



Faculty Handbook

2020-21

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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 that is so that we can contact that person.

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

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.”

ADD Authorization Codes – Temporary Instructions as of Fall 2019

At the beginning of the semester, you will receive an email from the Director of Admissions & Records. This email will have an attachment with Add Codes for every instructor. Find your name in the list (alphabetical by last name) & CRN for the course the student is wanting to add.

You are issued 12 codes per CRN. If you need additional codes, please contact the Director of Admission and Records. You will provide one code per student who wishes to add the course. It is the student's responsibility to use the code to add and pay for the course. An example of an Add Code:

Instructor	CRN	Campus	Subject	Course	Section	Available Seats	Wait List	
[REDACTED]	30592	T	COSC	2020	30	1	0	
(unassigned)					4Q0HSN		06-JUN-2019	Y
(unassigned)					BHY000		06-JUN-2019	Y
(unassigned)					CEPKW7		06-JUN-2019	Y
(unassigned)					D6WI6G		06-JUN-2019	Y
(unassigned)					DE76TL		06-JUN-2019	Y
(unassigned)					ITU7PH		06-JUN-2019	Y
(unassigned)					J7HOYJ		06-JUN-2019	Y
(unassigned)					JVM69V		06-JUN-2019	Y
(unassigned)					K1HP1D		06-JUN-2019	Y
(unassigned)					NBTI6W		06-JUN-2019	Y
(unassigned)					NCICU2		06-JUN-2019	Y
(unassigned)					VECLW1		06-JUN-2019	Y

CRN 30592 counts: Assigned: 0 Unassigned: 12

- If you have any questions, please contact the Director of Admission and Records at 661-763-7870.



Student Instruction: How to Use Add Authorization Codes

1. Go to the website: www.taftcollege.edu.
2. Click on the “**Cougar Tracks**” link located in the top right corner of the page.
3. **Log in** to your Student Account.
4. Once logged in, click on “**Student**” tab.
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.**

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.

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.

If your class is TBA, you will be contacted by the Office of Instruction.

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 the **Academic Records Office at the end of each semester.**
- Grades and total hours are to be recorded in faculty self-service Banner as outlined by the Registrar.

For more information on TBA classes, you can see a detailed discussion here:

<https://www.asccc.org/content/resolving-tba-dilemma-tale-three-memos>

What are positive attendance courses?

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

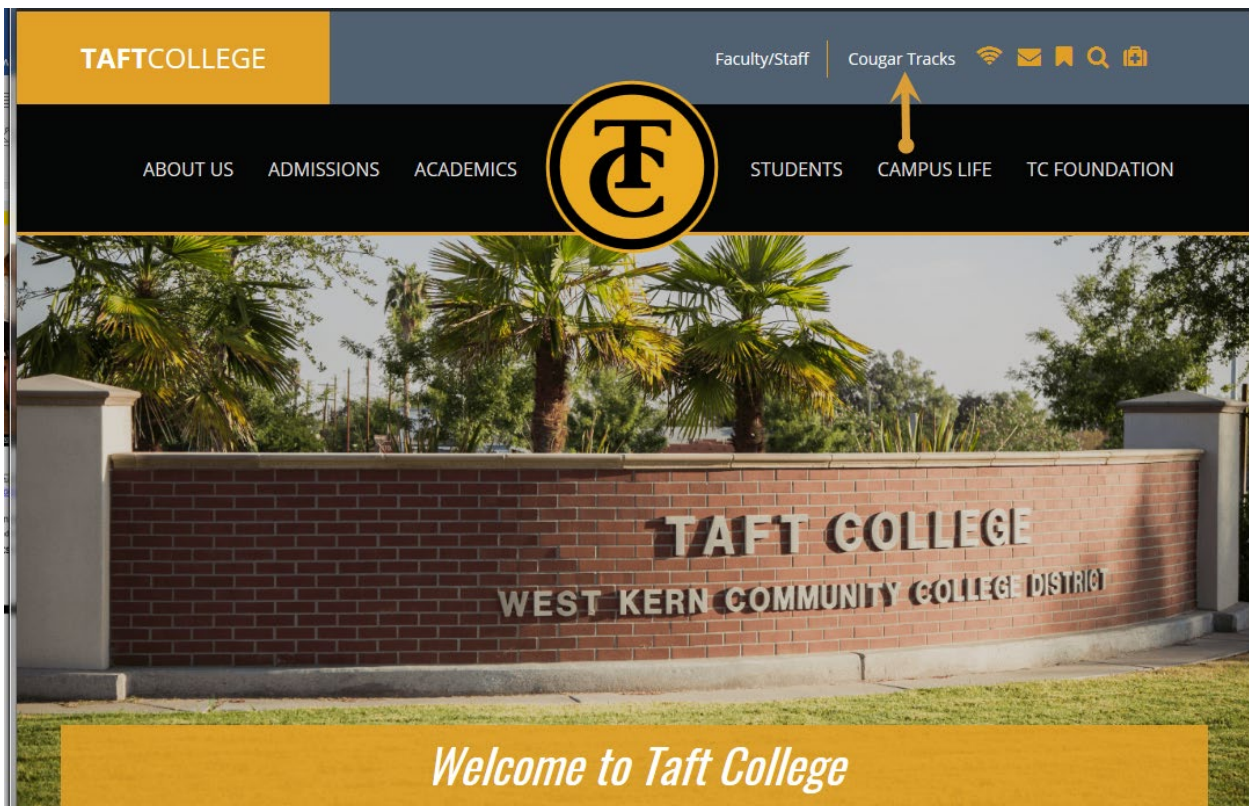
- Electronic version of class syllabi outlining total hour requirements to be submitted to Office of Instruction at the beginning of the semester.
- **Instructor is required to track all student attendance at each class meeting.** Rosters can be accessed via self-service Banner.
- Rosters are required to be submitted to the **Academic Records Office 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.)
- Positive attendance hours are due in Banner at the same time your grades are due.

Introduction to Faculty Self-Service

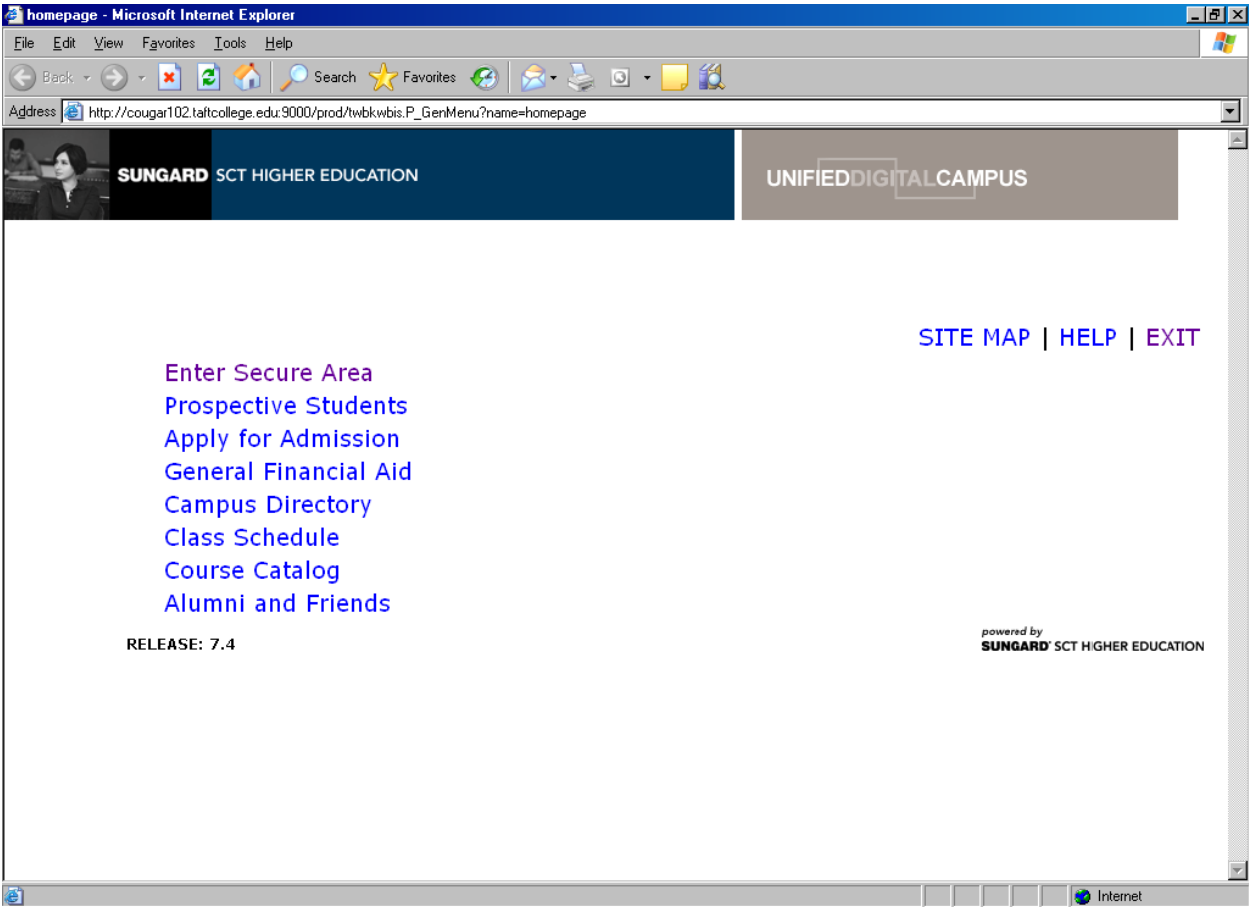
(BANNER)

I. LOGIN INSTRUCTIONS (the Three-Step Program)

1. Go Here: www.taftcollege.edu
- 2) Click on the “Cougar Tracks, Login” link.

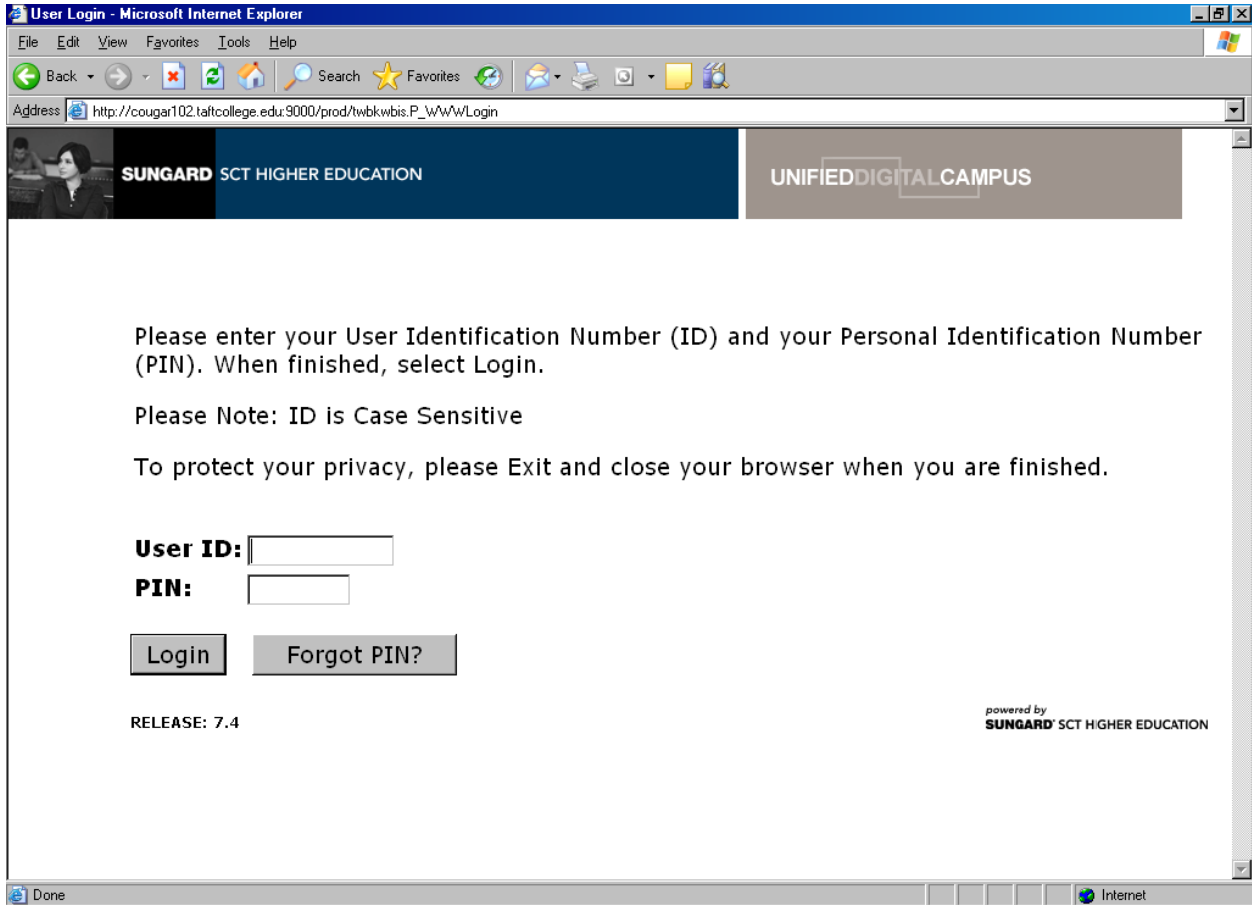


Occasionally you'll be diverted to this intro page. If so, please just click the **Enter Secure Area** link.



3) You're now on the login page.

Your User ID is your A number (Taft College ID number. This can be found on your TC ID card). Your PIN is your birthday in mmddyy format.



User Login - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print

Address http://cougar102.taftcollege.edu:9000/prod/twbkwbis.P_wWwLogin

SUNGARD SCT HIGHER EDUCATION UNIFIEDDIGITALCAMPUS

Please enter your User Identification Number (ID) and your Personal Identification Number (PIN). When finished, select Login.

Please Note: ID is Case Sensitive

To protect your privacy, please Exit and close your browser when you are finished.

User ID:

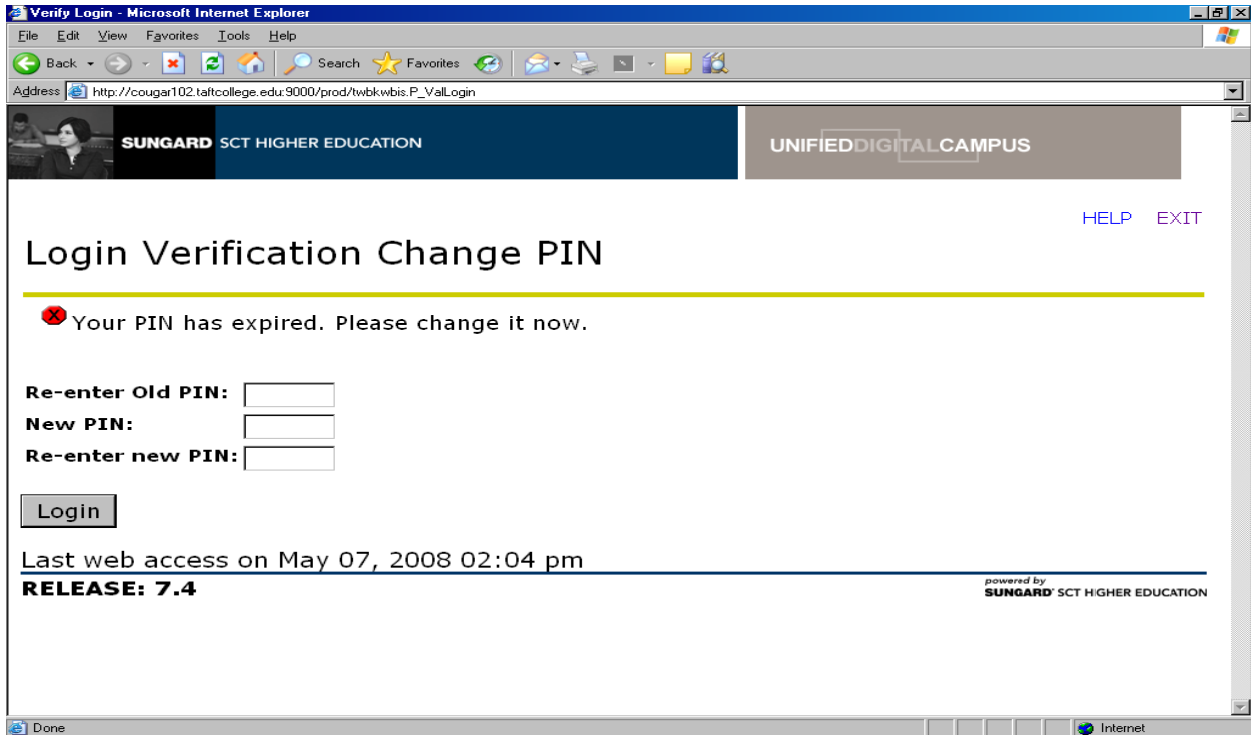
PIN:

RELEASE: 7.4

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Done Internet

You'll be immediately prompted to change your PIN (numbers only, six digits). Remember your PIN.




Verify Login - Microsoft Internet Explorer

Address: http://cougar102.taftcollege.edu:9000/prod/twbkwbis.P_ValLogin

SUNGARD SCT HIGHER EDUCATION UNIFIEDDIGITALCAMPUS

HELP EXIT

Login Verification Change PIN

 Your PIN has expired. Please change it now.

Re-enter Old PIN:

New PIN:

Re-enter new PIN:

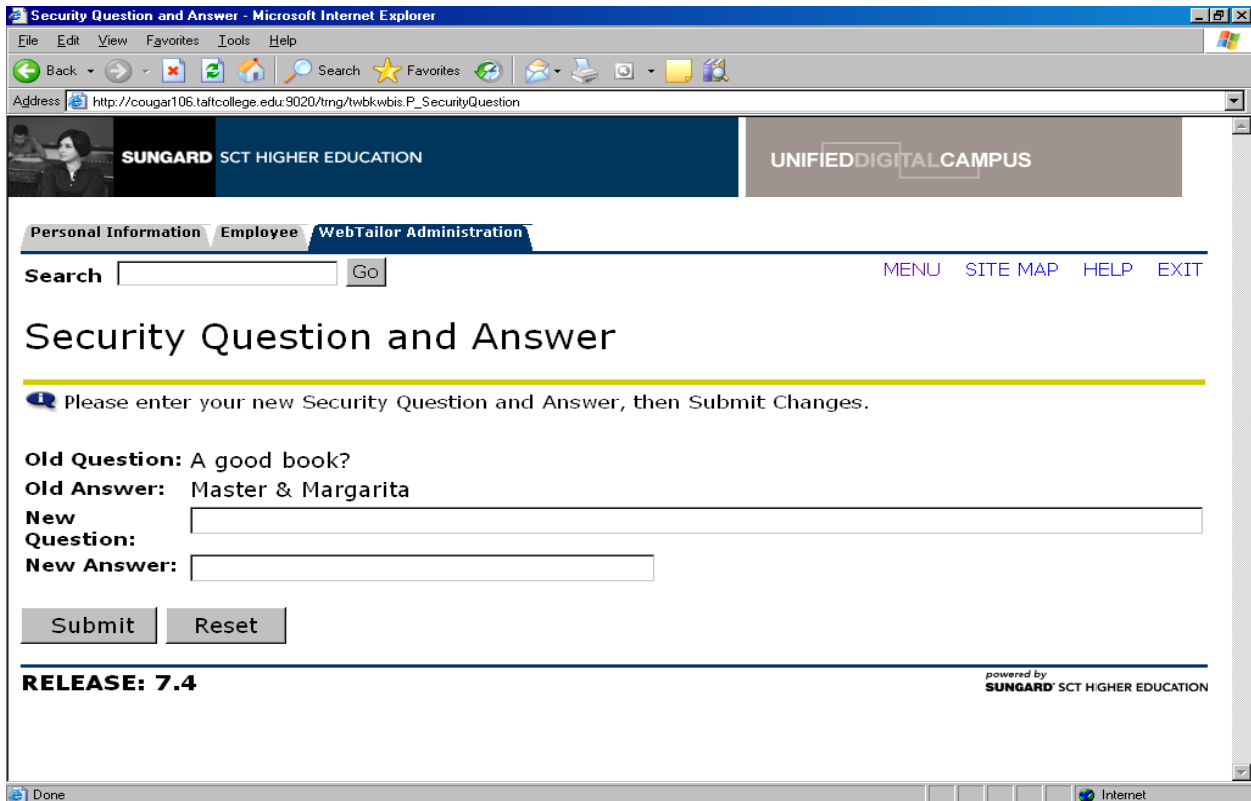
Login

Last web access on May 07, 2008 02:04 pm

RELEASE: 7.4

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And you will be asked to provide a Security Question & Answer for purposes of retrieving your PIN in case you forget it.



Security Question and Answer - Microsoft Internet Explorer


Address: http://cougar106.taftcollege.edu:9020/trng/twbkwbis.P_SecurityQuestion

SUNGARD SCT HIGHER EDUCATION UNIFIEDDIGITALCAMPUS

Personal Information Employee WebTailor Administration

Search Go MENU SITE MAP HELP EXIT

Security Question and Answer

 Please enter your new Security Question and Answer, then Submit Changes.

Old Question: A good book?

Old Answer: Master & Margarita

New Question:

New Answer:

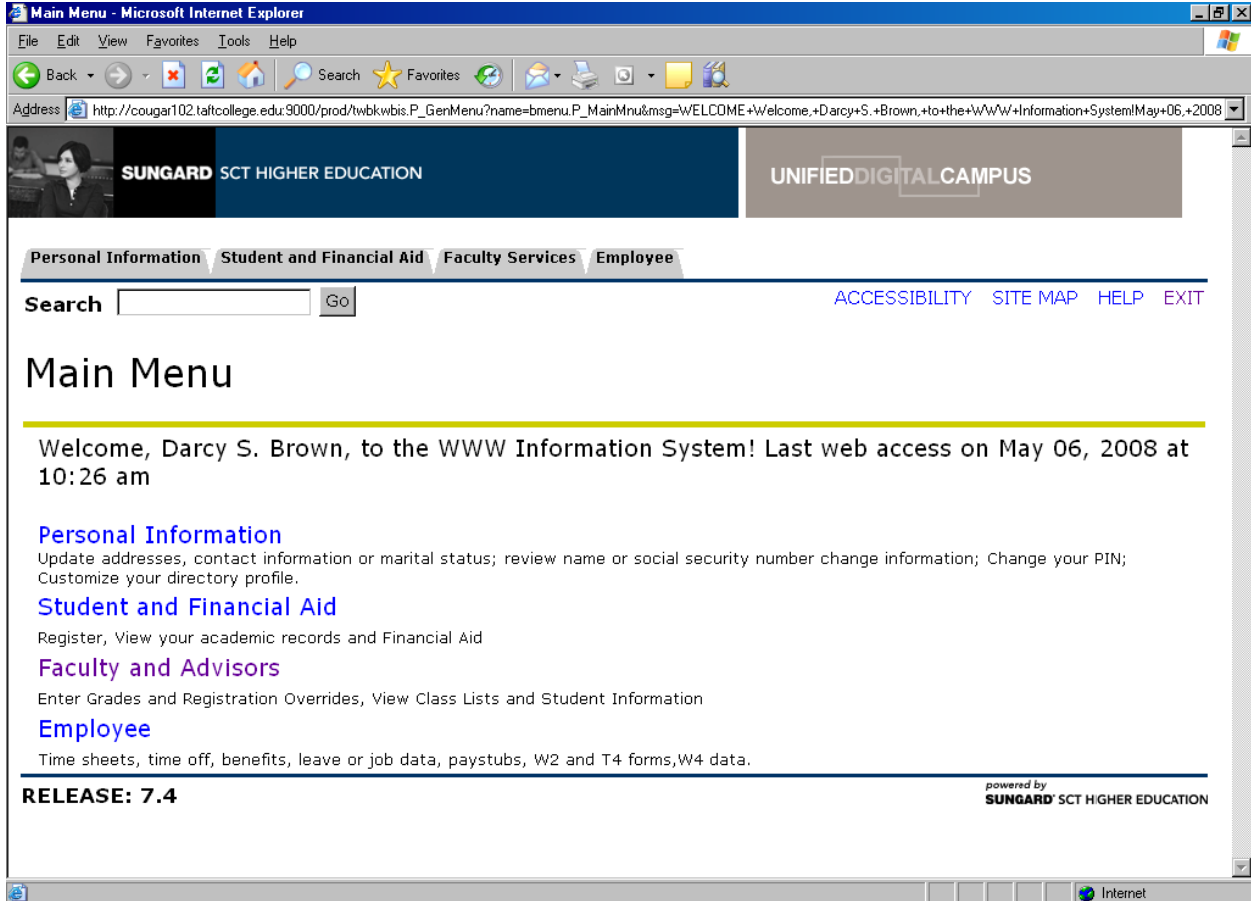
Submit Reset

RELEASE: 7.4

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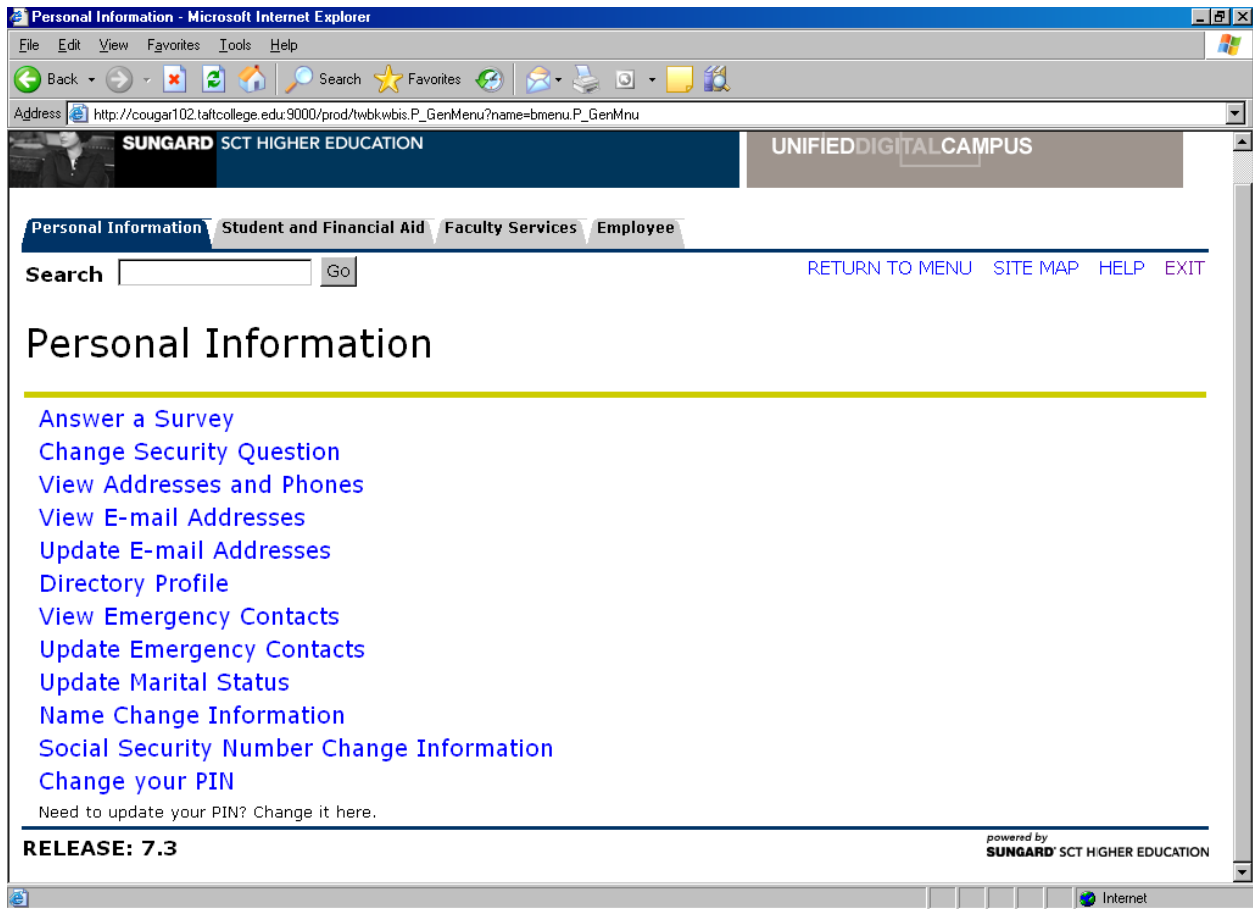
II. Categorical Tabs

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.



The screenshot shows a Microsoft Internet Explorer browser window displaying the Taft College Main Menu. The browser's address bar shows the URL: http://cougar102.taftcollege.edu:9000/prod/twbkwbis.P_GenMenu?name=bmenu.P_MainMnu&msg=WELCOME+WELCOME,+Darcy+S.+Brown,+to+the+WWW+Information+System!May+06,+2008. The page features a dark blue header with the SUNGARD SCT HIGHER EDUCATION logo and the text UNIFIED DIGITAL CAMPUS. Below the header, there are four tabs: Personal Information, Student and Financial Aid, Faculty Services, and Employee. A search bar is located below the tabs, with a "Go" button. To the right of the search bar are links for ACCESSIBILITY, SITE MAP, HELP, and EXIT. The main content area is titled "Main Menu" and contains a welcome message: "Welcome, Darcy S. Brown, to the WWW Information System! Last web access on May 06, 2008 at 10:26 am". Below the welcome message are four sections, each with a blue link and a brief description: "Personal Information" (Update addresses, contact information or marital status; review name or social security number change information; Change your PIN; Customize your directory profile.), "Student and Financial Aid" (Register, View your academic records and Financial Aid), "Faculty and Advisors" (Enter Grades and Registration Overrides, View Class Lists and Student Information), and "Employee" (Time sheets, time off, benefits, leave or job data, paystubs, W2 and T4 forms, W4 data.). At the bottom of the page, there is a "RELEASE: 7.4" notice and a "powered by SUNGARD SCT HIGHER EDUCATION" logo.

a) Personal Information



Personal Information - Microsoft Internet Explorer

Address http://cougar102.taftcollege.edu:9000/prod/twbkwbis.P_GenMenu?name=bmenu.P_GenMnu

SUNGARD SCT HIGHER EDUCATION UNIFIEDDIGITALCAMPUS

Personal Information Student and Financial Aid Faculty Services Employee

Search Go RETURN TO MENU SITE MAP HELP EXIT

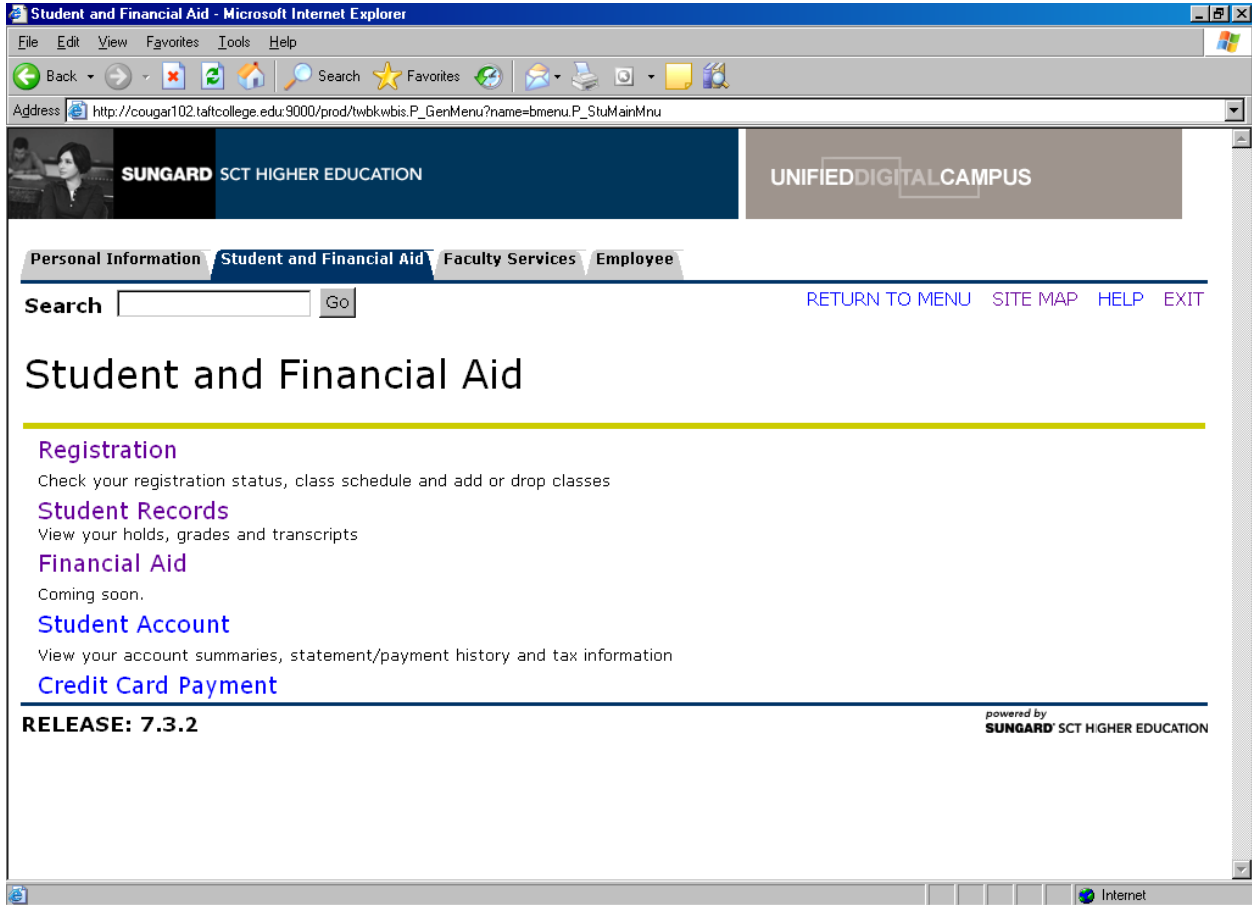
Personal Information

- [Answer a Survey](#)
- [Change Security Question](#)
- [View Addresses and Phones](#)
- [View E-mail Addresses](#)
- [Update E-mail Addresses](#)
- [Directory Profile](#)
- [View Emergency Contacts](#)
- [Update Emergency Contacts](#)
- [Update Marital Status](#)
- [Name Change Information](#)
- [Social Security Number Change Information](#)
- [Change your PIN](#)

Need to update your PIN? Change it here.

RELEASE: 7.3 powered by **SUNGARD** SCT HIGHER EDUCATION

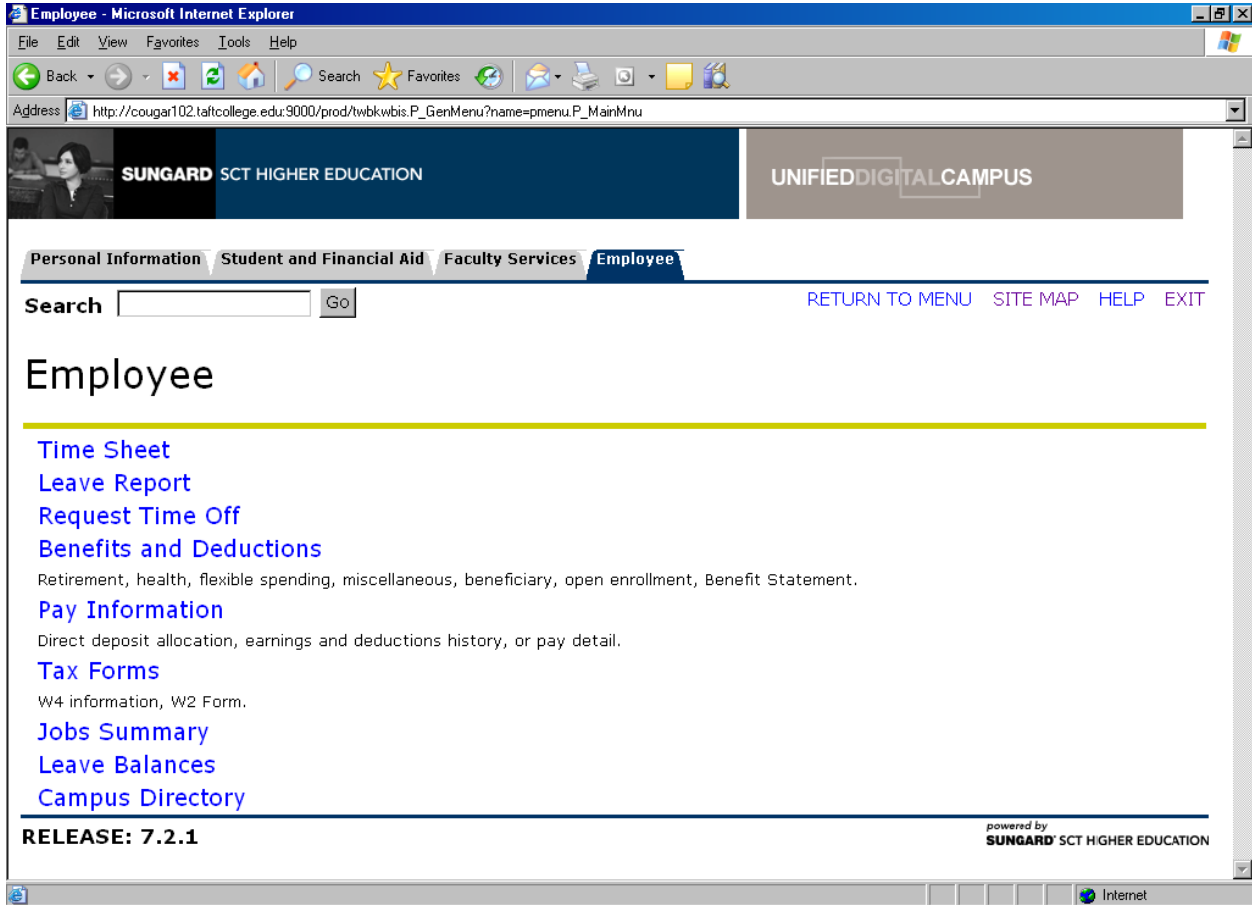
b) Student and Financial



The screenshot shows a Microsoft Internet Explorer browser window displaying the 'Student and Financial Aid' web application. The address bar shows the URL: http://cougar102.taftcollege.edu:9000/prod/twbkwbis.P_GenMenu?name=bmenu.P_StuMainMnu. The page features a navigation menu with tabs for 'Personal Information', 'Student and Financial Aid', 'Faculty Services', and 'Employee'. The 'Student and Financial Aid' tab is active. Below the navigation menu, there is a search bar with a 'Go' button and links for 'RETURN TO MENU', 'SITE MAP', 'HELP', and 'EXIT'. The main content area is titled 'Student and Financial Aid' and lists several options: 'Registration' (Check your registration status, class schedule and add or drop classes), 'Student Records' (View your holds, grades and transcripts), 'Financial Aid' (Coming soon.), 'Student Account' (View your account summaries, statement/payment history and tax information), and 'Credit Card Payment'. At the bottom of the page, it indicates 'RELEASE: 7.3.2' and 'powered by SUNGARD SGT HIGHER EDUCATION'.

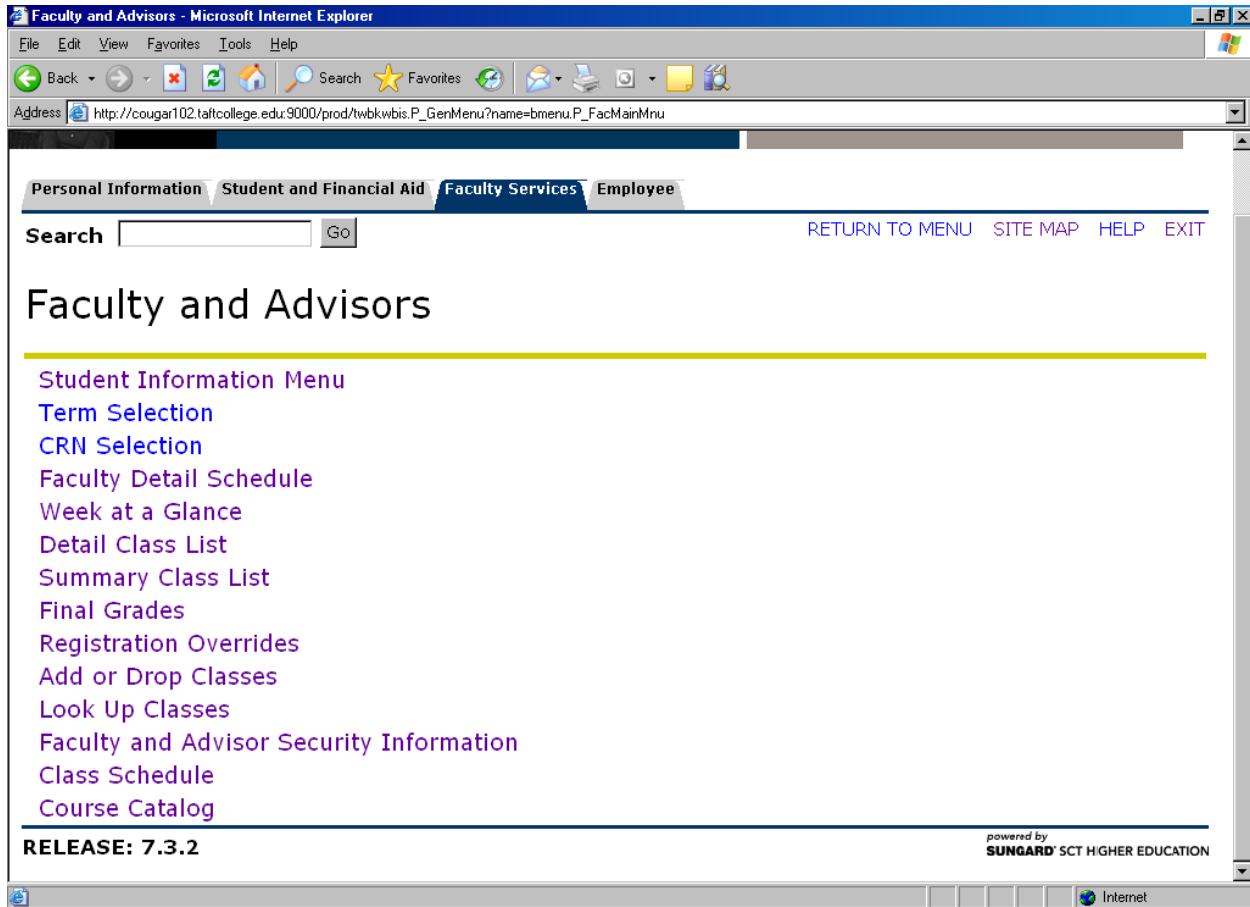
If you are a student, you will have the **Student and Financial Aid Tab**. Students have many options under **Registration, Student Records, Financial Aid, Student Account and Credit Card Payment**.

c) Employee



The screenshot shows a web browser window titled "Employee - Microsoft Internet Explorer". The address bar contains the URL: http://cougar102.taftcollege.edu:9000/prod/twbkwbis.P_GenMenu?name=pmenu.P_MainMnu. The page header features the SUNGARD SCT HIGHER EDUCATION logo on the left and UNIFIEDDIGITALCAMPUS on the right. A navigation menu includes "Personal Information", "Student and Financial Aid", "Faculty Services", and "Employee". Below the menu is a search bar with a "Go" button and links for "RETURN TO MENU", "SITE MAP", "HELP", and "EXIT". The main content area is titled "Employee" and lists several services: "Time Sheet", "Leave Report", "Request Time Off", "Benefits and Deductions" (with a sub-description: "Retirement, health, flexible spending, miscellaneous, beneficiary, open enrollment, Benefit Statement."), "Pay Information" (with a sub-description: "Direct deposit allocation, earnings and deductions history, or pay detail."), "Tax Forms" (with a sub-description: "W4 information, W2 Form."), "Jobs Summary", "Leave Balances", and "Campus Directory". At the bottom left, it says "RELEASE: 7.2.1" and at the bottom right, "powered by SUNGARD SCT HIGHER EDUCATION".

d) Faculty Services



Faculty and Advisors - Microsoft Internet Explorer

Address: http://cougar102.taftcollege.edu:9000/prod/twbkwbis.P_GenMenu?name=bmenu.P_FacMainMnu

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

Search Go RETURN TO MENU SITE MAP HELP EXIT

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
- Registration Overrides
- Add or Drop Classes
- Look Up Classes
- Faculty and Advisor Security Information
- Class Schedule
- Course Catalog

RELEASE: 7.3.2

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This area is where you will submit your final grades, see your roster, and certify your census. This tab will be the most important tab to you as an instructor.

Grades are due the first Monday after the end of the semester (the first Monday after final exams). Check with the Director of Admissions and Records with any questions on grade due dates.

It is extremely important to submit grades by the deadline. Late grade submissions create problems for individual students who are registering for the next semester, receiving financial aid, or transferring to their next college; and may ultimately affect the college's ability to offer financial aid to all students.

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/board-of-trustees/agendas-and-minutes/>



Board Policies 3050 & 4030

Taft College has adopted a standard of ethical expectations leading to professional excellence for all employees, formalized in Board Policy 3050 (BP 3050) Institutional Code of Ethics.

Taft College supports academic freedom to meet the academic integrity of the teaching-learning process, and faculty distinguish between personal conviction and professionally accepted views in a discipline, formalized in Board Policy (BP) 4030 Academic Freedom.

BP 3050 Institutional Code of Ethics

Reference:

Accreditation Standard III.A.1.d.

The *Code of Professional Ethics* is a public statement by the Board of Trustees and employees of the District that sets clear ethical expectations to guide and inspire professional excellence.

The District is comprised of professionals who are dedicated to promoting a climate which enhances the worth, dignity, potential, and uniqueness of each individual within the District community. The District's employees work in various settings and positions; the expectation of all is a commitment to protecting human rights, pursuing academic excellence, and supporting student success.

The conduct of District employees as "public employees" shall be worthy of the respect and confidence of the community the District serves. Employees must, therefore, avoid conduct which is in violation of the public trust or which creates a justifiable impression among the community that such trust is being violated.

All District employees shall exhibit openness and reliability in what is said and done as educational leaders, and shall address issues and people without prejudice. Further, all District employees shall do everything possible to demonstrate a commitment to excellence in education without compromise of the following principles of ethical behavior.

District employees shall:

1. Demonstrate personal and professional integrity in supporting the mission of the District and the College.
2. Be honest and accountable in all District actions and activities and be good stewards of District assets.
3. Contribute to the dynamics of positive interpersonal relationships when dealing with colleagues, students, and the public.
4. Be fair, inclusive, and collegial in all interactions with colleagues, students, and the public, regardless of differences in personal values or beliefs.
5. Adhere to the principles of nondiscrimination and equality without regard to race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, genetic information, or other protected status.
6. Maintain an inclusive working and learning environment free from incivility, aggression, bullying and unlawful harassment.

7. Act within applicable laws, codes, regulations, and District policies and procedures.
8. Avoid conflicts of interest, or even the appearance of conflict of interest, between their obligations to the District and private business or personal commitments and relationships.
9. Maintain confidentiality regarding information about students or employees obtained in the course of professional duties, as required by law.
10. Maintain and enhance job effectiveness and competency through continued professional development.

With respect to students, all District employees have the responsibility to:

1. Keep foremost in mind at all times that the College and District exist to serve students.
2. Dedicate themselves to the ideals and principles that will enable students to develop their talents and interests, and pursue their academic success.
3. Make every reasonable effort to create and promote an equal-access learning environment and equal access to the educational resources that will help students succeed.
4. Respect student dignity and individual freedom, and promote respect for students as individuals, as learners, and as independent decision-makers.
5. Understand, appreciate, and contribute to the dynamics of positive and professional interpersonal relationships when dealing with students.
6. Maintain high standards of professional, non-exploitative conduct, and act with integrity when working with students.

Addressing ethical violations:

Violations of the Code of Professional Ethics harm the District and its standing in the community. Ethical violations should be reported to the Superintendent/President. Suspected violations will be investigated. Any disciplinary action taken, based on violation of this Policy, shall be in accordance with applicable law and collective bargaining agreements.

BP 4030 Academic Freedom

Reference:

Title 5, Section 51023; Accreditation Standard II.A.7.

Institutions of higher education are conducted for the common good and not to further the interest of either the individual instructor or the institution as a whole. The common good depends upon the free search for truth and its free exposition. In order to assure the academic integrity of the teaching-learning process, faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

1. The instructor is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. The instructor is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. The college or university instructor is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and his/her institution as his/her utterances. Hence he/she should at all times be accurate, should exercise appropriate restraint, should respect other's opinions, and should make every effort to indicate that he/she is not an institutional spokesperson.

Faculty members may 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

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.

Taft College

New Club Application Process and Procedures

Volunteer (Non-Paid) Club Advisors

The Taft College ASB is responsible for all clubs on campus and has the authority to approve new clubs. Once you submit the completed paperwork, signature page, club constitution and bylaws to the ASB office, your application will be submitted to the ASB committee for approval. Once the ASB has approved your club you can begin club activities.

Stipend Club Advisors

Beginning Fall 2019, HR will post an internal announcement for a maximum of eleven (11) club advisor stipends for the amount listed on Appendix B-1, Page 2 of the Faculty Salary Schedule. Interested faculty or adjunct faculty will submit verification that their club has been approved by the ASB or is in 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 Faculty members recommended by the Academic Senate will review the submissions and select a maximum of eleven (11) club advisors to receive stipends for the academic year.

Please see the Faculty Contract for more information regarding club advisors.

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, 2019, each fall the Human Resources Department will post an internal announcement for a maximum of eleven (11) club advisor stipends in the amount listed on Appendix B-1, Page 2 of the Faculty Salary Schedule 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 designated by the Academic Senate will review the submissions and select a maximum of eleven (11) 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 revised to reflect the change. 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 eleven (11) clubs, excluding ASB, PTK, and SADHA, will be compensated in the amount listed on Appendix B-1, Page 2 of the Faculty Salary Schedule 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.

Club Advisor Stipend TA – June 2019

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.



Dawn Cole, President
Board of Trustees
West Kern Community College District



Diane Jones, President
Taft College Faculty Association/CTA/NEA

Dated: July 10, 2019

Dated: July 10, 2019

Board Approval:

First Presentation: June 5, 2019

Second Presentation/Approval: July 10, 2019

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. CAREER TECHNICAL EDUCATION COMMITTEE

In supporting the mission of Taft College, the Career Technical Education Committee is charged with enhancing communication and transparency among CTE programs, non-CTE programs, management and administrators. To fulfill this assignment, the Career Technical Education Committee will provide a forum for continual dialogue amongst CTE-related stakeholders who will make recommendations to guide intentional CTE development, enhancement, planning and sustainability providing guidance via strategies and approaches to maximize CTE program success and funding.

4. 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.

- **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.

5. 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.

6. DUAL ENROLLMENT COMMITTEE

The purpose of the Dual Enrollment Committee is to determine feasibility, develop policies and procedures and promote practices that contribute to the quality of the dual enrollment, concurrent enrollment, and CCAP programs at Taft College.

7. 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).

ABILITIES PARTNERSHIP TEAM (APT)

This committee's mission is to create a safe and supportive environment for all TC students, staff, and faculty with disabilities thereby increasing access to education for all individuals with disabilities. The APT Committee serves as a central focal point to examine Taft College practices, policies, and procedures of services and programs offered to students with disabilities. The Committee educates the campus and community regarding accessibility and other disability related issues.

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.

ACCESSIBILITY (508) OVERSIGHT COMMITTEE (AOC)

The AOC Committee educates the campus and community regarding accessibility-related concerns. The AOC Committee serves as a central focal point to examine Taft College practices, policies, procedures and programs offered campus-wide.

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.

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).

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.

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.

PROFESSIONAL DEVELOPMENT COMMITTEE (FORMERLY STAFF DEVELOPMENT COMMITTEE)

This committee develops and makes recommendations for staff development activities.

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.

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 COMMITTEE

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.

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.

**Taft College
Disability Support Programs & Services
(DSPS)**



TAFTCOLLEGE

**29 Cougar Court
Taft, CA 93268
(661) 763-7799**

www.taftcollege.edu/

***Alternate formats available**

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INTRODUCTION

Welcome to DSPS at Taft College! This resource guide will assist you in understanding the purpose and services of DSPS for students and faculty members. Do not hesitate to contact us with any questions regarding this handbook, services available to students with disabilities, instructor rights and responsibilities, student rights and responsibilities, or about current or potential students.

CONTACT INFORMATION

DSPS Main Line	(661) 763 - 7799
Janis Mendenhall, DSPS Coordinator/Counselor.....	(661) 763 - 7827
Antonio Alfaro, Learning Disability Specialist.....	(661) 763 - 7927
Amar Abbott, High Tech Access Specialist.....	(661) 763 - 7749
VACANT, DSPS Technician.....	(661) 763 - 7799
Severo Balason Section 504 Coordinator.....	(661) 763 - 7810
Severo Balason, Section 508 Coordinator.....	(661) 763 - 7810

DSPS MISSION STATEMENT

Taft College's Disability Support Programs and 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:

- Provide support services, special facilities and equipment.
- 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 Taft College, 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 DSPS can do so in a variety of ways, including the following:

- In-person referrals
- Telephone referrals
- Written/Email referrals
- Sending the student directly to DSPS

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 in higher education. These laws and policies include sections 504 and 508 of the Rehabilitation Act (1973 and 1998); the Americans with Disabilities Act (1990, amended 2008); 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 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. Courses that are created using [Universal Design](#) tend to be accessible to all students.

PROGRAMS AND SERVICES

DSPS 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 DSPS faculty, who assess the student's educational limitations based on verification of disability or through assessments provided by DSPS. DSPS makes the following services available to qualified students at Taft College:

Accommodations:

Accommodations are authorized by DSPS faculty after a lengthy interaction with the student. Some accommodations are:

- ***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 Taft College students provided that they meet certain eligibility criteria which is determined by the Learning Disability Specialist.
 - Students interested in inquiring about this service may schedule an appointment to meet with the Learning Disability Specialist (763-7927).
- ***Classroom and Test Accommodations:***
 - DSPS assists in arranging academic adjustments and/or auxiliary aids such as increased test time, reduced distraction test environment, note takers, 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.

Counseling:

DSPS has specific counseling services for students with disabilities.

These include:

- **Disability Management:** The DSPS 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:** Being cognizant of the unique needs of students with disabilities, the DSPS 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, TRIO, Financial Aid 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.

Trainings:

Taft College offers specialized classes training for students with disabilities in vocational, academic, creative and life skills areas. These include:

- Adaptive computer technology such as voice synthesizers, large print screens and printers, audio input and output, spelling and grammar checking software, internet access, smart pens and iOS and Android apps and word processing.
- For credit courses focused on exploring learning style, and strategies for success

Additionally, DSPS faculty are available to instructional faculty and staff for general consultation, presentations of DSPS services, and disability related training. Please contact DSPS to arrange for department, class, or group presentations.

There are federal regulations regarding accessibility of course materials and content. Please review the [Taft College Board Procedure](#) for accessibility standards.

DSPS collaborates with other departments to host a Disability Awareness Week in October. Instructors are encouraged to promote the events in their courses or tie in extra credit or an assignment to the events.

DISABILITY RELATED ACCOMMODATIONS

What are reasonable accommodations? Reasonable accommodations are the reaching of a mutually satisfactory solution to the placing of 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 (see example below) 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 DSPS,
 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.

The image shows a physical accommodation card for a student named Joe Student at Taft College. The card is titled 'Example Accommodation Card' and lists various services available through DSP&S. The student has selected several accommodations, including Extended Test Time (1.5x), Assisted Listening Device, Preferred Seating, Note Taking, Smartpen, and Books on Alt Media. The card also includes a section for 'Other' and a space for the student's name and semester.

Taft College	DSP&S	Semester	Current sem.
Name <u>Joe Student</u>			
<input type="checkbox"/> Screen Reader	<input type="checkbox"/> Assisted Listening Device		
<input type="checkbox"/> Dragon Voice	<input checked="" type="checkbox"/> Extended Test Time <u>1.5x</u>		
<input type="checkbox"/> Tape Recorder	<input type="checkbox"/> Priority Registration		
<input type="checkbox"/> Interpreter	<input type="checkbox"/> Spell Grammar Check (Tests)		
<input type="checkbox"/> Calculator	<input checked="" type="checkbox"/> Books on Alt Media		
<input type="checkbox"/> Preferred Seating	<input checked="" type="checkbox"/> Kurzweil Reader		
<input checked="" type="checkbox"/> Note Taking	<input type="checkbox"/> Books on Enlarger		
<input checked="" type="checkbox"/> Smartpen	<input type="checkbox"/> Reduced Distraction for Tests		
<input type="checkbox"/> Other			

Example Accommodation Card

If questions arise regarding methods of meeting the course objectives or the student's accommodations, please contact the DSPS Coordinator/Counselor (661-763-7827) or the Learning Disability 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 and ADAA in 2008), 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 disability, which substantially interferes with the educational process.

- Accommodations are always determined on a case-by-case basis.

How Does a Taft College Student Apply For Accommodations? Students with disabilities or students who suspect that they may have a disability are encouraged to meet with a DSPS Coordinator/Counselor and/or a Learning Disability Specialist. DSPS faculty will evaluate disability documentation, review functional limitations, or provide an assessment to determine if the student has a learning disability.

- If a student qualifies for accommodations, the classroom instructor **SHOULD** be notified by the student. It is recommended this discussion be during office hours to ensure confidentiality.

Additional Information: Modifications of academic requirements may be necessary to accommodate qualified students with disabilities.

- 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 approved educational auxiliary aids. Aids may include recording of lectures, readers, interpreters, note takers, and other similar services or equipment. Use of cell phones or Ipads may be an authorized accommodation. Please allow use of personal devices in the classroom for this purpose.
- 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 Testing Center to reduce the burden on faculty. Test integrity is important to DSPS, 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.
- 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 Disability Specialist or DSPS Coordinator/Counselor.
- The student's eligibility for services is verified by the Learning Disability Specialist or DSPS Coordinator/Counselor.
- The student is provided an accommodations card indicating the approved accommodations for the current semester. The card **must** be re-issued each semester.
- If an exam needs to be read by a screen reader or a software program on a computer, the instructor should provide the exam to the High Tech Access Specialist at least **three** days before the exam date (in order for them to have time to scan the exam). The student must make an appointment with the Testing Center staff to take the exam.
- On the scheduled day and time, the student reports to the Testing Center to take the exam under supervision of proctors.

- The instructor can make arrangements with the Testing Center or DSPS to pick the exam up.

If you have any questions regarding a student's request for exam accommodations, please contact the Learning Disability Specialist or the DSPS Coordinator/Counselor.

FACULTY RIGHTS AND RESPONSIBILITIES

DSPS offers and coordinates support services 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 DSPS.
- Some students with disabilities will identify themselves as such by contacting DSPS 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. Caution is encouraged to not single any one student out who may have a disability.
- 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 Disability Support Programs and Services (DSPS). DSPS is available to determine if a student qualifies for services. The Learning Specialist (661-763-7799) and the DSPS Counselor (661-763-7799) are available in the Student Services/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 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 DSPS 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 DSPS directly for any needed assistance.**

STUDENT RIGHTS

1. Registration by students with disabilities in DSPS is voluntary.
2. Receiving support services from DSPS does not prevent a student from participating in any other course, program, or activity offered by the college.
3. All records maintained by DSPS 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.

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 (look at 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 completed. 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 cannot, 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. Do not ask them what their disability is.

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 Taft College. What follows is a brief description of the various services available to students through DSPPS.

Adaptive Computer Technology (High Tech Center) The High Tech Center located in the DSPPS department in the Admin Building is designed to accommodate students with disabilities and teach them to use computer software and hardware that adapts to their needs. Students receive individualized training when equipment or technology is authorized as an accommodation for them. If additional training is needed, students can obtain it through the High Tech Specialist.

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 Disability Specialist or DSPPS Coordinator/Counselor.

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 DSPS 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 (available in the DSPS 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.
4. Instructors who use presentation software or materials in class can provide copies of those materials to the student.

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 Taft College parking sticker allowing them to park in a Taft College 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 DSPS.

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 DSPS. Use of the computer programs is planned and directed by the appropriate professionals in DSPS.

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:

- Recorders
- Smart Pens
- Print enlargers
- Telephone device for the deaf and hearing impaired
- Spellcheckers
- Dictionary/Thesaurus
- No-carbon paper for note takers
- Calculators
- Tutoring: Taft College provides unlimited tutoring in the Library (Learning Resource Center)

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 lip read/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 cannot 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 is not reading, so why are they in a reading class?**

It is reading.

- 4. Are students with disabilities required to go through Disabled Student Programs and Services?**

No. It is 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 Disabled Student Programs and Services?

It is the discretion of the instructor if they want to give the student extra time. However, encourage the student to make an appointment with DSPS. 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?

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 DSPS.

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, it is recommended for the student to 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 Taft College 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 DSPS Coordinator/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 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 DSPS faculty 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 DSPS faculty.

17. What is the benefit of them using their accommodations in a class when they cannot 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”.

ALLIED HEALTH/APPLIED TECH

Computer Science
Court Reporting
Dental Hygiene
Energy
Health Education
Industrial Ed Safety
Industrial Technology
Kinesiology
Occupational Safety and Health
Petroleum Technology
Physical Education
Water Technology
Welding
Work Experience

BANDY, INGRUN**BUSINESS, ARTS, & HUMANITIES**

Art
Art History
Business
Business Administration
Communication
Drama
Economics
Humanities
Journalism
Management
Music
Philosophy
Photography
Spanish
Speech

RODENHAUSER, DEBORA**ENGLISH**

English
English as a Second Language
Reading

CARLSON, KAMALA**LEARNING SUPPORT**

Disability Services
Information Competency

CHAIDEZ, JOELL

LEARNING SUPPORT

Learning Skills
Student Success
Tutoring

CHAIDEZ, JOELL

SCIENCES AND MATHEMATICS

Astronomy
Biology
Chemistry
Earth Science
Engineering
Geography
Geology
Mathematics
Physical Science
Physics
Statistics

MAYFIELD, MICHAEL

SOCIAL SCIENCES

Administration Justice
Criminal Justice Admin
Early Care, Ed. and Fam. Studi
Education
History
Political Science
Psychology
Recreation
Sociology

JILES, MICHAEL

SELECTION OF DIVISION CHAIRPERSONS

Division chairperson terms are two academic (2) years. When the term of a Division Chairperson is about to expire or the position becomes vacant an election shall be conducted by the members of the division at a division meeting. All full time faculty members assigned to the division shall be eligible to be nominated and be eligible to vote. The faculty member with the greatest number of votes shall be the incoming Division Chairperson for the following term. The newly elected Division Chairperson will inform the Vice-President of Instruction of the election results.

Division Chairpersons are appointed by the Superintendent/President in accordance with the results from the division election, and approved by the Board of Trustees for the following Division Chairperson term. Division Chairpersons are directly responsible to the Vice President of Instruction.

COMPENSATION FOR DIVISION CHAIR

All division chairs will receive 20% release time plus a stipend. Annual stipends are assigned every July 1 based upon the total teaching faculty FTEF in the chair's area, including full-time equivalent adjunct faculty. FTEF will be recalculated before March 1 each year by adding the previous calendar year's spring, summer, and fall FTEF and dividing by (2) two.

FTEF	Stipend Amount	Release Time
0-10	See Contract	20%
>10-20	See Contract	20%
>20-30	See Contract	20%

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.
 - Develop and revise Course Outlines of Record (COR) and program matrices
 - Provide multi-year instructional plans
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 Student Learning Outcomes (SLO) and their Assessments.
 - 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. Census dates occur when 20% of a course is completed. Check your attendance roster for your course actual census date.

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. This is done in Banner. If you miss the deadline, a paper roster is required.

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.

Online Census Roster Process

Admissions and Records
661-763-7756

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 is no longer participating in the course.

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:

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 grade 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
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No sections to list.

STEP 4

Drop Roster Maintenance

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	[REDACTED]	[REDACTED], Ryan L.	**Web Registered**	None	[REDACTED]@gmail.com
2	[REDACTED]	[REDACTED], Richard A.	**Web Registered**	None	[REDACTED]@gmail.com
3	[REDACTED]	[REDACTED], Christian T.	**Web Registered**	None	[REDACTED]@gmail.com
4	[REDACTED]	[REDACTED] Sandy	**Web Registered**	None	[REDACTED]@gmail.com

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STEP 5

Drop Roster Maintenance

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	[REDACTED]	[REDACTED], Ryan L.	**Web Registered**	None	[REDACTED]@gmail.com
2	[REDACTED]	[REDACTED], Richard A.	**Web Registered**	Instructor Drop (No Show)	[REDACTED]
3	[REDACTED]	[REDACTED], Christian T.	**Web Registered**	Instructor Drop (No Grade)	[REDACTED]@gmail.com
4	[REDACTED]	[REDACTED], Sandy	**Web Registered**	None	[REDACTED]@gmail.com

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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

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	XXXXXXXX	Smith , Ryan L.	**Web Registered**	None	XXXXXXXX@gmail.com
2	XXXXXXXX	Bowyer , Richard A.	**Web Registered**	Instructor Drop (No Show)	XXXXXXXX@gmail.com
3	XXXXXXXX	Figueras , Christian T.	**Web Registered**	Instructor Drop (No Grade)	XXXXXXXX@gmail.com
4	XXXXXXXX	Tomas , Sandy	**Web Registered**	None	XXXXXXXX@gmail.com

STEP 7

Drop Roster Maintenance Confirmation

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	*****	*****, Richard A.	Instructor Drop (No Show)
2	*****	*****, Christian T.	Instructor Drop (No Grade)

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

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	XXXXXXXXXX	Smith, Ryan L.	**Web Registered**	None	XXXXXXXXXX@gmail.com
2	XXXXXXXXXX	Tomas, Sandy	**Web Registered**	None	XXXXXXXXXX@gmail.com

Submit Reset

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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

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	[REDACTED]	[REDACTED], Ryan L.	RW	13-AUG-2014	[REDACTED]	S	[REDACTED]	[REDACTED]	2.000			
Rolled		<input type="checkbox"/>	Grade Comment: [REDACTED]									
31	[REDACTED]	[REDACTED], Sandy	RW	13-AUG-2014		S			2.000			
Rolled		<input type="checkbox"/>	Grade Comment: [REDACTED]									
Rolled		<input type="checkbox"/>	Grade Comment: [REDACTED]									
Rolled		<input type="checkbox"/>	Grade Comment: [REDACTED]									
Rolled		<input type="checkbox"/>	Grade Comment: [REDACTED]									

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

Section Information

Primary Instructor ID: Bogle, Darcy S.

Campus: Taft College Campi

Disable Drop Roster:

District ID: 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	<input checked="" type="checkbox"/>	Census 1	08-AUG-2014	25-AUG-2014	14-AUG-2014	14-AUG-2014	A00200111
5	Total	Total Roster	<input checked="" type="checkbox"/>	Not Applicable					
			<input type="checkbox"/>						
			<input type="checkbox"/>						



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 **BEFORE** CENSUS. ANY DROPS **ON** YOUR CENSUS DATE, PLEASE SEND TO COUNSELING OR ADMISSIONS EXT 7748 OR 7741.
- YOU WILL NEED TO DROP AND CONFIRM YOUR CENSUS ROSTER THE **DAY BEFORE** 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. WE VERY STRONGLY ENCOURAGE ONLINE ROSTER SUBMISSION AS PAPER SUBMISSION IS TIME CONSUMING AND CUMBERSOME.
- PLEASE CONTACT ACADEMIC RECORDS AT 661-763-7756 WITH ANY QUESTIONS



Faculty Evaluation Procedures

All Faculty Evaluation procedures and forms can be found on the Human Resources website or in the Faculty collective bargaining agreement.

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. Final exams are also faculty contract days and are not optional.

Final exams **MUST** be given during the time and date shown in the final exam schedule. Final exams consist of a relevant and appropriate culminating event to measure a student's mastery of the course material. Final exams cannot be cancelled, made optional, or replaced with celebratory events.

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

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
<i>Example: ENGL 2200-20</i>	<i>Professor Smith</i>		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

Email notification of approval to each instructor

Scan and save \Filing\Petitions for Early Finals



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

The Family Educational Rights & Privacy Act of 1974

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.)

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 & Procedures:

<http://www.taftcollege.edu/board-of-trustees/policies-and-procedures/>

What is FERPA?

The Family Educational Rights and Privacy Act of 1974 is a United States federal law that governs the access to educational information and records by public entities such as potential employers, publicly funded educational institutions, and foreign governments.

Long title: Family Educational Rights and Privacy Act

Statutes at Large: [20 U.S.C. § 1232g](#)

FERPA laws also apply to student workers in a college setting.

Per Taft College Office of Instruction policy: Student workers may not grade other students' work, enter grades into an instructor's gradebook, or have access to other students' information, including confidential identifying information or grades.

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.**

Field trip requests must include an “alternative assignment” plan for students who cannot attend the field trip to make up the work in another way. This alternative assignment must allow an option for students to complete and submit work outside of Canvas, unless the class itself is online or hybrid.

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. All forms are available from the Office of Instruction.
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. “Student or Participant Field Trip/Excursion Form and Waiver Notice” 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.

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.

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

The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement” (title 5, section 55720). The flexible calendar program is a component of the staff development program and the major vehicle for faculty participation in development activities.

Flexible calendar days, or flex days, are days or hours when faculty engage in a professional activity during non-work hours and during in-service days. Flex guidelines as approved by the California Community Colleges Chancellor’s Office can be found linked to:

https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/x_flex-calendar-guidelines-04-07-ada.ashx

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. Flex days are not automatically granted and must be pre-approved.

Approval of Flex activities is secured by sending a memo describing the activity and the number of hours proposed for credit to the Vice President of Instruction.

Flex days (or hours) may not be used in lieu of required division or in-service meetings. Sick leave or personal necessity leave must be used to account for missed required meetings.

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



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

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.

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, and scheduled within normal open college instructional hours (7:00am to 10:00pm). Please make sure students have access to your building during your office hours. 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.

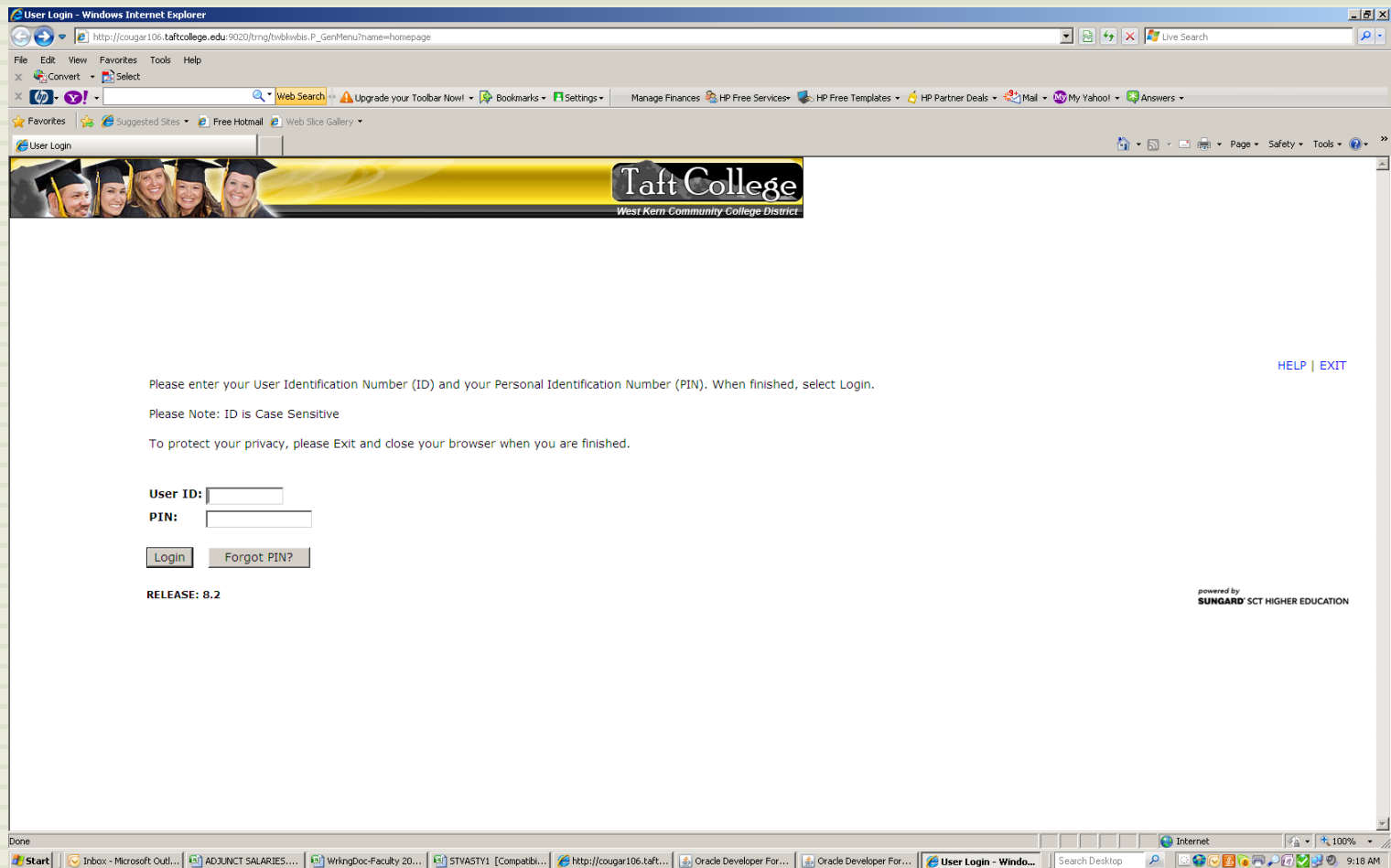


**BANNER
FACULTY OFFICE HOURS**

TAFT COLLEGE

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

1



The screenshot shows a Windows Internet Explorer browser window displaying the 'User Login' page for Taft College. The address bar shows the URL: http://cougar106.taftcollege.edu:9020/trng/twblw/bis.P_genMenu?name=homepage. The page features the Taft College logo and a banner with four graduates. The main content area contains the following text:

Please enter your User Identification Number (ID) and your Personal Identification Number (PIN). When finished, select Login. [HELP](#) | [EXIT](#)

Please Note: ID is Case Sensitive

To protect your privacy, please Exit and close your browser when you are finished.

User ID:

PIN:

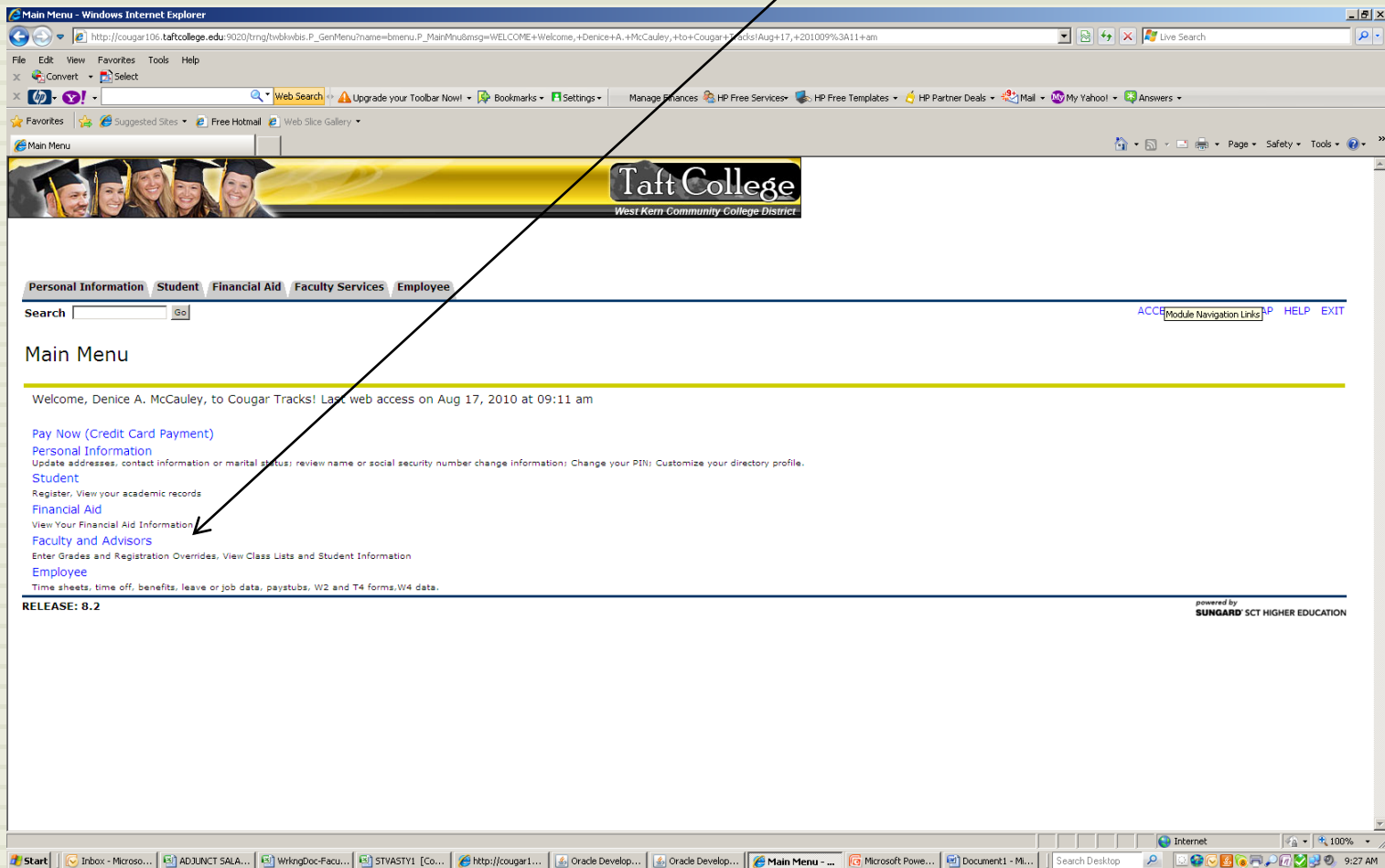
RELEASE: 8.2

powered by
SUNGARD SCT HIGHER EDUCATION

The taskbar at the bottom shows several open applications, including 'Inbox - Microsoft Out...', 'ADJUNCT SALARIES...', 'WrngDoc-Faculty 20...', 'STVASTY1 [Compati...', 'http://cougar106.taft...', 'Oracle Developer For...', and 'Oracle Developer For...'. The system tray shows the time as 9:18 AM.

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

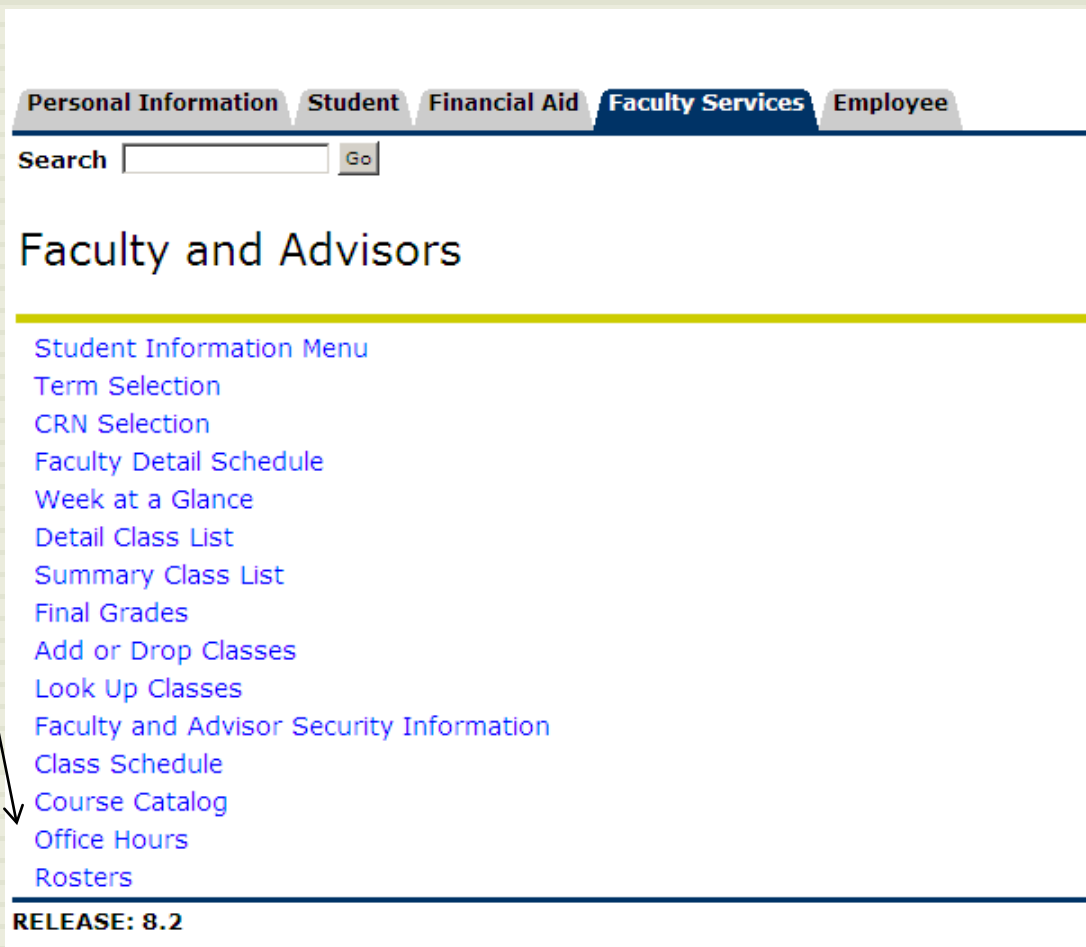
2



The screenshot shows a web browser window titled "Main Menu - Windows Internet Explorer". The address bar displays the URL: http://cougar106.taftcollege.edu:9020/trng/twblwblbis.P_genMenu?name=bmenu.P_Main?nu&msg=WELCOME+Welcome,+Denice+A.+McCauley,+to+Cougar+Tracks/Aug+17,+201009%3A11+am. The browser interface includes a menu bar (File, Edit, View, Favorites, Tools, Help), a toolbar with various icons, and a Favorites bar. The main content area features a banner for Taft College (West Kern Community College District) with a photo of graduates. Below the banner is a navigation menu with tabs: Personal Information, Student, Financial Aid, Faculty Services (selected), and Employee. A search box is located below the tabs. The main menu content includes a welcome message for Denice A. McCauley, dated August 17, 2010. A list of links is provided: Pay Now (Credit Card Payment), Personal Information, Student, Financial Aid, Faculty and Advisors (highlighted with a red arrow), and Employee. The page footer includes the text "RELEASE: 8.2" and "powered by SUNGARD SGT HIGHER EDUCATION". The Windows taskbar at the bottom shows the Start button and several open applications, including "Main Menu - ...".

Double click on **Office Hours**.

3



The screenshot displays a web application interface with a navigation bar at the top. The navigation bar contains five tabs: 'Personal Information', 'Student', 'Financial Aid', 'Faculty Services', and 'Employee'. The 'Faculty Services' tab is currently selected and highlighted in blue. Below the navigation bar is a search field with the label 'Search' and a 'Go' button. The main content area is titled 'Faculty and Advisors' and contains a list of links. An arrow from the text above points to the 'Office Hours' link in this list. At the bottom of the page, there is a footer that reads 'RELEASE: 8.2'.

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:

RELEASE: 8.1

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

Search Go


Select a CRN

CRN:

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.

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 hours when the Display indicator is checked 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
<input type="text"/>	<input type="text"/>	M T W F S U <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="text" value="None"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="text" value="None"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="text" value="None"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>


Copy To:

[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 hours by clearing out From/To Times or From/To Dates and clicking Submit.

Course Information

Composition and Reading - 50151 - ENGL 1500 - 21

CRN: 50151

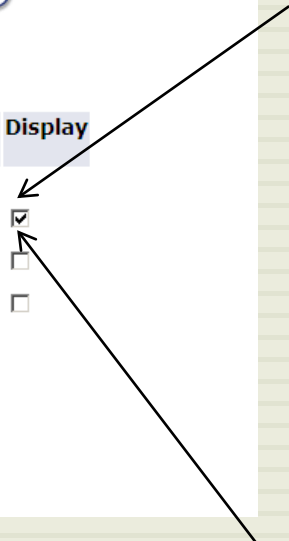
Scheduled Meeting Times

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
<input type="text" value="1300"/>	<input type="text" value="1400"/>	M T W F S U <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="text" value="None"/>	<input type="text" value="Admin"/>	<input type="text" value="08/23/2010"/>	<input type="text" value="12/17/2010"/>	<input checked="" type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="text" value="None"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="text" value="None"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Copy To:




The following confirmation will appear.

7

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.

8

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](#)

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.

9

Office Hours - Windows Internet Explorer

http://cougar106.taftcollege.edu:9020/trngj/bwllkoffh.p_fac_office_hours

Office Hours

Personal Information Student Financial Aid Faculty Services Employee

Search [] Go RETURN TO MENU SITE MAP HELP EXIT

Office Hours A00201193 Denice A. McCauley
Fall 2010
Aug 17, 2010 09:48 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.

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
1300	1400	<input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> S <input type="checkbox"/> U	None	Admin	08/23/2010	12/17/2010	<input checked="" type="checkbox"/>
		<input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> U	None				<input type="checkbox"/>
		<input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> U	None				<input type="checkbox"/>
		<input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> U	None				<input type="checkbox"/>

Copy To: Fall 2010 Intermediate Writing and Grammar (50426) [v]
Select To Copy
Fall 2010 Intermediate Writing and Grammar (50426) [x]
Fall 2010 Intermediate Writing and Grammar (50426) [x]
Fall 2010 Composition and Reading (50151) [x]

Submit

Return to Previous

RELEASE: 8.2

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Start | Inbox - Microso... | ADJUNCT SALA... | WrkgDoc-Facu... | STVASTY1 [Co... | http://cougar1... | Oracle Develop... | Oracle Develop... | Office Hours - ... | Office Hours no... | Office Hours - ... | Search Desktop | 9:55 AM

Questions?

10

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

Hourly Rates: Adjuncts, Summer Session, and Overload:

All faculty members will be assigned an hourly rate by HR. Instructors must work for two regular semesters (spring or fall) before moving up to the next step. Summer does not count in moving up on the step scale.

For 2020-21 the steps are as follows:

Step 1: \$62.07

Step 2: \$65.02

Step 3: \$72.93

Adjunct Instructors: Payroll

Payroll statements are sent to adjunct instructors prior to each term detailing the amount you will be receiving per month based on the classes being taught.

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

Fulltime Instructors: Summer Statements and Overload Payroll

Summer statements are sent prior to the summer term detailing the amount you will be receiving per month based on the classes being taught. Pay is based on an equation that uses the catalog hours of the course plus an extra week for finals, divided evenly across July and August 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 April – 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.

Sick Leave

Sick leave (for adjuncts) and Overload sick leave (for fulltime instructors) 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.

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.

A copy of your collective bargaining agreement can be found here:
<http://www.taftcollege.edu/human-resources/human-resources/forms/>

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 source requisition form and quote are needed when requesting supplies. All purchases require prior approval. 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 for approval. Once approved you will be contacted you with the PO number to use when purchasing.

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. Once the VP of Instruction approves, the Office of Instruction will assign a purchase order number and then release your order.

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

REQUESTS FOR SALARY SCHEDULE CREDIT

Requests for consideration of courses for salary schedule credit are submitted to the Vice President of Instruction using the request memo. Once the Vice President of Instruction reviews and approves the request, the memo is forwarded to the Superintendent/President's office. Final approval rests with the Superintendent/President, and is indicated by signature on the memo. The signed request is forwarded to the Human Resources Office.

It is 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 by 0.67.

A 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 must be submitted to the Human Resources office for application of the salary credit units.

Please see the Taft College Catalog/Student Handbook



Step by Step Guide to Creating Assessments

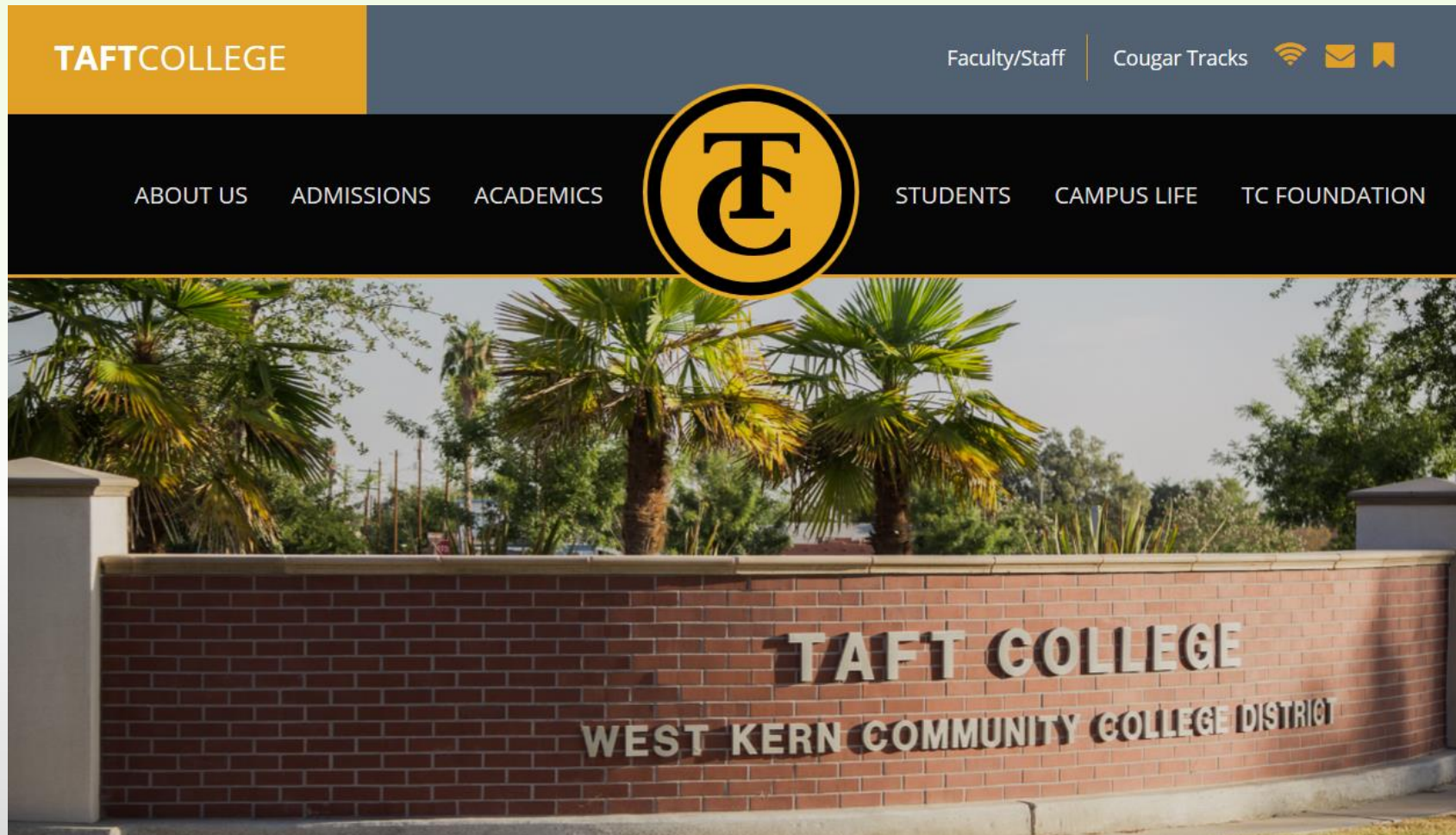


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Start at the Taft College website. <http://www.taftcollege.edu/>

↓ Click on Faculty/Staff





Welcome to Faculty and Staff Page

The goal of this site is to provide our faculty with the best personal customer service we can while also providing a means for self-sufficiency at our faculty's leisure. As always, please feel free to call, email, or drop by our office for any questions or concerns.

Also, please drop by or send us a message with any additions or ideas that you'd like to see on the Office of Instruction's webpage!



Faculty Directory

Search for telephone



Faculty Resources

Welcome to the one-stop



Human Resources

Human

Menu

[Faculty And Staff Home](#)

[Faculty Directory](#)

[Faculty Resources](#)

[Human Resources](#)

[Information Technology & Services](#)

[Institutional Research](#)

[Maintenance And Operations](#)

[Office Of Instruction](#)

[Professional Development Center](#)

[Student Learning Outcomes](#)

[TC Committees](#)

Click on this link and it will take you to the SLO webpage.





Our Mission Statement

The Student Learning Outcomes team assists faculty and staff in the development of student learning outcomes, effective authentic assessment, and analysis of data with thoughtful considered improvements to courses, programs, and services with a culture of evidence and on-going dialogue. The SLO team values the culture of inquiry, integrity of the data, and the academic freedom of faculty to determine the best method for student learning and success. The SLO team houses and coordinates the assessment efforts as described by each unit, division, program, service, and course area.

In the lower left hand corner you will see Resources & Quick Links.

Here you will find the eLumen Log In Page link.



Resources & Quick Links



Course, Program & Institutional SLOs



Student Guide to Learning Outcomes

Resources and Quick Links

Taft College > Faculty & Staff > Student Learning Outcomes > Resources and Quick Links



Resources

Quick Links

- [eLumen Log In Page](#)
- [Taft College Institutional Research Home Page](#)

Click here and
you will
be redirected to
the
eLumen
Log In webpage.



To log in to your eLumen Faculty Home Page, enter your User ID which is your first name initial and last name. All lower case and no spaces. For example: byoung

Your Password will be your A#. Capital A and numbers. For example: A0001234

Click log in and you will be logged in to your Faculty Home Page.



The image shows a screenshot of the eLumen login interface. At the top center is the eLumen logo, which consists of the word "eLumen" in a bold, black, sans-serif font, followed by a cluster of yellow dots of varying sizes. Below the logo is a white rectangular login form with a thin grey border. Inside the form, there are two input fields. The first is labeled "Username:" and contains the text "byoung". The second is labeled "Password:" and contains the text "A0001234". Below these fields is a blue rectangular button with the word "Login" in white text. At the bottom of the form, there is a checkbox labeled "Remember my username" and a blue link labeled "Forgot Password?". The entire form is centered on a light grey background. At the bottom center of the page, there is a small, faint eLumen logo.

This is your Faculty Home Page.

Once logged in you will always be directed to this page. Here you can set up assessments, view your SLOs, view your student rosters, and run reports from your own assessment data.

If you teach courses within multiple departments, this drop down will allow you to switch between departments.

Proxy Enabled means Brandy Young can set up assessments for you.

Your name and role is here

Select your terms here

To create a brand new assessment

The screenshot shows the top navigation bar of the Taft College system. On the left is the Taft College logo and name. The user's name and role are displayed as "Victoria Jacobi as Faculty" in a dropdown menu, followed by the department "Psychology" in another dropdown menu. A red "Proxy Enabled" status is shown next to the department dropdown. To the right are icons for "Inbox" (with a notification badge), "Account Settings", "Support", and "Log Out". Below the navigation bar are three main menu items: "Courses" with a "Spring 2017" dropdown, "SLOs & Assessments", and "Results Explorer".

Ignore this for now.

PSYC2200 - Elem Stats for Behav and SS - 21  You can view your rosters here

Course Coordinator(s): <unassigned>
Evaluator(s): Victoria Jacobi

The screenshot shows the assessment management interface. At the top, there are two buttons: "Add Assessment" (highlighted in blue) and "Find Assessment". Below these buttons is a table with three columns: "Activity Name", "Activity Description", and "Scorecards". The table is currently empty, with the text "No Assessments found. Find or Add an Assessment" displayed below it.

To find an old assessment within your department

Once your assessments are created they will be listed in this box

Select the Assessment Type

Individual Student Scorecard & Rubric

Define this Assessment

Assessment Name*

Assessment Description*

Assessment Type*

Allow Faculty Annotations

[Add Reflections Template](#)

[Upload Evaluator Assessment Guide](#)

Activity Name*

Activity Description*

Define Assessment Outcome Type

Assessment Scale*

Rubric Type*

Scoring Views* Scorecard View Rubric View

Number of SLOs*

Generate Rubric Template

This is the blank template used to create new assessments.

The following slides will demonstrate how to fill in the fields.

Most fields are self explanatory. The Assessment Type field has a drop down that will allow you to choose which type of assessment you are conducting. This list can be added to by contacting Brandy Young at ext. 7944.

Select the Assessment Type

Individual Student Scorecard & Rubric

Define this Assessment

Assessment Name* Sample Assessment Name

Assessment Description* Sample Assessment Name

Assessment Type* Course-ending review of overall student achievement

Activity Name* Participation

Activity Description* Student Self-Assessment

Course-ending review of overall student achievement

Early Formative Assessment

External assessment

Major mid-course assessment

Participation

Student Self-Assessment

This is default. No need to select.

Most SLOs are linked to the 4 level scale rubric. This is the default rubric for eLumen. If you know that your SLO uses a different rubric, please use the dropdown to select the correct rubric.

NOTE: The template will not generate or save if you have the wrong rubric selected.

Define this Assessment

Assessment Name*

Assessment Description*

Assessment Type*

Allow Faculty Annotations

Ignore these functions. We do not use them. → [Add Reflections Template](#)
[Upload Evaluator Assessment Guide](#)

Activity Name*

Activity Description*

Define Assessment Outcome Type

Assessment Scale*

Rubric Type*

Scoring Views*

Number of SLOs*

Applied Tech Generic Rubric

Big Picture Rubric - Social Sciences

History 2202, 2204, 2219, 2231, 2232, 2270

Studio Art 6 Level

[Generate Rubric Template](#)

The Outcomes-Oriented Rubric is the default rubric in eLumen.

Define Assessment Outcome Type

Assessment Scale* Rating Scale: * New 4 level scale

Rubric Type* Outcomes-Oriented

Scoring Views* Scorecard View Rubric View

Number of SLOs* 1 Ignore this for now.

Generate Rubric Template

There are two views available to score students. Rubric View or Scorecard View. **Scorecard view is the popular way to score students.** Uncheck Rubric View if you only want to use the Scorecard View.

Once the template has been completely filled out click here to select your SLOs.

Once the Generate Rubric Template button has been pushed the matrix below will become available.

To view SLOs click here. The SLO box will become available. See below.



	Mastery	Meets expectations	Does not meet expectations	
	3	2	1	0
Mastery		Developmental	Introductory	Student still attending class, but did not complete the assessment. No test or assignment.

+ add Row

The CSLOs for your course will be in the left hand column. PSLOs (if applicable) will be in the middle. All Institutional Level SLOs, including General Education and Basic Skills are on the right.

Pick SLOs for Assessment

Available CSLOs

Course

PSYC2200 - Elem Stats for Behav and SS

PSYC 2200 Course #1 - Identify, perform and correctly interpret the results of the appropriate statistical test when presented with research da...

Available PSLOs

SLO Class

Psychology AA - T Degree

Psychology AA-T Program #1 - Use critical thinking effectively.

Psychology AA-T Program #2 - Engage in creating thinking.

Psychology AA-T Program #3 - Approach problems effectively.

Psychology AA-T Program #4 - Assess and justify their engagement with respect to civic, social, and global responsibilities.

Psychology AA-T Program #5 - Uses appropriate statistical test with correct results. Includes a hypothesis test and gives accompanying p-leve...

Available ISLO

SLO Class

ISLO

ISLO Communication - Graduates should be able to deliver focused and coherent presentations; demonstrate active, discerning listening and sp...

ISLO Community/Global Consciousness and Responsibility - Graduates should be able to demonstrate social and cultural awareness, ethi...

ISLO Computation - Graduates should be able to solve problems involving data gathering and analysis, apply mathematical concepts, and use...

ISLO Critical Thinking - Graduates should be able to analyze, interpret, explain and evaluate texts, ideas, works of art, and scientific and mathemat...

Close

To select the SLO click in the appropriate box.

If your course is offered in multiple degrees and certificates you can use the drop down to view different PSLOs.

You can also use the dropdown for ISLOs to view Basic Skills and General Education SLOs.

Once you have selected the SLO you wish to assess it will populate in the template as seen below. To add another SLO click the [+add Row link](#).

	Mastery	Meets expectations	Does not meet expectations	
	3	2	1	0
PSYC 2200 Course #1 - Identify, perform and correctly interpret the results of the appropriate statistical test when presented with research data.	Mastery	Developmental	Introductory	Student still attending class, but did not complete the

+ add Row

Cancel Save Save and add to Library of Shared Assessment

To delete a row click on the red X.

Note** You will not be able to delete the original row. You will need to click the Cancel button. This will delete the entire assessment form and you will have to start from the beginning and fill out all the fields again.

Once you have finished linking all of your SLOs, click the Save button at the bottom of the screen. **OR** if you would like to share this assessment, click Save and add to Library of Shared Assessments.

Note: If you are unable to save, please recheck the Rubric Scale Level. See page 9.

These actions will take you back to your Faculty Home Page.

PSYC2200 - Elem Stats for Behav and SS - 21 

Course Coordinator(s): <unassigned>
Evaluator(s): Victoria Jacobi

<input type="button" value="Add Assessment"/>			<input type="button" value="Find Assessment"/>	<input type="button" value="Carry Forward Prior Assessments"/>
Activity Name	Activity Description	Scorecards		
<input type="checkbox"/> Sample Activity Name	Sample Activity Name		 0/35	

To score your students click here

Once an assessment has been created, it will be listed under your course. To edit the assessment, click on the square box on the left hand side of the Name field. This will allow you to make changes to your assessment or to delete it.

Note ** An assessment can not be deleted if students have been scored. You must clear the Scorecard FIRST before you can delete an assessment.

In the last field of the Assessment box there will be a blue icon with your Scorecard status. If students have not been assessed, a zero will be displayed above the total number of students on the scorecard.

To score students, click on the blue icon.

This is the Rubric View. Students can be scored individually using the rubric template. To score a student, click on the rubric level that represents how that student meets the outcome. You will notice that the list will move down automatically as you click the rubric scores.

If you click Save and Next this will advance you to the next student. It is not necessary to click this in order to advance. You can select the student manually and the score will automatically be saved.

When finished scoring students, click on the Save and Continue to Action Plan.

The Actions dropdown list is a new feature in eLumen.

Action Plan = Section Innovation Plan

RFI Responses – we do not use

Results Explorer – Shows assessment data in graphical format or table format

Options to download rubrics

Switch to Scorecard View

TAFT COLLEGE
WEST KERN COMMUNITY COLLEGE DISTRICT

Victoria Jacobi as Faculty in Psychology Proxy Enabled

Courses Spring 201 SLOs & Assessments Results Explorer

Rubric for Elem Stats for Behav and SS: 21

Activity Name: Sample Activity Name
Activity Description: Sample Activity Name Assessment Type: Course-ending review of overall student achievement

Scoring: Sample Student

Students	Mastery	Meets expectations	Does not m
Sample Student	3	2	1
Sample Student	SLO: PSYC 2200 Course #1 - Identify, perform and correctly interpret the results of the appropriate statistical test when presented with research data.		
Sample Student	Mastery	Developmental	Introductory
Sample Student			
Sample Student			
Sample Student			
Sample Student			

Actions

- Go to Action Plan
- Go to RFI Responses
- Go to Results Explorer
- Download Blank Rubric
- Download Completed Rubric
- Switch to Scorecard View

Student still attending class, but did not complete the assessment. No test or assignment.

Cancel Save and Next

This is the traditional Scorecard View. Students can be scored by clicking the rubric levels.

Also, in Rubric View, the N/A is not displayed as it is in Scorecard view.

When finished scoring students click “Save and Continue to Section Innovation Plan.”

The screenshot shows the Taft College interface. At the top left is the Taft College logo and name. Below it, a navigation bar shows the user 'Victoria Jacobi' as 'Faculty' in the 'Psychology' department, with a 'Proxy Enabled' status. Navigation icons include 'Inbox', 'Account Settings', 'Support', and 'Log Out'. Below this, there are tabs for 'Courses' (set to 'Spring 201'), 'SLOs & Assessments', and 'Results Explorer'. The main content area is titled 'Scorecard for Elem Stats for Behav and SS: 21' with an 'Actions' dropdown. Below the title, there are fields for 'Activity Name', 'Activity Description', and 'Assessment Type'. The core of the page is a table with columns for 'Mastery', 'Meets expectations', and 'Does not meet expectations', each with sub-columns for counts (3, 2, 1, 0) and an 'N/A' column. Three rows represent 'Sample Student' entries, each with a description of a PSYC 2200 course activity and a grid for scoring.

		Mastery	Meets expectations	Does not meet expectations			
SLO		3	2	1	0	N/A	
Sample Student	PSYC 2200 Course #1 - Identify, perform and correctly interpret the results of the appropriate statistical test when presented with research data.	3	2	1	0	<input type="checkbox"/>	
Sample Student	PSYC 2200 Course #1 - Identify, perform and correctly interpret the results of the appropriate statistical test when presented with research data.	3	2	1	0	<input type="checkbox"/>	
Sample Student	PSYC 2200 Course #1 - Identify, perform and correctly interpret the results of the appropriate statistical test when presented with research data.	3	2	1	0	<input type="checkbox"/>	

15

Save and Continue to Section Innovation Plan

Filling out the Section Innovation Plan – Why it's important.
UPDATED: Only 1 Response to Reflect on

This section is the qualitative portion of the evaluation of the SLO and provides an opportunity to reflect on the data. Using the “I wonder” and “What if” model, the information here may be considered for course outline changes, pedagogical changes within the course and resource allocations. This is the same model used in the Annual Program Review Report. Information for each section report can be aggregated into the APR. Reflect on the students who did not meet your expectation. What are their gaps in understanding or is there another way for the students to demonstrate their skills developed as a result of the learning experience. Do you need other resources to address the gaps? If so, what are the resources? If students are not doing well and you believe it's because they don't study, what can you do to help them study? Would a required SI session help? What if they had to fill out study sheets? These are just some examples.

Pending Section Innovation Plan	
Name	Description
Section Innovation Plan Spring 2017	

Clear all scores from this scorecard

Section Innovation Plan Spring 2017



I wonder what might be the reasons students are below expectations, and what if I made these changes to improve the outcomes? Please only consider the changes you have control over. Are additional resources needed? If so, please describe using the Resource Request drop down. *(Reflection)*

Response

Response

[+ Add Resource Request](#)

Cancel

Save Draft

Submit

If you plan to edit or add information to your Section Innovation Plan, PLEASE CHECK THE "SAVE AS DRAFT" BUTTON. Once you have clicked the Submit Button, you will not be able to edit the document again.

****Example Resource Request****

Fill in the field titled Resource Name as appropriate.

Select the Resource Type.

****Note**** Resource Types can be added to this list. Please contact Brandy Young at ext. 7944.

Enter projected dollar amount for this Resource Request.

These Section Innovation Plans will be used for COR revision as well as Program Review.

If you plan to edit or add information to your Section Innovation Plan, PLEASE CHECK THE "SAVE AS DRAFT" BUTTON. Once you have clicked the Submit Button, you will not be able to edit the document again.

Section Innovation Plan Spring 2017

I wonder what might be the reasons students are below expectations, and what if I made these changes to improve the outcomes? Please only consider the changes you have control over. Are additional resources needed? If so, please describe using the Resource Request drop down. *(Reflection)*

Response

Response

Resource Name Name ✘

Resource Type Materials

Amount (\$)

Description

Materials

Lab Space

Classroom Space

Staffing/Resources

Miscellaneous

Professional Development


Technology

Resource Name ✘

Resource Type Materials

Amount (\$)



Description

PSYC2200 - Elem Stats for Behav and SS - 21 

Course Coordinator(s): <unassigned>
Evaluator(s): Victoria Jacobi

Add Assessment

Find Assessment

	Activity Name	Activity Description	Scorecards
<input type="checkbox"/>	Sample Activity Name	Sample Activity Description	 

When the Assessment and Section Innovation Plan is complete, a green checkmark will appear on the icons.

The **Results Explorer** tab will direct you to a screen that will allow you to filter data by SLOs. You will have the option to select an assessment and view data in graphical format or table format.

Victoria Jacobi as Faculty in Psychology Proxy Enabled Inbox Account Settings Support Log Out

Courses Spring 2017 SLOs & Assessments Results Explorer

Results Explorer Available Reports Document Library



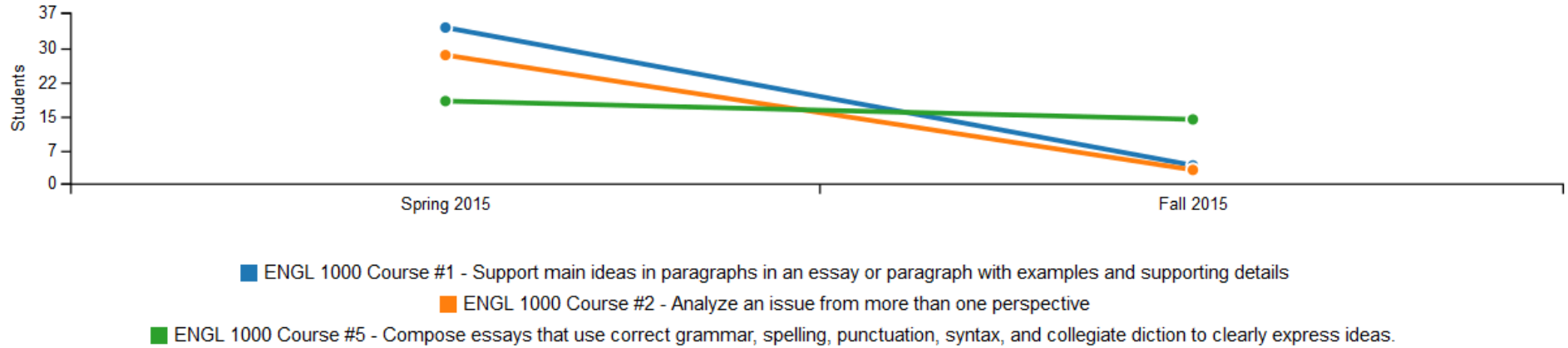
Please select one of the following reports

Report name	# in Library	Last run
Faculty SLO by Course	13	01/10/2017 23:09
SLO by Term	3	01/10/2017 19:08

Chart View

Table View

SLO Performance



Using an **EXAMPLE** here is a snapshot of data in graphical format.

Student at Each Mastery Level per SLO [View Rubric](#)

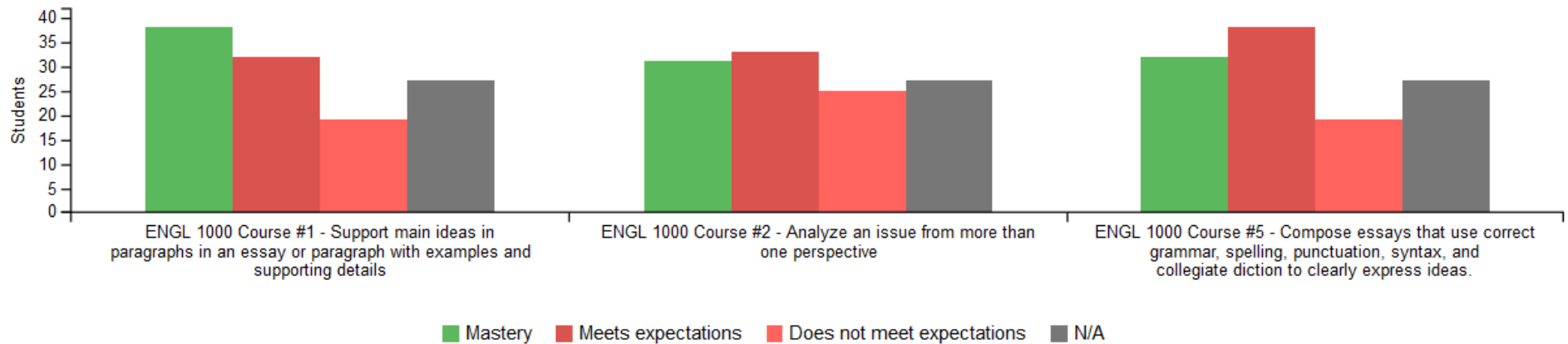


Chart View

Table View

SLO Performance Term by Term

SLO	Default Performance Measure	Spring 2015						Fall 2015			
		Mastery	Not Observed	N/A	Exceeds expectations	Meets expectations	Does not meet expectations	Mastery	Not Observed	N/A	Exceeds expectations
ENGL 1000 Course #1 - Support main ideas in paragraphs in an essay or paragraph with examples and supporting details	100%	34	0	15	0	24	13	4 ▼-88%	0 -	12 ▼-20%	0 -
ENGL 1000 Course #2 - Analyze an issue from more than one perspective	100%	28	0	15	0	26	17	3 ▼-89%	0 -	12 ▼-20%	0 -
ENGL 1000 Course #5 - Compose essays that use correct grammar, spelling, punctuation, syntax, and collegiate diction to clearly express ideas.	100%	18	0	15	0	37	16	14 ▼-22%	0 -	12 ▼-20%	0 -

Using an **EXAMPLE** here is a snapshot of data in table format.

Assessment Rubric [View Rubric](#)

SLO	Mastery	Meets expectations	Does not meet expectations		N/A
	3	2	1	0	
ENGL 1000 Course #1 - Support main ideas in paragraphs in an essay or paragraph with examples and supporting details	38	32	12	7	27
ENGL 1000 Course #2 - Analyze an issue from more than one perspective	31	33	18	7	27
ENGL 1000 Course #5 - Compose essays that use correct grammar, spelling, punctuation, syntax, and collegiate diction to clearly express ideas.	32	38	12	7	27



There are many new features in eLumen that we will be exploring. This PowerPoint covers the basics of setting up an assessment. As we continue to discover all the new features, we will add them to the Step by Step Guide. If you have questions or need assistance in navigating eLumen, please call Brandy Young at ext. 7944 or email byoung@taftcollege.edu.

COURSE SYLLABUS

Faculty Information

Syllabi vary in format, content, and length, once the basic information has been included. Basic information serves to anticipate and student questions about why they should take the course, their ability to complete the required work, and the teaching-learning styles contained in the course.

It is recommended that your syllabus include the following:

1. Instructor Information
 - A. Your name and degrees
 - B. Office hours/Expected Online Times (Online or Hybrid Courses)
 - C. Office Location
 - D. Office phone number
 - E. E-mail address
 - F. Personal Website URL

2. Basic Course Information
 - A. College Name
 - B. Course Number
 - C. Course Title
 - D. Course Reference Number (CRN)
 - E. Semester/Year
 - F. Credit Hours/Units
 - G. Class Days/Time
 - H. Class Location
 - I. Prerequisite/Corequisites
 - J. Class Duration

3. Course Information
 - A. Course Description
 - B. Course Objectives
 - C. Student Learning Outcomes
 - D. Textbook Information
 - E. Course Outline
 - F. Weekly Schedule of Activities
 - G. Required Materials/Supplies
 - H. Outline of Readings and Assignments
 - I. Important College or Course Dates
 - J. For Online or Hybrid Courses – Required Meeting on Campus
 - K. For Online or Hybrid Courses – Online Expectations of the Instructor
 - L. For Online or Hybrid Courses –Online Expectations of the Student

4. Method of Evaluation (Grades)
 - A. List each graded assignment, its deadline for submission, and the percentage it will count toward the final grade



- B. Give your grading scale
 - C. Give your policy on makeup procedures
5. Course Policies
- A. Attendance Requirements (as per the Taft College Catalog/Student Handbook)
 - B. Classroom Rules
 - C. Statement of accommodations for students with disabilities
 - D. Attendance Policy
 - E. Drop/Withdrawal Policy
 - F. Make-up Assignment/Exam Policy
 - G. Late Work Acceptance Policy
 - H. Policy on Academic Honesty

All faculty members must submit their course syllabi for each section taught per semester to the Office of Instructional Support Services in an electronic format during the first week of the semester.

Syllabus Recommendations

Catalog Description:

Universities often request a copy of a specific syllabus from us to make sure that a class a student took meets certain requirements for transfer/equivalency. Please make sure that the catalog description that you use in your syllabus matches verbatim to what is in the current catalog or course outline of record so that students have no problem getting clearance.

Distance Learning Attendance and Non-Participation:

All students enrolled in a distance learning course must log in to the course and complete any assignment or activity required during the first week. Students who fail to complete first-week assignments/activities within the instructor's deadline **may** be dropped. It remains the case that, "Students are responsible for officially withdrawing from any class or classes in which they no longer wish to be enrolled." (*Taft College Catalog – Attendance Requirements*). **Non-attendance/non-participation DOES NOT release the student from this responsibility.**

Course Repetition and Withdrawal:

Students that have received a course grade of D, F, NP, FW, or W **3 times** will not be permitted to take the course again at Taft College. If extenuating circumstances apply, students may petition to enroll in a course the fourth time. For further information, please contact the Counseling Center at 661-763-7748.

The last day to withdraw from a class **without** a "W" being recorded on your transcript can be found online under the [Deadline for Adding/Dropping Classes](#).

Learning Accommodations:

[Sample 1]

Students with disabilities who believe they may need accommodations in this class are encouraged to contact DSP&S located in the Student Services/Admin Building or call 661-763-7799 for an appointment. It is important to request services as soon as possible to ensure such accommodations are implemented in a timely fashion.

[Sample 2]

Students with disabilities who believe they may need accommodations in this class are encouraged to contact DSP&S (661-763-7799), as soon as possible, to better ensure such accommodations are implemented in a timely fashion. If you presently receive accommodations, please show me your current semester accommodation card *ASAP*. All information will be kept confidential.

[Sample 3]

If you have a disability that may require classroom or test accommodations, please contact DSP&S for verification. Then inform me of your approved accommodations (you must have a current semester Accommodation Card). The DSP&S department is located in the Student Services/Admin building, 661-763-7799. If you think you have a learning disability but are not sure, DSP&S may also be able to assist you. All information will be kept confidential.

[Sample 4]

If you have a verified need for an academic accommodation or materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible (you must have a current semester Accommodation Card). If you think you have a learning disability but have not had it verified, DSP&S may be able to assist you (located in the Student Services/Admin building, 661-763-7799). All information will be kept confidential.

Academic Integrity:

[Sample 1]

Academic integrity ensures that all students have a fair and equal opportunity to succeed. Any behavior that provides an unfair advantage to one student is unacceptable and will not be tolerated. Each piece of work completed by a student must be solely a reflection of that student's own work or his or her contribution to a collaborative effort.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using sources without citation, having another student take your exam, tampering with the academic work of other students, facilitating acts of academic dishonesty by others, etc.

All instances of academic dishonesty will be reported to the Vice President of Student Services for disciplinary action. Sanctions for breaches in academic integrity may range, depending on the severity of the offense, from a grade of "0" on an assignment, project, or test, to an "F" in the course. Severe cases and/or repeat offenses of academic dishonesty may also result in more severe disciplinary sanctions up to and including suspension or expulsion.

As a Taft College student, you are expected to be honest and ethical at all times in your pursuit of your academic goals and adhere to the *Standards of Student Conduct*, [Policy 5500](#).

Further information on your student rights and responsibilities are published in the [Student Handbook](#) available online.

[Sample 2]

Taft College students are bound by the *Standards of Student Conduct*, [Policy 5500](#). In this course, cheating, plagiarism, fraud and/or lying will result in, at a minimum, a grade of "F" for the assignment/project/test with no make up permitted. Any of these infractions may result in an "F" for the course, suspension, or expulsion from Taft College. All instances of academic dishonesty will be reported to the Vice President of Student Services for disciplinary action.

[Sample 3]

Honesty and integrity are integral components of the academic process. Students are expected to be honest and ethical at all time in their pursuit of academic goals in accordance with West Kern Community College District [*Policy and Procedure 5500*](#), *Standards of Student Conduct*. Any student found in violation of the policy will result in one or more of the following: “F” on the assignment, in the course, or suspension or expulsion from the college. All instances of academic dishonesty will be reported to the Vice President of Student Services for disciplinary action.

Course Title

Course Tag Code + Number (e.g., ENG 1500)

Section # (20)

CRN Number (30021)

Instructor Information

Your name and degrees

Office hours/ expected online times (online or hybrid courses) **enter text here**

Office Location **enter text here**

Office Phone Number **enter text here**

Email Address **enter text here**

Personal Website URL **enter text here**

Basic Course Information

Course Description **enter text here**

Credit Hours/Units **enter text here**

Class Days and Time **enter text here**

Course Location **enter text here**

Pre-requisites **enter text here**

Detailed Course Information

Course Objectives

1. **enter text here**

Student Learning Outcomes

1. **enter text here**

Textbook Information

- **enter text here**

Required Materials/Supplies

- **enter text here**

Weekly Schedule of Activities

For example:

Week	Topic	Details
1		
2		

Outline of Readings and Assignments

For example:

Week	Reading(s)	Assignments	Due Dates
1			
2			

Important College or Course Dates

enter text here

Required meeting on campus (online/hybrid classes)

Enter text here

Online expectations of the instructor (online/hybrid classes)

Enter text here

Online expectations of the students (online/hybrid classes)

Enter text here

Method of Evaluation (Grades)

List each graded assignment, its deadline for submission, and the percentage it will count for the final grade.

Give your grading scale

Course Policies

Attendance requirements

Enter text here

Classroom rules

Enter text here

Accommodation statement for students with disabilities

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Student Support Services (661-763-7799), as soon as possible, to better ensure such accommodations are implemented in a timely fashion. If you presently receive

accommodations, please show me your current semester accommodation card ASAP. All information will be kept confidential.

Attendance policy

Enter text here

Drop/withdrawal policy

Enter text here

Make up assignment/ exam policy

Enter text here

Late work acceptance policy

Enter text here

Policy on Academic Honesty

Enter text here

Quick Reference:

(Check all that apply)

Change

Change textbook used in class to a different text listed on COR

Add

Additional text being add to Course & COR

Delete

Remove text from course and COR

New Edition

Replacing previous edition of a text on COR and Course

ZTC-OER

This is a ZTC-OER material.

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 <input type="checkbox"/>		In Print <input type="checkbox"/>
RENTAL:	Y <input type="checkbox"/> N <input type="checkbox"/>	USE:	Required <input type="checkbox"/>	Recommended <input type="checkbox"/>
ADA COMPLIANCE:		I will request an alternative version of this text from the publisher:		Y <input type="checkbox"/> N <input type="checkbox"/>
ZTC-OER: Please provide the URL link to the materials:				

Are you replacing a textbook?	Y <input type="checkbox"/> N <input type="checkbox"/>	(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 <input type="checkbox"/> Opt <input type="checkbox"/>

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 _____

TEXTBOOKS AND OTHER REQUIRED INSTRUCTIONAL MATERIALS

The procedure for adoption of a new textbook or a new edition of a previously approved textbook is as follows:

1. The instructor initiates the request on the official Textbook Approval form (Forms are available on the Faculty Resources webpage.) A copy of the textbook is required for new textbooks, but not for updated editions of previously approved textbooks.
2. The request with a copy of the textbook is submitted to the appropriate division for approval. (Not required for a new edition of a previously approved textbook.)
3. A copy of the new textbook is submitted to the Vice President of Instruction, who examines the textbook and approves or disapproves it. (An examination copy is not required for new editions of previously approved textbooks.)
4. Upon approval by the Vice President of Instruction, the Bookstore Manager is authorized to place the textbook order.

It is also the policy, as long as the district continues to rent textbooks to students, that such books will be used for a minimum of three years, unless there are particular circumstances which make this requirement impractical. Core textbooks that are not consumable are rented. Secondary textbooks and consumable textbooks are to be purchased by student.

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

CLAIM FOR ABSENCE/TRAVEL REIMBURSEMENT

A “Claim for Absence/Travel Reimbursement” 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. All forms and forms for pre-payment of some expenses and reimbursement for others are available in the Instructional Office. Reimbursement claims **must** be processed within 10 days of returning to the College, or they will be returned without reimbursement.

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.


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.

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 **Transfer** softkey
- Press **★**
- Enter mailbox number
- Press **Transfer** softkey

To forward your calls directly into voicemail:

- At idle phone, press **CFwdALL** 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

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

Taft College

VOICE MAIL

INSTRUCTION SUPPLEMENT



Help Desk

29 Cougar Court
Taft, CA 93268

Phone: (661)763-7737

Email: helpdesk@taftcollege.edu

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.

To place a work order for Maintenance and Operations, submit them via the Taft College Service Request (TCSR) - IssueTrack WO system

The TCSR is connected to the Active Directory; to login use the same login and password that you use to log onto your computer.

Here is the link for the TCSR <https://tcsr.taftcollege.edu/Login.asp?IgnoreSSO=true>

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