granting Credit for CEU's --

    One (1) CEU will be worth one-third (1/3) semester unit
    for CEU's based on 10 hours of class time. These
    standards are applied to group instruction. The
    following scale will be used to grant credit for CEU's:

Semester Unit	CEU's	Hourly Equivalents
1/3	1.00-1.49	10.0-14.9
1/2	1.50-1.99	15.0-19.9
2/3	2.00-2.99	20.0-29.9
1	3.00-3.99	30.0-39.9

3. Standards for Granting Credit for Individual
    Instruction --

    According to the negotiated agreement, 50 hours of
    individual instruction is worth one (1) semester unit
    of credit. These standards are applied to one-to-one
    instruction. The following scale will be used for
    granting credit for individual instruction:

Semester Unit	Hours of Individual Instruction
1/3	17 hours-24 hours
1/2	25 hours-33 hours
2/3	34 hours-49 hours
1	50 hours-66 hours

Revised 3/7/86

TAFTCOLLEGE

Please see the Taft College Catalog/Student Handbook

"How To" Guide for

Student Learning Outcomes Assessments and Reports

The "How To" Guide for Student Learning Outcomes, Assessments, and Reports describes the SLO assessment process.

"How To" Guide for

Student Learning Outcomes Assessments and Reports

Table of Contents

"How To" Guide for Student Learning Outcomes, Assessments and Reports

I.   Overview

Welcome to Student Learning Outcomes!
Student learning outcome assessments and reporting are accreditation standards that Taft College is compelled to complete on an on-going basis. The assessment of student learning outcomes (SLOs) serves as a process to ensure continuous improvement in our courses, programs, and overall college institutions as the expectations of what our students should be achieving while attending Taft College. The SLOs are an integration of both academic and co-curricular activities for students at Taft College. To assist in this process, Taft College purchased eLumen as a repository for SLOs and data for each SLO assessed at the course, program, and institutional level. Reports can be generated from eLumen to be used as evidence of where improvements may be required at Taft College. Additional information is available at the SLO Webpage under Faculty Resources. Vicki Herder SLO Coordinator – ext. 7719.

eLumen can be found at the **bottom** of the Faculty Resource page under "links". Your username is your first initial and last name (no space) and your "A" number is your password. Please contact Brandy Cramer for assistance at extension 7944 if you have difficulty logging in. If you forget your password, Brandy can reset it for you. **There is a PowerPoint available on the SLO website that demonstrates a step by step process on how to set up an assessment.**

The SLO assessment process is divided between fall (August) and spring (January) with many activities on Planning Days as follows:

Fall Assignment Checklist: (suggested timeframe for completion)

❑ Determine what SLOs will be assessed for the *current* semester. Set up assessments for the fall semester in eLumen (October and November). Use your syllabus to determine when you will assess outcomes. Outcomes should be determined in agreement with discipline faculty. You may also use the GANNTT chart at the end of the "How to Guide" to plan assessment activities.

❑ Conduct assessments for SLOs at the course, program (s) (for each degree or certificate the course is in), and institutional level as determined by your discipline faculty, program faculty, and institutional level as determined by the Academic Senate or Curriculum Committee (November and December). You may also need to access a General Education SLO if your course is in the General Education pattern). See "Roadmap to Sustainability form" at the end of the "How To" guide to document what SLOs will be assessed.

❑ Complete Section Improvement Plan (SIP) for *each* course you teach (December and January). SIPs are found in eLumen, and should be completed once **all** your assessments for that class are completed. There are five questions in the SIP.

Spring Assignment Checklist:

❑ Complete, in concert with discipline faculty, a Course Improvement Plan (CIP) for each separate course taught in the fall and previous spring semester (January faculty in-service). If you teach 10 separate courses (spring of previous year and fall) then you need to contribute to 10 Course Improvement Plans. Program Leads or Authorized Individuals are authors of Course Improvement Plans in eLumen. This process should be fully discussed and documented with all instructors who teach the same course.

❑ Course Improvement Plans are used to develop the Program Improvement Plan (PIP) for the *each* degree or certificate the course applies to. (January in-service). If for example RECR 1510 sits in the Recreation and Physical Education major, the CIP must contribute to both majors.

Repeat fall process for spring courses.

❑ Determine what SLOs will be assessed for the <u>current</u> semester. Set up assessments for the fall semester in eLumen (January and February).

❑ Conduct assessments for SLOs at the course, program, and institutional level as determined by your discipline faculty, program faculty, and institutional level as determined by the Academic Senate or Curriculum Committee (April and May). See "Roadmap form" included in "How To" guide for documentation of progress.

❑ Complete Section Improvement Plan (SIP) for *each* course you teach (May and June). SIPs are found in eLumen, and should be completed once ***all*** your assessments for that class are completed. There are five questions in the SIP.

<u>Compliance required by ACCJC guidelines</u>

Relevant Standards

II.A.1.c.   The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.2.   The institution assures the quality and **improvement** of all instructional **courses** and **programs** offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location**.**

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

II.A.2.g. If an institution uses departmental course and/or program examinations; it validates their effectiveness in measuring student learning and minimizes test biases.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

        b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

        c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

II.A.6.   The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

List of Programs, Lead Persons and Program Review Authors

The following table lists every program identified at Taft College. The table also shows the Area or Division for the program, the Program Lead associated with the listed program. Designated persons to complete Program Improvement Plans (PIP) are listed in the table. These are the designated person to discuss how course improvements will lead to program improvements for discussion meetings and will write the PIP in eLumen.

Table of Programs, Program Leads and Authors for Program Improvement Plans

Area or Division	Instructional Program	Program Lead	Program Improvement Plan Author
Instruction	Basic Skills	K Kulzer	K Kulzer
	Career/Technical Education Support	S Aunai	S Aunai
	Distance Learning Support	L West	L West
	Student Learning Outcomes Support	V Herder	V Herder
Applied Technologies	Business • Accounting AS Degree & Certificate • Business Administration AA Degree • General Business AS Degree • Liberal Arts w/ Emphasis-Business Technology AA Degree	K Bandy	K Bandy
	Information Technology & Management AS Degree & Certificates	K Bandy	L West
	Administrative Services and Management • Administrative Services AS Degree & Certificates • Management AS Degree & Certificates	K Bandy	D Layne
	Court Reporting AS Degree & Certificate	K Bandy	G Shaw
	Energy Technology AS Degree & Certificates	K Bandy	K Bandy
	Industrial Health & Safety AS Degree & Certificates	K Bandy	K Bandy
Learning Support	Direct Support Education AS Degree & Certificate	V Herder	D Bogle
	Independent Living Skills Certificate (Included w/TIL)	V Herder	R Polski
Liberal Arts	Art • Art AA Degree • Art History AA-T Degree • Lib Arts w/ Emphasis-Arts & Humanities AA Degree • Studio Arts AA-T Degree	S Swenson	S Swenson
	English AA & AA-T Degrees	K Carlson	K Carlson & G Dyer
	Lib Arts w/ Emphasis-Communication AA Degree	S Swenson	G Graupman & J Martinez
	Multimedia Journalism AA Degree	S Swenson	G Graupman
Sciences & Mathematics	Dental Hygiene AS Degree	S Eastman	S Eastman
	Life Science • Life Science AS Degree • Lib Arts w/ Emphasis-Nat Sci-Life Sci AA Degree	G Golling	G Golling
	Math • Mathematics AA Degree • Lib Arts w/ Emphasis-Math & Science AA Degree	G Golling	G Golling
	Physical Education and Health • Physical Education AA Degree • Lib Arts w/ Emphasis-Health & P.E. AA Degree • Lib Arts w/ Emphasis-Allied Health AA Degree	G Golling	G Golling

Area or Division	Instructional Program	Program Lead	*Program Improvement Plan Author*
	Physical Science • Physical Science AS Degree • Lib Arts w/ Emphasis-Nat Sci-Phys Sci AA Degree	G Golling	*G Golling*
Social Sciences	Criminal Justice Administration AS Degrees & Certificate	S Eveland	*S Eveland*
	Early Care, Education & Family Studies AS & AS-T Degrees & Certificates	S Eveland	*S Eveland*
	History AA & AA-T Degrees	S Eveland	*S Eveland*
	Psychology AA-T Degree	S Eveland	*S Eveland*
	Recreation AA Degree	S Eveland	*S Eveland*
	Lib Arts w/ Emphasis-Social & Behavioral Science AA Degree	S Eveland	*S Eveland*
	Sociology AA-T Degree	S Eveland	*S Eveland*
	Social Science Non Degree	S Eveland	*S Eveland*

Area or Division	Non-Instructional Program	Program Lead	*Username*
STUSRV	Admissions, Records & Outreach	Michelle Hines	
	Articulation	Vicki Herder	
	Assessment & Testing	Joe'll Chaidez	
	Athletics	Kanoe Bandy	
	CalWORKs	Juana Rangel-Escobedo	
	Career/Transfer	Darcy Bogle	
	Child Development Center	Genoveve Curiel-Garcia	
	Counseling	Darcy Bogle	
	EOPS/CARE	Lourdes Gonzalez	
	Financial Aid	Barbara Wingler	
	Matriculation	Darcy Bogle	
	Office of Student Services	Brock McMurray	
	Orientation	Darcy Bogle	
	Residence Life (Student Dorms)	Angelo Cutrona	
	Student Life (Student Activities)	Myisha Cutrona	
	Student Support Services	Jeff Ross	
	Transition to Independent Living	Jeff Ross	

"How To" Guide SLO

List of Standalone Courses

The following table shows standalone courses by Division, Subject, and Course. If you teach a standalone course, then you are only responsible for the Section Improvement Plan (SIP) and a partial contribution to the Course Improvement Plan (CIP). If you are the *only* person who teaches the course, then you are responsible to complete both the SIP and CIP.

Division	Subject	Course	Course Title
	BUSN	1536	Introduction to Exporting
	COSC	1000	Introduction to Computers
	COSC	1050	Personal Computer Repair
	COSC	1060	Network Plus
	COSC	1600	Microsoft Word 2002
	COSC	1601	Microsoft Word 2003
	COSC	1700	Microsoft Excel 2002
	COSC	1701	Microsoft Excel 2003
	COSC	1850	Web Site Production
	IES	1068	Pesticide Applic. Safety Train
	IES	1103	Plus Safety Training
	IES	1105	Mine Safety & Health Refresher
	IES	1106	Hazmat First Responder Awarene
	IES	1108	Hazwoper Annual Refresher
	IES	1109	Emergency Response Technician
	IES	1112	Forklift Training For Operator
	IES	1113	CA Commercial Driver License P
	IES	1114	Confined Space Entrant
	IES	1115	CA Oil Producers Confined Spac
	IES	1116	Hazard. Waste Ops & Emerg. Res
	IES	1117	Supervisor Safety Training
	IES	1118	Confined Space Training for Su
	IES	1119	Defensive Driving Course
	IES	1120	Confined Space Attendant/Entra
	PETC	1102	Basic Drill. & Workover Surfac
	PETC	1103	Basic Drilling Surface Stack
	PETC	1104	Basic Drilling & Workover Sub
	WKEX	1513	Vocational Work Experience
	WKEX	1514	General Ed Work Experienc
	ART	1650	Watercolor Painting
	ART	1850	Web Site Production
	ART	1855	Electronic Commerce
	ESL	1	Pre-level 1
	ESL	10	Level 1
	ESL	20	Level 2
	ESL	30	Level 3
	ESL	40	ESL Level 4
	ESL	50	ESL Level 5
	ESL	90	English as a Second Language I
	ESL	600	Writing & Grammar I
	ESL	605	Reading & Vocabulary I
	ESL	700	Writing & Grammar II
	ESL	705	Reading & Vocabulary II
	ESL	800	Writing & Grammar III
	ESL	805	Reading & Vocabulary III

Division	Subject	Course	Course Title
	ESL	900	Writing & Grammar IV
	ESL	905	Reading & Vocabulary IV
	JRNL	1702	News Photography Practice
	JRNL	1703	News Photography Practice
	JRNL	1704	News Photography Practice
	JRNL	1803	Publications Practice
	JRNL	1804	Publications Practice
	JRNL	2105	News Media Practicum
	JRNL	2110	Adv News Media Practicum
	PHOT	1510	Basic Photography
	PHOT	1511	Intermediate Photography
	PHOT	1701	News Photography Practice
	PHOT	1702	News Photorgraphy Practice
	PHOT	1703	News Photography Practice
	PHOT	1704	News Photography Practice
	READ	805	Introductory Reading
	READ	905	Intermediate Reading
	SPAN	255	Survival Spanish
	SPAN	1501	Spanish for Healthcare Profes.
	SPCE	266	Sign and Song
	LRSK	206	Time/Organizational/Study
	LRSK	220	Improving Learning Potential
	LRSK	230	Functional Word Processing
	LRSK	240	Math Concepts
	LRSK	250	Improve Study Skill Strategies
	LRSK	260	Functional Reading Enhancement
	LRSK	910	Improving Learning Potential
	LRSK	920	Functional Word Processing I
	LRSK	930	Math Concepts
	LRSK	940	Improve Study Skill Strategies
	LRSK	1501	Educational Planning
	SOC	96	Indep. Living Skills Program
	SOC	98	Work Skills Prog. for Dev. Dis
	SOC	99	Basic Educ. for Dev. Disabled
	STSU	205	Introduction to Campus Life
	STSU	206	Time/Org/Study/Strategies
	STSU	1501	Educational Planning
	TUTR	260	Supervised Tutoring
SCIMAT	DNTL	1054	Clinical Practice IV
	HLED	1059	Pediatric First Aid
	HLED	1060	Safety and Health Child Care
	HLED	1520	First Aid
	HLED	1530	Emergency Medical Tech 1
	HLED	1531	Emergency Medical Tech Refresh
	HLED	1540	Clinical Med Assisting
	HLED	1542	Basic Pharmacology
	MATH	220	The TI Graphing Calculator
	MATH	230	Basic Mathematics
	MATH	240	Prealgebra
SOCSCI	CJA	1001	Corrections Officer Core Crs
	CJA	1003	Chemical Agent Deployment
	CJA	1005	Unarmed Self-Defense
	CJA	1021	Juvenile Counselor Core Crs
	CJA	1031	Fed Privatized Officer Core Cr

Division	Subject	Course	Course Title
	CJA	1032	Fed Prison In Service Training
	CJA	1033	Fed Prison Emergency Response
	CJA	1034	Admin/Manag. Yearly In Service
	CJA	1057	Arrest & Control
	CJA	1100	Intermediate Firearms Familiar
	CJA	1549	Criminal Justice Work Experien
	PSYC	1516	College Survival
	PSYC	1517	Becoming a Succ Online Stu
	PSYC	1518	Career Exploration
	PSYC	1519	Career/Life Planning
	PSYC	1601	Psyc Field Servic Intro.

II.   ACCJC Requirements

Below is the Accreditation rubric in **bold** to meet the sustainability level by fall 2013.

Sustainable Continuous Quality Improvement
Fall 2013 and Beyond

This is the level Taft College needs to work towards during the 2012-13 year. There are forms to assist in organizing the planning of these efforts.

a. **Student learning outcomes and assessments are ongoing, systematic and used for continuous quality improvement.**

See Ganntt chart and eLumen reports

b. **Dialogue about student learning is on-going, pervasive and robust.**

Evident by in service world café, FIGs, committee meetings. How else will we document this?

c. **Evaluation of student learning outcomes processes.**

We need to develop an evaluation process, perhaps using CCSSE?

d. **Evaluation and fine-tuning of organizational structures to support student learning is on-going.**

This might occur in Strategic Planning meeting and Governance Council?

Evident by on-going discussion in division meetings and FIGs

e. **Student learning improvement is a visible priority in all practices and structures across the college.**

Evident by inclusion in course syllabi? Elsewhere?

f. **Leaning outcomes are specifically linked to program reviews.**

Evident by Section 3 of the Annual Program Review-see below for what is included in the Annual Program Review Report in order to plan for how each section will be completed.

Program Leads

Section 3: Student Learning Outcomes Annual Summary Report

Student Learning Outcomes are central to conducting program review and to meeting accreditation standards.

Summary Course Level SLO Findings

Utilizing the eLumen reports, summarize the major findings from a course level perspective. Look for similarities of recommendations for improvements from the Section Level Improvement Plans and Course Level Improvement Plans. For example, if writing ability is an issue, then state what changes need to occur to improve writing. Also think about what resources need to be allocated to make those changes.

Summary of Program Level SLO Findings

Make general statements about the learning of students in this program. Were the Program Level SLOs assessed? What did you learn? Identify gaps in understanding. Does the program need to add, remove, or modify courses to meet the learning for the student to be competent in this program? Do they have the necessary skills and understanding to move forward to either transfer or enter the workforce?

Summary of Institutional Level SLO Findings

For ISLOs assessed in the program, how do your students compare to students generally at Taft College. For now this will be a comparison of courses within the major of courses not within the major.

Additional Information

List any additional information not covered in the previous sections of this report that would lead to improvements for the program.

The following documents are samples of tools that you may find useful in tracking your SLOs in setting up assessments and documentation.

Roadmap to Sustainability Matrix

EXAMPLE

Name *Vicki Herder*

SLO Assessment: Enter courses being taught for the semester along top row. Put an "X" in the box to indicate which SLO level will be assessed. Each semester, assess a *minimum* of one course level SLO, one program level SLO (for each program the course sits in), and one institutional level SLO. Also, if the course meets General Education requirements, you should assess one GE SLO.

*To find the SLO associated with your course, log in to eLumen.

**Assessment of course SLOs and program SLOs should be agreed upon by the discipline faculty who teach the same course or courses within the program.

Standalone courses assess only at the course level.

FALL   **Year _____**

Course					
CSLO					
CSLO					
PSLO					
PSLO					
GE SLO					
ISLO					

Faculty should validate rubrics and discuss SLOs at the course and program level. This should be reviewed on an annual basis.

**Please send any changes of SLOs or rubrics to Brandy Cramer at brcramer@taftcollege.edu.

SPRING   **Year _____**

Course	RECR 1510	PSYC 2200	PSYC 1519		
CSLO	X	X	X		
CSLO	X	X	X		
PSLO	X PE	X			
PSLO	X RECR	X			
GE SLO		X			
ISLO	X Critical Thinking	X			

Roadmap to Sustainability

Name _____

FALL   Year _____

Course					
CSLO					
CSLO					
PSLO					
PSLO					
GE SLO					
ISLO					

SPRING   Year_____

Course					
CSLO					
CSLO					
PSLO					
PSLO					
GE SLO					
ISLO					

Establish a Plan for Completing Course, Program, GE, and Institutional Student Learning Outcomes

☐ Prior to Beginning of Semester:	Look at the SLOs attached to each of your courses. Do you want to make changes? Are they on your course syllabus?
☐ In-service – Prior to Semester:	Meet with colleagues to discuss which SLOs to assess.
☐ Prior to Semester:	Decide which SLOs will be assessed during the current semester or more.
☐ By 4th Week of Semester:	Set up assessments using authentic assessment tools in eLumen.
☐ Week after the Semester:	Conduct the assessments, score results into eLumen. After completing all assessments at the section level, complete section improvement plan in eLumen.
☐ In-service following Semester:	Meet with faculty at the course level. Document conversations.
☐ Spring In-service:	Together complete course improvement plan, once per year.
☐ Spring In-service:	Meet with faculty who teach in each of the programs where the course lies to discuss program improvements. Designated author to write program improvement plans, during fall in-service.
☐ Spring In-Service:	Meet with faculty who assessed same GE to discuss GE outcomes and use documentation in the program review section 3…. Once per year during spring in-service.
☐ Spring In-Service:	Meet with faculty who assessed same ISLO to discuss outcomes and improvements in overall student learning. Also include student service faculty. Document conversation in Section 3.

Documentation of Dialogue about SLOs
Where the evidence is.....

Name:_____   Semester/Year: _____

Date	Division Meeting	Academic Senate	Discipline faculty meeting	One on one meeting	Other	Other

Please put the date and put which SLOs where discussed. ISLO, PSLO, CSLO etc.

GANTT CHART for _____ Course or Major

ACTIVITIES	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Determine means of assessments												
Assess SLOs/Data Collection												
Write Section Improvement Plan												
Meet with Other instructor Same course												
Write Course Improvement Plan												
Meet with Instructors in same Major												
Write Program Improvement Plan												
Set up assessments												
Assess SLOs/ Data Collection												
Write Section Improvement Plan												

ACTIVITIES	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Assessment of Communication												
Assessment of Critical Thinking												
Summary of Evidence												
Assessment of one GE SLO												
Assessment of one ISLO												
Involvement in faculty discussion group												

Taft College
Student Support Services

Faculty Handbook

**Counseling Center and
Student Support Services
29 Cougar Court
Taft, CA 93268
(661) 763-7748**

www.taftcollege.edu/

*Alternate formats available

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Contact Information

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Jeff Ross, Coordinator of SSS…………………………………(661) 763-7776

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Joe'll Chaidez, Testing Coordinator/Assessment Specialist…..(661) 763-7962

Candace Duron, SSS Counselor……………………………….(661) 763-7934

Vicky Waugh, Assistant to Student Support Services...…………(661) 763-7799

LaNell Howell, SSS Instructional Aide/Testing Tech……..…..(661) 763-7923

Olga Silva, Student Instructional Aide…………………………(661) 763-7923

Joseph Polizzotto, High Tech Access Specialist……………….(661) 763-7749

Jana Peters, Section 504 Coordinator………………………….(661) 763-7717

INTRODUCTION

The faculty/staff handbook is designed to accomplish two purposes:

1. To provide personnel of Taft College with a resource about services that are available to students with disabilities and information to assist in serving this population.

2. To further refine and enhance the understanding of the services available to students with disabilities.

The format of the handbook has been selected to provide ease of use on either a frequent or an infrequent basis. Additionally, this format lends itself to updating information. Recently, the University of Washington developed an easy to navigate site for faculty who are interested in learning how to provide more effective services to students with disabilities. You can access this information online by visiting: www.washington.edu/doit/Faculty. Another website for faculty was developed by Long Beach City College which can be assessed by visiting: http://dare.lbcc.edu/index.html.

Please contact Student Support Services (SSS) regarding questions dealing with this handbook, services available to students with disabilities, instructor's rights and responsibilities, student's rights and responsibilities, or about current or potential students.

PHILOSOPHY

SSS joins with TC in an effort to maximize each student's intellectual, occupational, cultural and social potential. TC's commitment to students with disabilities is evidenced by the growth of the SSS since its inception in 1975. Independence, development of self-esteem and self-advocacy, and productivity are our primary goals. Services are provided to enhance students' accessibility to, and success in, all classes and activities offered at TC. Additionally, SSS continues to increase awareness and understanding of students with disabilities for the instructors, staff, fellow students, and the local communities.

SSS Mission Statement

Taft College's Student Support Services focuses on serving students with disabilities through assistance in acquiring academic knowledge at all levels, promoting a life-long desire for learning, developing and increasing the understanding and appreciation of diversity, and aiding in preparing students for personal, academic, and vocational success. Through a collaborative process with Taft College instructors, staff, and with local, state and federal agencies, we endeavor to align students with appropriate services as they transition from high school, to college, and beyond.

Goals:
- Facilitate mainstreaming students into campus life and classes
- Provide support services, special facilities and equipment, and special classes and/or curriculum
- Enhance an awareness of the needs, as well as the abilities, of individuals with disabilities
- Assist in the provision of a full range of opportunities (academic, cultural, and social) to prepare the student for further educational and/or employment opportunities
- Serve as a liaison with agencies to enhance services to students
- Serve as a resource for students with disabilities at TC, for the staff instructors, and for the community
- Foster self-advocacy and independence in the students we serve

Referral Process:Staff and faculty referring individuals to SSS can do so in a variety of ways, including the following:
- In-person referrals
- Telephone referrals
- Written/Email referrals
- Sending the student directly to SSS

Referral does not guarantee services since all students must qualify for the program based on State of California Title 5 regulations (see program eligibility). If a referred student is deemed ineligible, an attempt to locate other appropriate resources on the campus or in the community will be made. For eligible students, services are provided on the individual's personal needs.

LEGAL FOUNDATIONS

Federal and state laws govern the rights of students with disabilities to higher education. These laws and policies include sections 504 and 508 of the Rehabilitation Act (1973 and 1998); the Americans with Disabilities Act (1990); and Title 5 of the California Code of Regulations.

Under the Americans with Disabilities Act (ADA), an individual with a disability is a person who:
- Has a physical or mental impairment that substantially limits one or more major life activities
- Has a record of such an impairment
- Is regarded as having such an impairment.

What the Law Does Not Require:

- The law does not require changing standards or grading policies because a student has a disability.
- The law does not require providing accommodations to a student who verbally claims a disability but who has not provided documentation to through SSS.
- The law does not require providing personal devices such as wheelchairs, hearing aids, or glasses.
- The law does not require providing personal services such as assistance with eating, dressing, or mobility.
- The law does not require providing accommodations that would fundamentally alter the nature of a program, class or course, or substantially modify academic or program standards.

What the Law Requires: Equal, NOT Preferential Treatment

- Equal access to instruction, services, activities, and facilities of the college.
- Students must be evaluated on ability, not disability.
- Accommodations must be provided when students have educational limitations that affect the ability to acquire information or to demonstrate knowledge of the course material in a standard way.

PROGRAMS AND SERVICES

SSS concentrates its efforts on providing services that are not available elsewhere in the college. Specific services and accommodations are determined on a case-by-case basis by the Learning Specialist, who assesses the student's educational limitations based on a written verification of disability or through assessments provided by SSS. SSS makes the following services available to qualified students at TC:

Counseling: SSS has specific counseling services for students with disabilities. These include:

- **Disability Management**: The SSS counselor coordinates necessary support services and recommends accommodations in the educational setting. The Counselor also serves as a resource for information, referral to community-based agencies, and a campus-wide liaison.
- **Counseling Services**: All SSS students qualify for priority registration. Being cognizant of the unique needs of student's with disabilities, the SSS Counselor will work one-on-one with the student to prepare, plan and register for classes.   However, students are encouraged to utilize services from other student service programs which they may qualify for such as access to a transfer counselor, EOPS, athletics advisor, and CalWorks.
- **Personal Counseling**: to address how current problems are impacting education plans and to develop strategies to manage the issue. If in depth counseling is indicated, we can provide a referral to outside agencies.

Courses: TC offers specialized classes for students with disabilities to include training and retraining in vocational, academic, creative and life skills areas. These include:

- The High Tech Center is located in the SS/Admin Building. It offers adaptive computer technology including voice synthesizers, large print screens and printers, audio input and output, spelling and grammar checking software, internet access and word processing.
- Class List:
  - LRSK 0200: Enhancement of Learning Styles...1/2unit
  - LRSK 0220: Improving Learning Potential...1 unit
  - LRSK 0230: Functional Word Processing...1 unit
  - LRSK 0240: Math Concepts...1 unit
  - LRSK 0250: Improving Study Skills Strategies...1 unit
  - LRSK 0260: Functional Reading Enhancement...1 unit
- Summer Bridge Program:
  - LRSK 0201: Introduction to Self-Advocacy
  - LRSK 0202: Preparation for College Writing
  - LRSK 0203: Preparation for College Reading
  - LRSK 0204: Preparation for College Mathematics
  - LRSK 0205: Introduction to College Life
  - LRSK 0206 Time/Organization/Study Stragies

Priority Registration: Priority registration is provided as an accommodation to students with disabilities due to the need for specific course sections or locations to address scheduling of interpreters, medication regimes, stamina and transportation issues.

Learning Disability Assessments:

- ♿ Learning Disabilities Assessments are offered free of charge to TC students provided that they meet certain eligibility criteria which is determined by the Learning Specialist.
- ♿ Students interested in inquiring about this service may schedule an appointment to meet with the Learning Specialist (763-7927) or SSS Counselor (763-7841).

Classroom and Test Accommodations:

- ♿ SSS assists in arranging academic adjustments and/or auxiliary aids such as increased test time, reduced distraction test environment, note takers, tape recording, alternate print format such as Braille, large print and audio, sign language interpreting/captioning.

Campus Accommodations:

- ♿ New construction and improvements to campus facilities will result in improved access for all students, and interim measures are in place to ensure access for all students with mobility disabilities. Please contact us directly or encourage students to contact us whenever an architectural or environmental barrier exists that prevents students from accessing classrooms, offices, or college programs.

Additionally, SSS staff is available to faculty and staff for general consultation, presentations of SSS services, and disability related trainings. Please contact the Learning Specialist to arrange for department, class, or group presentations.

DISABILITY RELATED ACCOMMODATIONS

What are reasonable accommodations?

Reasonable accommodations are the reaching of a mutually satisfactory solution to the problems of placing students with disabilities on equal footing with their peers in regards to access to course material and the knowledge to be obtained. Accommodations can range from architectural alterations, provisions of classroom support services, or modifications of procedures for assessments, testing and evaluations.

- Students' needs differ depending on the nature and severity of their disabilities and their development of compensatory skills.
- Discussions between instructor and student at the beginning of the semester will assist in creating the best learning environment; the student can be a useful resource in adapting teaching methods and techniques to facilitate their learning.
- Most students with disabilities want to meet the same academic standards that apply to other students and do not want to circumvent requirements or be "given" a grade.
- Each semester students are provided with an Authorized Accommodations Card which lists the types of academic accommodations and services that the student is eligible to receive. In order to foster independence and self-advocacy, it is the student's responsibility to provide this card to their instructors at the beginning of the semester or as soon as they receive the card in order to inform the instructor of their needs.
- The discussion between the student and instructor could include:
  1. Clarification of what services will be provided by SSS,
  2. An examination of how the accommodations will be implemented, and/or
  3. An alternate plan for completion of all class requirements where modifications appear necessary.

If questions arise regarding methods of meeting the course objectives or the student's accommodations, please contact the SSS Counselor (661-763-7934) or the Learning Specialist (661-763-7927).

Why Do We Offer Accommodations?

- Under provisions of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA), Taft College is required to provide accommodations for students with disabilities to ensure that the students receive equal opportunities.

Who Qualifies?

- ♿ Students who have a documented disability which substantially interferes with the educational process.
- ♿ Accommodations are always determined on a case-by-case basis.

How Does a TC Student Apply For Accommodations?

- ♿ Students with disabilities or students who suspect that they may have a disability are encouraged to meet with a SSS Counselor and/or a Learning Specialist. They will evaluate prior disability documentation, review functional limitations, or provide an assessment to determine if the student has a disability.
- ♿ If a student qualifies for accommodations, the classroom instructor **SHOULD** be notified by the student.

Additional Information

Modifications of academic requirements may be necessary to accommodate qualified disabled students.

- ♿ Appropriate modifications, if necessary, may include changes in the length of time needed for completion of degree requirements, substitution of specific required courses, and adaptations in the manner courses are conducted or learning is demonstrated. Requirements essential to the program of instruction or related to licensing requirements are not regarded as discriminatory and cannot be modified.
- ♿ Students with impaired sensory, manual, language or processing skills must be allowed to use educational auxiliary aids. Aids may include taped texts, readers, interpreters, note takers, tape recorders, and other similar services or equipment.
- ♿ Tests should be administered in such a manner that results for students with impaired sensory, manual, or speaking skills measure the students' acquired knowledge rather than the functional limitations of their disabilities.

Testing Accommodations

A test should measure what it purports to measure, not the effects of the disability. In the event that a disability prevents a student from taking tests under standard conditions, testing accommodations may be approved as reasonable accommodations.

- ♿ Testing accommodations are approved for students with a wide range of disabilities including, but not limited to, learning, mobility and psychological disabilities, ADHD, vision loss, or for students who have side effects from medication that impairs concentration or cognitive functioning.
- ♿ The most appropriate method of administering a test depends upon the student's disability and the design of the test. It is usually possible for student to take the exam in the LRC or by contacting the SSS to proctor the exam in the SSS/Admin Building office to reduce the burden on faculty. Test integrity is important to SSS, and we assure instructors that the tests and testing environment is secure.

- ♿ If a student is caught cheating, the student will not be allowed to continue, and the test will be returned to the instructor.
- ♿ To ensure reasonable and appropriate accommodations, it is imperative that students abide by deadlines and procedures for requesting testing accommodations. If not, instructors **ARE NOT** obligated to provide test accommodations.
- ♿ Students must request test accommodations **three** days prior to the scheduled test date (or as soon as they are approved for the accommodations).
- ♿ Dates for final exams, including summer sessions, are printed at the beginning of each semester.
- ♿ If students fail to take the exams or quizzes at the scheduled time, they need to determine what the instructor's policy is on missed exams and quizzes.

Procedure for Arranging Testing Accommodations
- ♿ The student requests services through the Learning Specialist or SSS Counselor.
- ♿ Their eligibility for services is verified by the Learning Specialist.
- ♿ The student is provided an accommodations card indicating the approved accommodations for the current semester. The card **must** to be re-issued each semester.
- ♿ If a test needs to be read (Kurzweil), the instructor needs to give the test to the Learning Specialist, the High Tech Access Specialist, or the High Tech Lab Assistant at least **three** days before the test date (in order for them to have time to scan the test). Tests that are read will be taken in the High Tech Lab. The student must make an appointment with the SSS staff to take the test.
- ♿ On the scheduled day and time, the student reports to the LRC to take the test under supervision of proctors.
- ♿ The instructor can make arrangements with the LRC or SSS to pick the test up.

If you have any questions regarding a student's request for test accommodations, please contact the Learning Specialist or the SSS Counselor .

EXAMPLES OF POTENTIAL ACCOMMODATIONS IN AN INSTRUCTIONAL SETTING

- ☑ Extended testing time
- ☑ Reader
- ☑ Reduced distraction environment
- ☑ Use of a computer
- ☑ Priority registration
- ☑ Special classroom seating
- ☑ Extra breaks
- ☑ Note taker
- ☑ Tape recorder
- ☑ Voice activated software
- ☑ Books on tape/recordings for the blind
- ☑ E-text
- ☑ Enlarged print

INSTRUCTIONAL IMPLICATIONS

Physical Disabilities

1. **Mobility and Orthopedic Limitations:** *Any condition that results in serious limitations in locomotion or motor functions would be included in this category.*

   Instructional implications:
   - Special classroom seating
   - Breaks as needed
   - Note-takers
   - Tape recorders
   - In class aides

2. **Visual Limitations:** *This includes any students with blindness and vision impairments.*

3.
   Instructional implications:
   - May need to tape record lecture notes or take Braille notes
   - Books on tape or reader services
   - Electronic print enlarger or enlarging exams with the photocopier
   - Braille test
   - Test reader/writer
   - Extra time
   - Special classroom seating
   - Magnifying device

4. *Seizure disorder/Epilepsy: Seizures (epilepsy) are transitory disturbances in consciousness or in motor, sensory, or autonomic function that are due to abnormal and excessive electrical discharges in the brain. Persons having seizure disorders may experience temporary loss of awareness and/or control over certain body functions. Disorientation after a seizure is typical.*

<u>Instructional implications:</u> Seizure disorders do not indicate a low intelligence or mental illness.

    ♿ Guidelines for instructors who have a student with a seizure disorder in class:

1. Clear the area of hard or sharp objects. Tell onlookers that the person is having a seizure, that it will soon be over, and that he or she is feeling no pain.
2. Loosen any tight clothing, especially around the neck, and remove glasses.
3. Let the person rest for awhile after the seizure has stopped.
4. Be reassuring and supportive when consciousness returns. To determine how the person is doing, ask the person his/her name, where he/she is, and the day or date.
5. Do not try to force anything into the mouth or hold on to the tongue. It is impossible to swallow the tongue. (The tongue may get bitten during a seizure, however. This is not serious and heals quickly.) If the teeth are clenched, don't try and pry them open; forcing the mouth open may injure teeth or jaw. Don't put your fingers in the person's mouth. Remember, convulsions cause strong muscle contractions, and you may get bitten.
6. Do not panic
7. Do not try to bring the person out of the seizure by using cold water, slapping or shaking him/her. It could be harmful and doesn't work.
8. Do not try to hold the person down or restrain his/her movements in any way.
9. Do not try to give the person medicine, water or any other substance during a seizure.

Communication Disabilities

1. *Deafness:* *Deafness can be a total loss or partial loss of hearing.*

<u>Instructional implications:</u>

- Special classroom seating
- Positioning that allows the student to see the instructor, the board or overhead screen
- A note-taker
- Interpreter
- Real Time Captioning
- Extra time
- Avoid exposure to loud or high-pitched sounds

2. *Speech and language limitation:* *Impairment in hearing, voice, articulation, rhythm, and/or the receptive and expressive processes of language that limits the quality, accuracy, intelligibility or fluency of the spoken language.*

Instructional implications:
- Special classroom seating
- Course and/or assignment substitution
- Note-taker
- Tape recorder

Learning Disabilities

1. ***Learning Disabilities:*** *a persistent condition of neurological dysfunction that continues despite instruction in a standard classroom situation. The student must exhibit:*
   (a) average to above average intellectual ability
   (b) severe processing deficit(s)
   (c) severe aptitude-achievement discrepancy(ies)
   (d) measured achievement in an instructional or employment setting.

   Instructional Implications:
   - Special classroom seating
   - Instruction given in multiple modes (visual, verbal or hands on)
   - Course and/or assignment substitution
   - Reduced course load
   - Note-taker
   - Tape recorder
   - Alternative media
   - Auxiliary aids
   - Taped textbooks
   - Readers
   - Scribes
   - Additional time
   - Tutoring

2. ***Attention Deficit (Hyperactivity) Disorder:*** *Distractibility, lack of attention, difficulty organizing thoughts, loss of concentration, difficulty working in groups, and difficulty controlling activities.*

   Instructional Implications:
   - Special classroom seating
   - Course and/or assignment substitution
   - Breaks as needed
   - Instruction given in multiple modes (visual, verbal or hands on)
   - Break down steps on tasks and assignments
   - Reduced course load
   - Note-taker
   - Tape recorder
   - Alternative media
   - Auxiliary aids
   - Taped textbooks
   - Readers
   - Scribes
   - Additional time
   - Tutoring

Developmental Disabilities

Developmental Disabilities: *Below average intellectual functioning.*

Instructional Implications:
- Special classroom seating
- Course and/or assignment substitution
- Breaks as needed
- Instruction given in multiple modes (visual, verbal or hands on)
- Break down steps on tasks and assignments
- Reduced course load
- Individualized attention

- Note-taker
- Tape recorder
- Alternative media
- Auxiliary aids
- Taped textbooks
- Readers
- Scribes
- Additional time
- Tutoring

Acquired Brain Injury

1. ***ABI:*** *A student who has a deficit in brain functioning which results in a total or partial loss of one or more functions of the brain is considered brain injured.*

Instructional Implications:
- Special classroom seating
- Course and/or assignment substitution
- Breaks as needed
- Instruction given in multiple modes (visual, verbal or hands on)
- Break down steps on tasks and assignments
- Reduced course load
- Repetition of instructions as needed

- Use of daytimer and other organizational tools
- Individualized attention
- Note-taker
- Tape recorder
- Alternative media
- Auxiliary aids
- Taped textbooks
- Readers
- Scribes
- Additional time
- Tutoring

Psychological Disabilities

1. **Psychological Disability:** *A persistent psychological or psychiatric disorder.*

   ### Instructional Implications:
   - Special classroom seating
   - Course and/or assignment substitution
   - Breaks as needed
   - Instruction given in multiple modes (visual, verbal or hands on)
   - Break down steps on tasks and assignments
   - Reduced course load
   - Repetition of instructions as needed
   - Use of day-timer
   - Individualized attention
   - Note-taker
   - Tape recorder
   - Alternative media
   - Auxiliary aids
   - Taped textbooks
   - Readers
   - Scribes
   - Additional time
   - Tutoring

If disruptive behavior does occu, the student is still held accountable to the code of conduct.

FACULTY RIGHTS AND RESPONSIBILITIES

Student Support Services offers and coordinates support services and special classes for a wide range of students with disabilities so that they can fully participate in academic, vocational and specialized programs for which they are otherwise qualified. Services and reasonable accommodations are designed, whenever possible, to remove obstacles to learning caused by a disability, and when these obstacles cannot be removed, to reduce their effect.

- Instructors are required to provide the accommodations identified by SSS.
- Some students with disabilities will identify themselves as such by contacting SSS and/or their instructors prior to the start of the semester or early on in the semester.
- Instructors may want to make an announcement at the beginning of the semester, inviting students with disabilities to make an appointment to discuss their needs.
- Instructors are also encouraged to include the suggested statement in their syllabus which can assist students in practicing self-advocacy.

Suggested statement for syllabi:

"Students with disabilities who need accommodations are encouraged to contact me. SSS is available to determine whether a student qualifies for services. The Learning Specialist (661-763-7927) and the SSS Counselor (661-763-7934) are available in the SS/Admin Building. It is recommended that you contact them as soon as possible".

Often, instructors find there are students in their class who they suspect may need special accommodations but who have not brought it to the instructor's attention. If you decide to approach a student to discuss a possible need for services, please be sensitive to the fact that they may either be reluctant to discuss their disability or they may have difficulty explaining it to you. If you are unsure of how to bring the subject up with the student, we are available for consultation. It is recommended to announce early on in each semester, that the SSS program exists and how to contact us. We can also come to your class (at a convenient time) to explain services and provide brochures to interested students. Feel free to contact SSS directly for any needed assistance.

STUDENT RIGHTS AND RESPONSIBILITIES

Rights:
1. Registration by students with disabilities in SSS is voluntary.
2. Receiving support services from SSS does not prevent a student from participating in any other course, program, or activity offered by the college.
3. All records maintained by SSS pertaining to students with disabilities are protected from disclosure, separate from their academic records, and are subject to all other requirements for handling of student records.

Responsibilities:
Students receiving services and/or instruction through the SSS office shall:

1. Provide SSS with the necessary information, documentation and/or forms (medical, educational, etc.) to verify the disability.
2. Meet with the SSS Counselor to complete an Educational Plan and schedule courses.
3. Meet with the Learning Specialist to coordinate services. The student needs to meet with the SSS Counselor and/or Learning Specialist at least 4 times per academic year.
5. The student will utilize SSS services in a responsible manner and adhere to written service provision procedures adopted by SSS.

4. Comply with the Student Code of Conduct adopted by the college and published in the college catalog.

5. Demonstrate measurable progress toward the goals established in the student's Student Educational Contract, and meet academic standards established by the college. Failure to comply with these standards may result in the termination of students' SSS services. Students should direct any questions or concerns regarding the continuation of their services to a SSS counselor and/or Learning Specialist.

POINTS TO REMEMBER

Ask The Student:
While we encourage students to discuss their needs for accommodations, this is not always done. If you have questions about whether or not a student needs an accommodation, the first person to ask is the student.

Use People FIRST Language:
Using terms such as "students with disabilities" rather than "disabled students" puts the emphasis on the person rather than the disability.

Relax:
Don't be afraid to approach a person with a disability. Don't worry about using words like "walk" with a person in a wheelchair. As with anyone else, just treat them as you would like to be treated, with respect.

Speak Directly to the Student:
Don't consider a companion to be a "conversation go- between." Even if the student has an interpreter present, speak directly to the student, not to the interpreter.

Give Your Full Attention:
Be considerate of the extra time it might take for a person with a disability to get things said or done. Don't talk for the person who has difficulty speaking, but rather ask the student if they require assistance. Keep your manner encouraging rather than correcting.

Speak Slowly and Distinctly:
When talking to a person who is hearing impaired or has other difficulty understanding, speak slowly (not excessively or in a child-like manner) without exaggerating your lip movement. Stand in front of the person and use gestures to aid communication. Many students who are deaf or hard of hearing rely on being able to read your lips. When full understanding is doubtful, write notes.

Appreciate Abilities:
Students with disabilities, like those without disabilities, do some things well and others not as well. By focusing on what they can do, instead of what they can't, you will help build confidence.

Use Common Sense:
Although some students with disabilities may require significant adaptation and modification in the classroom, more often, simple common sense approaches can be applied to ensure that students have access to course content.

Keep In Mind That Each Student is Unique:
Do not assume that all persons with a similar disability have the same needs or that solutions to their problems will always be the same.

Confidentiality:
Confidentiality is an extremely important issue when interacting with any student. Students with disabilities may be very guarded in the information that they may want to share. It is important to respect a student's right to exercise personal discretion in the disclosure of their disabilities. Students are under the protection of confidentiality laws and need not disclose the specific nature of the disability.

Students With Disabilities Are People Too:
Students with disabilities are like everybody else. They pass; they fail; they succeed; they have the right to try.

Standards of Performance:
Expect the student with a disability to meet the same standards of academic performance as all students. They are here because of their abilities and/or goals, not their disabilities.

SERVICES

Services are provided on an individual basis, determined by the limitations imposed by the nature and extent of the student's disability. Services are directed toward assisting the student to participate in and benefit from campus life and the educational opportunities available at TC. What follows is a brief description of the various services available to students through Student Support Services.

COURSEWORK

Learning Skills courses: Coursework in reading, writing, math, spelling and study skills is available to eligible students. Students may obtain from one to three units of credit in these five areas per semester. Eligibility is determined by assessment and application of those results to the statewide learning disability eligibility criteria.
- LRSK 200: Enhancement of Learning Styles (.5)
- LRSK 220: Improving Learning Potential (1)
- LRSK 230: Functional Word Processing (1)
- LRSK 250: Improving Study Skills Strategies (1)
- LRSK 260: Functional Reading Enhancement (1)
- LRSK 240: Math Concepts (2)

Summer Bridge
- LRSK 0201 Introduction to Self Advocacy (.5)
- LRSK 0202: Preparation for College Writing (.5)
- LRSK 0203: Preparation for College Reading (.5)
- LRSK 0204: Preparation for College Mathamatics (.5)
- LRSK 0205: Introduction to Campus Life (.5)
- LRSK 0206: Time Organizational Study Strategies (.5)

Adaptive Computer Technology (High Tech Center)
The High Tech Center located in the SSS/Admin Building is designed to accommodate
students with disabilities and teach them to use computer software and hardware that
adapts to their needs. LRSK 55 is a 1 unit course designed to train students to use the
following hardware/software and auxiliary aides:

- **LP Windows with Speech**- Screen enlarger and reader
- **JAWS for Windows**- Screen reader
- **Dragon Naturally Speaking**-Voice recognition software
- **Kurzweil**- Screen Reader; scans and reads printed materials
- **Closed Captioning**
- **Brailled and large print materials**
- **Audio-taped text books**
- **Magnifying devices**

ASSESSMENT

*Learning Disability Assessment:*
Assessment of students' aptitude and achievement levels, identification of strengths and
weaknesses, determination of learning disability eligibility, and assistance in program
planning is provided. For more information, contact the Learning Specialist or SSS
Counselor.

Liason:
SSS endeavors to bridge the gap amongst campus and off-campus resources available to
students with disabilities and to instructors to facilitate on campus and on campus
awareness.

- Authorized Accommodations:
  A card letting those working with students know about any services or
  accommodations which the student qualifies for.
- Liaison/Referral to outside agencies:
  Referral to and working relationships with off-campus agencies are important
  to students' success. Agencies can provide assistance to supplement and
  complement services available through SSS.
- Liaison/Referral to Other Programs/Departments:
  Other programs and departments on campus provide services not available
  through SSS. Included are the Financial Aid Program, CASA, CASA Summer
  Bridge, Title V, Clubhouse Tutoring, CalWorks, Veteran's, Career/Transfer
  Center, and EOP&S.
- In-Service to Faculty, Staff and Students:
  Presentations on disabilities and their implications, student services and
  other related topics are available from SSS personnel upon request.
- Articulation with High Schools:
  The importance of meeting with high school students and personnel to inform
  them of the services available to students with disabilities is demonstrated by
  the annual visits to high schools within the district. Students are informed of
  services available, processes, and procedures for enrollment and costs.

Faculty Handbook, 2012

COUNSELING

Academic:
Students are provided with assistance in selecting coursework appropriate to their academic goals and disabilities. Other advising relative to their classes is available, including discussion of possible schedule changes and suggestions regarding better study techniques.

Personal:
Assistance in dealing with daily problems is handled routinely by the SSS staff. Personal problems of a more serious or long-term nature are referred to off-campus programs, as needed.

Vocational:
Assistance is provided to help students select realistic career goals. Factors considered are the nature and extent of the individual's disability, independence capabilities, previous training, aptitude and interest information, and labor market information.

ASSISTIVE SERVICES

Note-takers:
In-class note taking services are provided for students unable to take their own notes due to a disability. Students also enrolled in the class volunteer to take notes using NCR paper (which is available in the SSS office) that makes a copy that provides a set of notes for students with disabilities. See the following guidelines for arranging note-takers:

1. If a note-taker is requested (documented by the accommodation card), please arrange a note-taker with students with whom you may be familiar. Many times individuals are hesitant to offer assistance solely due to a lack of confidence in their skills or lack of information regarding the responsibilities. One important point is the need to obtain a note-taker as soon as possible. For students requiring this service, each day they sit in class without a note-taker results in another day without notes. Remember, it is important not to identify students with disabilities without their permission.
2. It would be helpful for instructors to "spot check" the quality of the note-taker's notes. Poorly organized or written notes will, in some instances, be no better than not having notes at all.
3. One additional benefit is that students serving as note-takers will probably discover they take more complete notes by virtue of the fact that someone else is relying on them for clarity, completeness, legibility, etc., and that they attend class more frequently to perform their note-taking duties.

Special Parking:
On-campus handicapped parking is available. Students with long and short-term disabilities may be eligible for this service. Students are also required to request a regular TC parking sticker allowing them to park in a TC lot.

Reader Services:

Reader services are provided for students with blindness, students with a vision impairment, and students with diagnosed reading problems of a severity level requiring this assistance. Services are available in two primary formats: audio texts and reader's software (e-text) available through SSS.

Test Assistance:

Federal legislation provides for test accommodation for students with disabilities. See the section on Test Assistance (page 9).

Computer-Aided Instruction:

The computer is utilized as both a primary and secondary instructional tool. Many software programs are available to students through SSS. Use of the computer programs is planned and directed by the appropriate professionals in SSS.

Equipment:

Various types of equipment are available to assist students in their academic pursuits. Included are both adaptive equipment and electronic devices. Equipment currently available includes:

- Tape recorders
- Print enlargers
- Telephone device for the deaf and hearing impaired
- Micro Recorder
- Spellcheckers
- Dictionary/Thesaurus
- No-carbon paper for note takers
- Calculators
- Tutoring: Taft College provides unlimited tutoring in the LRC and Clubhouse

Hints for classroom communication with students who are hard of hearing

- Are your students seated where they can see the teacher, the overhead projection screen, and the chalkboard and still turn to see other students?
- In checking to see if they understand, be careful not to embarrass them in front of peers.
- Talk slowly/clearly to your students who are hard of hearing. Do NOT exaggerate mouth movements or shout.
- Have one person talk/sign at a time.
- Identify the person speaking and make sure the student who is hard of hearing knows who is talking. Pointing towards the person speaking is helpful.
- Avoid talking while writing on the board.
- Do not stand or sit in front of a bright light or window.

- ♿ Be sure the students who are hard of hearing/deaf are seated near enough to lipread/speech-read you.
- ♿ Avoid moving around in the class excessively.
- ♿ Avoid covering your mouth when speaking.
- ♿ Cue the students who are hard of hearing to page numbers in the textbook (write them on the board).
- ♿ Use visual media and avoid talking while handling media. Give your students time to read before you start talking.
- ♿ When showing a movie, remember that students who are hard of hearing can't always lip read the person talking or may not hear the audio. Use an interpreter, provide a script, or a written summary in advance.
- ♿ If the lights are dimmed to show a filmstrip, remember that students can't lip read in the dark.
- ♿ Use the overhead or board to draw attention to key points during the class.
- ♿ Use an outline on the overhead to help your students follow the presentation.
- ♿ Provide handouts on key points or write them on the board.
- ♿ Share your own notes with your students.
- ♿ Write homework assignments on the board.
- ♿ In many cases, it will be necessary to provide note taking during class. Have a capable student (with legible handwriting) take notes.
- ♿ Effective use of an interpreter (oral or sign language) is frequently necessary. Be careful, however, not to assume that an interpreter solves all problems

Frequently Asked Questions

1. **A student took a test, did poorly, then told me they should have had accommodations on the test. Do I have to give them the test again?**

   No. It is the student's responsibility to inform the instructor BEFORE a test of the need for accommodations.

2. **A student has spell/grammar check as an accommodation; but part of the grade I assign is based on those things. Can I still give them a grade for spelling and grammar?**

   An accommodation can not interfere with the basic purpose of the class. Thus, if the class was a spelling class, the student would not be able to use the spell check. For all other classes, they would be able to use the spell/grammar check. If a grade for spelling and grammar is part of the assignment and is **not** the main purpose of the class, a spell/grammar check is allowed.

3. **I have students in a reading class who use audio text. That isn't reading, so why are they in a reading class?**

   It is reading.

4. **Are students with disabilities required to go through Student Support Services?**

   No. It's recommended; however, it is optional.

5. **I have a student who I think needs extra time on tests. Can I give them the time, or does the student have to have accommodations from Student Support Services?**

   It is the discretion of the instructor if they want to give the student extra time. However, I would encourage the student to make an appointment with SSS. As you may give the extra time, other instructors might not without an accommodation card.

6. **I have a student who seems to know all the material but fails the tests. The student hasn't shown me a card; but I think they would perform better if I just asked them questions. Can I give the student an oral test even though everyone else takes a written test?**

   Ditto to the above answer. It is at the discretion of the instructor if they want to allow the student to take the test orally. However, where you may allow them to take the test orally, other instructors might not without an accommodation card. I would encourage the student to make an appointment with SSS.

7. **I have a student who said they "blackout" sometimes in class and asked me to tap their shoulder if they seemed "out of it". The student showed me an accommodations card, but it doesn't say anything about blackouts or shoulder tapping. I am not comfortable with this request. What am I required to do in this situation?**

   You are only required to accommodate the student with the items listed on the accommodation card. However, in a situation such as this, I would recommend to the student that they contact the Learning Specialist.

8. **I have a student who started cursing loudly in class. When I spoke with the student, the student claimed to have Tourette Syndrome. The student's behavior is disrupting the class and interfering with instruction. What can be done?**

    A student with a disability is held to the same Standards of Student Conduct as any other student (see Student Handbook).

9. **Why can't I be notified if I have a student in class who may have seizures? Or if I have a student with schizophrenia? It's very upsetting to have someone freak out in the middle of my lectures.**

    Confidentiality. A student has the right to privacy and confidentiality about any medical or mental disorders.

10. **Would it not be in my best interest to be informed of a student's disability at the beginning of class so that I can make appropriate accommodations or at least have some understanding as to why the student may be performing marginally in some areas of the class?**

    What is in the student's best interest? We always encourage students to inform their instructors ASAP in regards to any accommodations that they need. That is the purpose of accommodations.   However, it is the student's choice.

11. **Can I make a reasonable suggestion for a compromise solution to an accommodation if approached by the student?**

    No. However, if you have a suggestion, please contact the Learning Specialist or SSS Counselor to discuss it. Your suggestion may be very appropriate.

12. **Do I have to allow extra time?**

    Yes. If it is on the student's accommodation card, the student is allowed extra time. Typically it is 1.5 or 2.0 extra time allotted for tests.

13. **What rights do I have when a student asks to tape record my lecture?**

    According to the U.S. Department of Education, Office for Civil Rights, the tape-recording of classroom sessions as an accommodation for students with disabilities may not be restricted. It is specifically addressed under Section 504 of the 1973 Rehabilitation Act and the American with Disability Act (ADA). See Section 504-XCode of Federal Regulations 34CFR104.44(b). However, it also states, "Tape-recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as part of the class activity." Section 504 of the Rehabilitation Act of 1973

14. Do I have a right to know specifics about my student's disability?

No. The student has the right to inform or not to inform anyone of their disability.

15. What can I do if I believe my student is using his/her accommodations to cheat?

Inform the Learning Specialist ASAP. The purpose of accommodations is to provide an even playing field, not give undue advantage.

16. How do I accommodate a distance learning student with disabilities?

Same way as on campus classes. If in doubt, contact the Learning Specialist.

17. What is the benefit of them using their accommodations in a class when they can't use it in the real world?

Accommodations are used everyday by very successful individuals in all walks of life. Rarely is there an accommodation that is used in a classroom that would not be able available for use "in real world".

TEXTBOOK ADOPTION & COURSE SUPPLIES REQUEST

Summer/Fall Adoptions are due by: April 1st
Spring Adoptions are due by: October 1st

TAFTCOLLEGE

Quick Reference:

(Check all that apply)

Change ☐	**Add** ☐	**Delete** ☐	**New Edition** ☐
Chang textbook used in class to a different text listed on COR	Additional text being add to Course & COR	Remove text from course and COR	Replacing previous edition of a text on COR and Course

COURSE NUMBER & TITLE (ex. ARTH 2030 Survey of Asian Art)				SEMESTER
INSTRUCTOR NAME	TODAY'S DATE	PHONE	EMAIL	

TITLE:			
ISBN:		EDITION:	YEAR:
AUTHOR:		PUBLISHER:	
PLACE OF PUBLICATION:		On-line ☐	In Print ☐

RENTAL:	Y ☐	N ☐	USE:	Required ☐	Recommended ☐	Optional ☐

ADA COMPLIANCE:	I will request an alternative version of this text from the publisher:	Y ☐	N ☐

Are you replacing a textbook? Y☐ N☐ **(If Yes, Please list the old textbook)**

Please note: Old textbook will be removed from Bookstore inventory and COR

OLD TEXTBOOK

TITLE:	
ISBN:	EDITION:
AUTHOR:	PUBLISHER:

ADDITIONAL SUPPLIES

ITEM and DESCRIPTION	ITEM NUMBER	VENDOR	USE	
			Req ☐	Opt ☐
			Req ☐	Opt ☐
			Req ☐	Opt ☐
			Req ☐	Opt ☐

The above text has been reviewed and meets my approval:

Instructor _____ **Date** _____

Division Chair _Signature only required on new textbooks not new editions_ **Date** _____

After division chair approval, please remit to the Bookstore for processing.

· ·

Bookstore Manager: I have reviewed this text and am able to complete this request.

Signature _____ Date _____

Vice President of Instruction: I have examined this text and approve its adoption as recommended.

Signature _____ Date _____

Taft College Bookstore
Phone: (661)763-7731
Website: bookstore.taftcollege.edu

TAFTCOLLEGE

TRAVEL

Please see the Taft College Board Policies & Procedures at www.taftcollege.edu

REQUESTS TO BE ABSENT

A "Request to be Absent" form must be filled out by any staff member who will be off-campus for a meeting, workshop, conference, etc. during work hours, whether or not the district is paying for expenses. If the district is paying for expenses, please include dates even if they are non-work days. This way, the per diem and hotel expenses will "add up" when multiplied by the appropriate number of days. Requests for expenses to be paid for by the district must be approved well in advance of the trip by the Vice President of Instruction and by the Superintendent/President. If the travel expense is a fixed cost such as registration to a conference, the college can cut a check if the request for check form is turned in with 30-day notice. If a travel expense is a variable cost such as entrance fees per student during a field trip, the instructor will purchase it themselves then request reimbursement with all original receipts. "Request to be Absent" forms and forms for pre-payment of some expenses and reimbursement for others are available in the Instructional Office.

TRANSPORTATION

Transportation Request forms are available in the Instructional Office and the District Business Office. These forms are to be completed whether you will be taking a college vehicle or using your own vehicle (a Transportation Request and proof of automobile insurance must be on file in the Business Office for a personal vehicle in order to be reimbursed for mileage).

USE OF COLLEGE VEHICLES

ALL USERS OF COLLEGE VEHICLES WILL PLEASE OBSERVE THE FOLLOWING REGULATIONS:

Make reservations for a car five (5) working days ahead.

Do not take a school vehicle without having received authorization.

Do not allow an unauthorized driver to operate a college vehicle.

Return the car to the vehicle area upon your return. Avoid keeping cars at home over the weekend – they are often needed by others over the weekend or early on Monday morning.

TAFTCOLLEGE

Report immediately any mechanical difficulties observed, however minor, to the Maintenance Office.

District or personal passenger vehicles must not carry more than the legal number of passengers for the particular vehicle.

Taft College

VOICE MAIL

INSTRUCTION SUPPLEMENT

Help Desk
29 Cougar Court
Taft, CA 93268
Phone: (661)763-7737
Email: helpdesk@taftcollege.edu

Forward a message

1. After listening to the message, press 5
2. Follow the Cisco Unity instructions to address the forwarded message
3. Press # to forward the message as is, or press 2 to record an introduction, or press 3 for message options

Transfer a call to voicemail

1. Press the Transfer soft key
2. Press * key on the dial pad
3. Then enter desired extension number followed by the # key
4. Press the Transfer soft key immediately to complete the transfer.

Note: You cannot forward messages to an external number outside of our system. You can only forward voicemails to other internal extensions.

Leave messages directly in mailbox

1. Pick up the handset or press the speaker button and press the * key.
2. Enter the mailbox number followed by the # key.
3. Press the # key to record your message or wait for the tone.
4. Press 1 to send the message.
5. To listen to the message Press 3, to re-record Press 4, to add to the message, Press 5, or press 6 to cancel the message

Message Options

1 = Change addressing
2 = Change recording
3 = Set special delivery
4 = Review message

Initial Setup

1. Press the Messages envelope key.
2. Enter the default password "159357" followed by the # key.
3. Follow the prompts to set up your voicemail name and message.

Note: The password created must be 4+ digits long (the password cannot be your extension number)

Accessing Voicemail

The red light on your telephone handset lights up when you have a new voicemail message. At the bottom of your telephone display, you will see the number of new messages you have received.
Use these keys anytime during any changes.

* = Cancel or back up
# = Skip or move ahead

1. Choose one of the following methods to enter the voicemail system: Press the Messages button or dial 7910. If you dialed from someone else's phone, press * when Cisco answers. For external access to the voicemail system, dial 763-7910.

2. Once you have entered the system, login: Enter your ID# (same as your four digit extension), if required, then press #. Enter your password (or 159357 if this is your first time) and press #.

TO LOG ON FROM OUTSIDE THE SYSTEM:

- Dial voicemail pilot number (661-763-7910)

- Enter ID (extension), press #
- Enter password, press #

Set/Change your password

1. Dial 7910 or press the Messages button and log on.
2. Press 4 >3 >1
3. Enter your new password (# digits) and press #.
4. Enter the new password again to confirm it and press #.

Update your recorded name

You already entered your recorded name in the initial setup. If you want to change it, follow these instructions.

1. Dial 7910 or press the Messages button and log on.
2. Press 4 >3 >2.
3. At the tone, record your name, or press * to keep the current recording.

Use These Keys as You Record
8 = Pause or resume
# = End recording

Record your greeting

You already entered your greeting in the initial setup. If you want to change it, follow these instructions.

1. Dial 7910 or press the Messages button and log on.
2. Press 4 > 1 > 1.
3. After Cisco Unity plays your current greeting, press 1 to rerecord it, or press 3 to record a different greeting.

Enable or disable a greeting

You can enable or disable only your alternate greeting.

1. Dial 7910 or press the Messages button and log on.
2. Press 4 > 1 > 1.

After listening to your current greeting, press 2 to enable or disable your alternate greeting.
NOTE: When your alternate greeting is enabled, it overrides all other greetings. You can use this for vacations etc.

To Skip Someone Else's Greeting

1. As soon as the greeting starts, press # and after you hear the tone, record your message.

Check messages on campus

1. Dial 7910 or press the Messages button and log on.
2. Press 1 to hear new messages, or press 3 to review old messages.

Use the following keys to manage your messages and to control playback.

While listening to a message:

1 = Restart Message
2 = Save
3 = Delete
5 = Change Volume
7 = Rewind, Small
8 = Pause or Resume
9 = Fast-forward to end

After listening to a message:

1 = Replay Message
2 = Save
3 = Delete
4 = Reply
5 = Forward Message
6 = Save as Unheard
7 = Rewind, Small
9 = Play Message Summary

Check messages from any phone on campus

1. Dial 7910.
2. When you hear the greeting play, immediately press the * key.
3. Please enter your ID # (which is your mailbox #) followed by the # key.
4. Enter your Passcode followed by the # key.
5. You are now able to listen to your messages or make any changes to your mailbox.

Reply to a message

1. After listening to the message, press 4
2. Record your reply
3. Press # to send the reply, or press 1 for message options.

UNITY VOICE MAIL TRAINING GUIDE

LOG ON TO VOICE MAIL

To log on from your extension:
- Press ✉ or **Messages** key
- Enter ID (extension), if required, press **#**
- Enter password, (temp. 159357) press **#**

To log on from outside the system:
- Dial voicemail pilot number (661-763-7910)
- Enter ID (extension), press **#**
- Enter password, press **#**

SHORTCUTS

At any time:
- To cancel or reverse, press ★
- To skip or move ahead, press **#**

LISTENING TO MESSAGES

To listen to new or existing messages:
- Log on to voicemail
- To hear new messages, press **1**
- To review old messages, press **3**

While listening to current message:
- To repeat message, press **1**
- To save message, press **2**
- To delete message, press **3**
- To slow down message, press **4**
- To speed up message, press **6**
- To change volume, press **5**
- To backup in current message, press **7**
- To pause or resume after pause, press **8**
- To fast-forward to end, press **9**

After hearing current message:
- To repeat message, press **1**
- To save message, press **2**
- To delete message, press **3**
- To reply to message, press **4**
- To forward message, press **5**
- To mark reply as new message, press **6**
- To hear summary, press **9**

RECORDING MESSAGES

To record and send a message without ringing another person's telephone:
- Log on to voicemail
- Press **2**
- Press **#** twice, then enter extension
- To add another name or list, press **1**

To record the message:
- To record the message, press **#**
- To pause or resume recording, press **8**
- To end recording, press **#**
- For message options, press **1** or
- To send message, press **#**

Message options:
- To review message, press **4**
- To change recording, press **2**
- To set special delivery, press **3**
- To change addressing, press **1**

To send a message with a delivery option:
- Press **1** to mark urgent
- Press **2** for receipt acknowledgment
- Press **3** to mark private
- Press **4** mark for future delivery and follow prompts

TRANSFER / FORWARD TO VOICEMAIL

To transfer a call directly to a colleague's voicemail box through Call Manager:
- Press **Trnsfer** softkey
- Press ★
- Enter mailbox number
- Press **Trnsfer** softkey

To forward your calls directly into voicemail:
- At idle phone, press **CFwrdALL** softkey
- Press ✉ or **Messages** key

PERSONAL SETTINGS

To change password:
- Log on to voicemail
- Press **4 3 1**
- Enter new password, press **#**
- Enter password again to confirm, press **#**

UNITY VOICE MAIL TRAINING GUIDE

To change greetings:
- Log on to voicemail
- Press **4 1 1** for standard greeting
- Press **4 1 2** for closed greeting
- Press **4 1 3** for alternate greeting
- Listen to current greeting
- To re-record greeting, press **1**
- To end recording, press **#**

To change recorded name:
- Log on to voicemail
- Press **4 3 2**
- At tone, record name

To change message notification (if available):
- Log on to voicemail
- Press **4 2 1**
- Follow prompts to choose device
- To enter or change number, press **3**
- Enter new number or
- Press **#** to keep current number

To enable or disable message notification:
- Log on to voicemail
- Press **4 2 1**
- Follow prompts to choose device
- Press **1** to enable or disable

To change call transfer (if available):
- Log on to voicemail
- Press **4 1 2**
- To route calls to an extension, press **1**
- To route calls offsite (if allowed), press **2**

To change conversation menus:
- Log on to voicemail
- Press **4 2 3**
- To change between full or brief prompts, press **1**

SKIP GREETING

To skip someone else's greeting:
- Press **#** and record at the tone

To record your name:
- At tone, say your name, press **#**
- To accept, press **#**

RECORD GREETING

To record or change a greeting:
- Press **1**
- Press **1** for standard greeting (or press **2** for closed greeting)
- At tone, record greeting, press **#**
- To erase and re-record, press **1**
- To accept, press **#**

CHANGE PASSWORD

To change your 6 character password:
- Enter new password, press **#**
- Repeat new password, press **#**
  Do not use trivial passwords.
  example: 12345, 33333

EXIT

To leave settings area:
- Press ★

Help Desk
29 Cougar Court
Taft, CA 93268
Phone: (661) 763-7737
Email: helpdesk@taft.org

Create Your Own Faculty Website!

Instructional Support Services is proud to announce a new addition to our Faculty Resources Page. We have developed a page for you to build your own faculty website! Here you can find all the tools necessary to start an instructor webpage allowing you to connect to your students in a more convenient fashion.

- **Request a Faculty Website Account from instruction@taftcollege.edu**

- **Read the Taft College Web Guidelines**

- **View the Informative Video Tutorials**

- **Have fun and start creating!**

We hope that you are as excited as we are! Start a new website or give your old one a new look!

Thank You!

Instructional Support Services

29 Cougar Court • Taft, CA 93268 • 661-763-7919

TAFTCOLLEGE

To place a work order for Maintenance and Operations, please visit
https://www.myschoolbuilding.com/myschoolbuilding/msbdefault_email.asp?frompage=myrequest.asp
and log in to place an order.

To place a work order with IT, send an email to itshelpdesk@taftcollege.edu