

Faculty Handbook



Effective April 1, 2024, we will be transitioning from WebAdvisor to Self-Service. Please visit the [Faculty Self-Service tutorial videos](#) for updated information.

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About San Bernardino Valley College

Mission

San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.

Vision

Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.

Values

San Bernardino Valley College's commitment to its mission is expressed through its values. As a community, the college values:

Diversity, Equity, Inclusion, and Anti-Racism (DEIA)

Our strength as an institution is enhanced by the cultural diversity, and varied lived experiences of our students, faculty, staff, and external community. Policies, plans, and decisions must be data-informed, utilize an equity lens, and be based on thoughtful consideration of what will best serve our students and the community at large.

Student Success

Quality education and training supports students in improving their lives and the lives of their families, while uplifting the community. Students will enhance their ability to think critically, to communicate clearly, and to grow personally and professionally within an enriched learning environment that promotes creativity, self-expression, and the development of critical thinking skills. We strive to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.

Open Access

We are committed to providing quality programs and services for every member of our community regardless of their level of preparedness; socioeconomic status; gender and gender expression; sexual orientation; cultural, religion, ethnic background; and abilities. Additionally, we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.

Campus Climate

We value a campus-wide climate that is student-focused, fosters mutual respect between all constituencies, values multiple perspectives, and appreciates diverse cultures and human experiences. We must hold ourselves and our students to the highest ethical and intellectual standards.

Participatory Governance

As part of the collegial consultation process, all levels of the college will openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services. We value equitable, inclusive, collaborative, and transparent governance processes grounded in open, honest, and reflective discourse.

Educational Master Plan (EMP)

The Educational Master Plan is a plan of high-priority Strategic Directions and Supporting Actions created to support the four SBCCD goals:

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

This plan serves as a blueprint for the 2023-2028 academic years and is a living document that will be actively reviewed and updated throughout its existence to accommodate the needs of the students and communities we serve. If you are working on any project that may fulfill any of our goals and strategic directions, please let us know by scanning the QR code above or clicking on this link: [Educational Master Plan Survey](#).



General Faculty Information

Division Office Information

Division	Division Dean	Administrative Support	Division Phone Number
Academic Success and Learning Services	Dr. Patty Quach	Karolyn Berrocal	(909) 384-8649
Applied Technology, Transportation, and Culinary Arts	Dr. Vanessa Thomas	Nicole Gutierrez	(909) 384-8902
Arts and Humanities	Leticia Hector	Cathy Transporte and Emily McNichols	(909) 384-8633 and (909) 384-8939
Counseling and Matriculation	Marco Cota	Nancy Bulgarelli	(909) 384-8969
Library and Learning Resources	Ron Hastings	Mary Valdemar	(909) 384-8684
Mathematics, Business, and Computer Technology	Bethany Tasaka, Interim	Melissa Heredia and Vivian Marquez	(909) 384-8908 and (909) 384-8520
Research, Planning, and Institutional Effectiveness with Grants Oversight	Dr. Joanna Oxendine	Shyla Cobbett	(909) 384-4459
Science	Dr. Stephanie Lewis	Dr. Jesse Neimeyer-Romero	(909) 384-8645
Social Sciences, Human Development, Kinesiology and Health	Dr. Anthony Blacksher, Interim	Angela Grotke	(909) 384-8603
Student Equity & Success	Maria Del Carmen Rodriguez	Naomi Lara	(909) 387-1652
Student Engagement & Wellness	Dr. Raymond Carlos	Maritza Portillo	(909) 384-8661

Class Scheduling

Class scheduling is completed months before the beginning of a semester. Scheduling is recommended by Faculty Chairs and is confirmed by the Division Dean to meet the goals set by the college. Assignments are first completed for full-time faculty to ensure their workload meets the terms of the contract with the District. Next, adjunct faculty members are assigned, but may not be assigned greater than 67% of a full-time faculty load per semester. All faculty assignments are made by the College Administration after collegial consultation with Faculty Chairs.

Office Hours

Instructional Faculty are expected to respond to student questions and to be accessible to students for brief consultations before, during, or after class.

Full-time Faculty: Full-time faculty members are required to have three (3) posted office hours per week and two (2) arranged office hours and be available five (5) hours to perform required responsibilities at District facilities. (SBCCDTA, 2022, p. 31).

Adjunct Faculty: Adjunct faculty with loads up to .40 may be compensated up to .5 hr./wk. per class. Adjunct faculty with loads greater than .401 may be compensated for up to 1 hr./wk. per class. These hours must be documented and must be submitted to the Division Office by the end of the first week of class. Most divisions have designated a room for adjunct faculty to support their instruction and related activities. Contact the Division Office for additional information on this space for adjunct faculty. (SBCCDTA, 2022, p. 31)

Absences and Substitutes

If you are unable to attend a class session, contact your Division Office right away. Your Division Office will make arrangements for a substitute, if appropriate. Do not make these arrangements yourself. Adjunct faculty, under any circumstances, are not authorized to ask anyone to run a class in their absence without written consent from the Division Dean. Please ensure that you are aware of your division's processes for reporting absences.

Fulltime Faculty: Full-time faculty are entitled to ten (10) days leave of absence for illness or injury per school year. These absences will be added to monthly work reports. If these days are not taken in any given year, they will accumulate year to year. (SBCCDTA, 2022, p.51)

Adjunct Faculty: Adjunct faculty are to work with their Division Offices to sign all timesheets for the semester prior to the beginning of classes. Throughout the semester, Division Offices will notate absences on these forms and will submit them to the District. When teaching part-time, sick leave will be credited based on the total number of contact hours for each class divided by 16. Any amount of sick leave not used may be accrued from year to year. All absences will be recorded on an absence report form.

Faculty Illness or Emergencies

All class sessions must have a qualified instructor present for supervision at all times. If you're unable to conduct a class session due to illness or a personal emergency, please promptly inform your Division Office. Make sure you are familiar with your division's procedures for reporting absences. It's crucial to note that faculty members should never cancel an in-person portion of a hybrid, in-person, or synchronous modality class simply because they cannot attend. This action will be regarded as an absence and must be reported to the Division Office. This policy applies to all modes of instruction.

If you are unable to meet a class that begins before 7:00 or 8:00 a.m., Monday through Friday, call your Division Office to leave a voicemail and email your Division Administrative Assistant while copying your Division Dean.

Division Office Hours: Division Offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

Pay Warrants

Full-time Faculty: Full-time Faculty are paid in accordance with their placement on the salary schedule and are paid the first day of the month.

Adjunct Faculty: Adjunct classroom faculty are paid at a per-course rate, regardless of holidays or the number of weeks in a term and are paid on the fifteenth day of the month.

Contact your Division Office for additional information or questions about pay-check delivery date. If necessary, they will refer questions to the Office of Instruction and/or the SBCCD Payroll Department.

Professional Development and Flex Activities

Professional development is available to all employees at San Bernardino Valley College.

Full-Time Faculty: Full-time faculty (working 175-220 workdays per year) are obligated to 2 flex days (equaling 12 total flex hours) and 7 in-service days, which are at the beginning of the semester and at graduation each academic year (SBCCDTA, 2022, p.23). Full-time faculty are required to attend at least 24 hours (3 in-service days, including a commencement day) of appropriate flex activities in each academic year, herein defined as July 1 – June 30. Activities or events used to satisfy the Flex Calendar obligation may not conflict with regularly scheduled class activities or other regularly scheduled activities considered being part of the normal “workload.”

Adjunct Faculty: The San Bernardino Community College District proudly compensates adjunct faculty with an additional four (4) hours of professional development time per semester for each class taught, up to a maximum of eight (8) hours for two or more classes. Professional development activities may include, but are not limited to:

- Orientation Meetings
- Workshops (on-campus or off-campus)
- Meetings with a mentor to discuss teaching.
- Discipline specific conferences
- Meetings with students for tutoring
- Department, division, or Academic Senate meetings

Adjunct faculty submit professional hours to the division office during the last month of each semester. Check with the division office for deadline submissions.

Flex obligation reporting is available online for faculty. These reports are submitted electronically to enable auditing and pay, when appropriate. See Appendix A for additional information.

For additional information on Professional Development, visit the website or reach out to the Professional and Organizational Development Coordinator, Rania Hamdy at rhamdy@sbccd.edu

Academic Freedom

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

Academic freedom requires all academic employees to establish and preserve an open learning environment. No special limitations should be placed upon students in their study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of academic responsibility. Students should have the opportunity to study controversial issues and divergent views to arrive at their own conclusions. Academic employees have an obligation to protect the student's right to freedom of inquiry even when the student's conclusions differ from those of the academic employees.

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

Speech: Time, Place, and Manner

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

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

Curriculum

The Curriculum Committee, as authorized by the Academic Senate, makes recommendations about the curriculum of the college. The committee membership includes faculty from across the disciplines, so that faculty voices are represented in an equitable process. The committee makes recommendations regarding the approval of new courses, deletion of existing courses, modifications in courses, periodic review of course outlines, approval of programs, deletion of programs, review of degree and certificate requirements, approval of prerequisites and corequisites and assessment of curricular-related issues as needed.

For more information, visit the [Curriculum Committee Website](#).

Evaluation Procedures

The following information is a synopsis of the Evaluation Procedures in the SBCCDTA 2022-2025 Agreement, Article 16: Evaluation Procedure (p.39).

For more information, review the [CTA Bargaining Agreement](#).

The District has both the sole responsibility to evaluate and assess the performance of each bargaining unit member. The purpose of evaluation is to recognize performance in the areas of instruction, counseling, and other educational services assigned by the District; to support and enhance satisfactory performance (meets expectations); to identify areas of performance needing improvement; to document unsatisfactory performance (does not meet expectations) of the bargaining unit member; to recommend improvement measures and monitor progress. These procedures have been designed to provide a uniform and fair evaluation process.

Frequency of Evaluation

All evaluations will cover performance, over the full evaluation cycle:

1. Contract (Tenure-Track Probationary) bargaining unit members shall be evaluated at least once in each academic year.
2. Regular (Tenured) bargaining unit members shall be evaluated at least once every three academic years.
3. Full-Time Temporary bargaining unit members shall be evaluated at least once in each academic year for the first four (4) years of employment. Thereafter, evaluation shall be at least once every six (6) regular semesters.
4. Part-Time (Adjunct) bargaining unit members shall be evaluated once per year within the first two years of employment. Thereafter, evaluation shall be at least once every six regular semesters.
5. Formal evaluations during the summer session must meet all the requirements of Section D of this Article, "Formal Evaluation Procedures."

Basic Terms of Evaluation

The basic terms of the formal evaluation may include:

1. Professional expertise in discipline. The bargaining unit member shall demonstrate satisfactory knowledge and currency in the assigned role.
2. Methodologies: Techniques of instruction, presentation, and/or student interaction. The bargaining unit member shall:

Instructional Faculty

- Use means of presenting subject content (e.g., lecture, discussion, or demonstration) which effectively facilitate learning and support diversity and inclusion. In online or partially online courses, appropriate online methodologies are utilized to achieve the outcomes and objectives and include regular, substantive interactions.
- Employ fair and reasonable examinations and/or other assessments consistent with the objectives and outcomes of the course and aligned with the course outline of record. Regularly assess student learning outcomes and evaluate assessment data. Faculty shall not be evaluated on the results of the student learning and/or service area outcomes.

Non-Instructional Faculty

- Use means of presenting subject content, (e.g., lecture, discussion, demonstration, or workshops) which effectively facilitate learning and support diversity and inclusion.
- Employ fair and reasonable assessments, if applicable, consistent with the objectives and outcomes and aligned with the principal content. If applicable, regularly assess student learning and/or service area outcomes and evaluate assessment data. Faculty shall not be evaluated on the results of the student learning and/or service area outcomes.

Effectiveness of Communication:

Instructional Faculty

- Communicate to the students the objectives and outcomes of the course by use of a syllabus that also identifies related resources available to students and outlines how the course grade is to be determined.
- Explain the concepts which comprise the course material. Demonstrate clear and respectful communication when engaged in dialogue with their students, colleagues, and others that they interact with on campus or in the community on behalf of the campus.

Non-Instructional Faculty

- Communicate the purpose, mission, and scope of the program area.
- Explain the department or program procedures to be followed.
- Demonstrate clear and respectful communication when engaged in dialogue with their students, colleagues, and others that they interact with on campus or in the community on behalf of the campus.

Contribution to campus culture and climate:

Regular, Contract and Temporary Faculty

- Participation in committee and other work of the District, and/or college. Faculty in their first year are not required to serve on a committee. Committee assignments, club advisor duties, or other work that is within this category begin in the bargaining unit member's second year of full-time service. In lieu of committee work, club advisor duties, or other work within this category, all first year faculty are required to participate in new faculty orientation as delivered by the college.
- Participation in other academic work, e.g., department, division, and faculty meetings.
- Maintenance and submission of grades and outcomes assessments by the established deadline, if applicable.
- Adherence to the policies and regulations of the College and/or the District (Article 13, Section (B)(1)).

Part-Time Faculty

- Maintenance and submission of grades and outcomes assessments by the established deadline, if applicable.
- Regular communication with faculty chairs and evaluating manager.
- Adherence to the policies and regulations of the College and/or the District (Article 13, Section (B)(9)).

Performance in other or additional areas of responsibility if applicable.

Faculty may have assignments that incorporate both instructional and non-instructional obligations. In these cases, the evaluation will include all assigned roles.

Formal Evaluation Procedure for Contract, Regular, Temporary, and Part-Time Bargaining Unit Members

The formal evaluation procedure shall include the following basic components, which are detailed below:

1. Initial Conference - An initial conference between the evaluating manager and bargaining unit member shall occur before the formal evaluation procedure may begin. This conference will include an explanation of the complete District evaluation procedure, including the process for responses and timelines. The evaluating manager and the bargaining unit member shall cooperate in the scheduling of the initial conference, which both parties shall attend.
2. Peer Observations
 - a. Regular, Contract, and Temporary Full-Time Faculty Two qualified peers (tenured or tenure-track faculty) shall participate in the bargaining unit member's evaluation. One peer shall be selected by the Academic Senate President and one peer shall be selected by the bargaining unit member being evaluated.
 - b. Part-Time Faculty One peer shall participate in the bargaining unit member's evaluation. The peer shall be the appropriate faculty chair or full-time faculty designee.
3. Student Evaluations (if applicable) - Student evaluations of instructional and non-instructional (with direct student contact) bargaining unit members' effectiveness shall be conducted utilizing a mutually agreed upon tool. No student evaluations will be included if the position does not exercise direct student contact as part of the regular duties. To ensure confidentiality of student responses, the bargaining unit member shall not be present during administration of the student evaluation tool.
4. Additional Faculty Feedback, for non-instructional faculty without student contact only - For non-instructional faculty without student contact, five (5) faculty will be chosen by the bargaining unit member and five (5) by the evaluating manager, or 10 faculty members mutually agreed upon by both parties, to receive the feedback tool. These faculty are in addition to the peer evaluators. Selections shall include faculty members on relevant committee assignments and/or faculty on campus. All faculty providing feedback for the bargaining unit member will be given the member's job description.
5. Self-Evaluation - The bargaining unit member will complete a statement, based on the current evaluation cycle, using the agreed upon content of the self-evaluation tool. Keeping in mind the need to integrate equity and/or diversity in all areas of your work. Please address the following items:
 - a. Discuss how you have demonstrated support of student success to include culturally responsive teaching and/or services (e.g., including information such as modifications to your course structure or services, approach to working with students, and an analysis of disproportionate impact in classes taught by the faculty member and strategies for addressing any disproportionately impacted groups).

- b. Describe one or two successes you have had in your role on campus.
 - c. Discuss your contribution to campus community and culture (e.g., committee work, student life activities). *not required for part-time
 - d. Describe any research, seminars, training, or other work completed in order to expand or enhance expertise that would benefit job performance.
 - e. Reflect on the results of your peer evaluations if received at least two weeks prior to the due date for self-evaluation.
 - f. Reflect on the results of student evaluations (if applicable) if received at least two weeks prior to the due date for self-evaluation.
 - g. Reflect on the results of faculty feedback (for non-instructional without student contact) if received at least two weeks prior to the due date for self-evaluation.
 - h. Explain what the District can do to support you (e.g., training, resources, achieving goals) if applicable.
 - i. Add anything else if desired, as related to integrating equity and/or diversity into your work.
6. Evaluating Manager Observation (if applicable) and Summary - For full-time bargaining unit members, there will be a direct observation of the unit member by the evaluating manager for the purpose of evaluating the employee's assigned roles and the relationships and communications with students, peers, and other members of the District. For part-time faculty, there will be direct observation by the evaluating manager during at least the first two evaluation cycles, and at least every two (2) evaluation cycles after that. Additionally, there will be direct observation by the evaluating manager on any off-cycle evaluation. Observations made throughout the evaluation cycle of the bargaining unit member's job performance may be included. A written evaluation summary prepared by the evaluating manager, shall include their observations and recommendations, student evaluations and peer evaluation(s). The District may conduct additional observations during the Formal Evaluation Procedure. Faculty will be notified in advance, in writing, of any additional observations.
7. Final Conference
- a. The results of the formal evaluation, its summary, and all related documents will be discussed in a final conference between the evaluating manager and the bargaining unit member.
 - b. A copy of the final summary and all official evaluation documents to be placed in the employee file will be provided to the unit member at the meeting. In addition, the evaluating manager will notify the bargaining unit member of their right to respond to the evaluation in writing within 30 calendar days and that the response will be attached to the evaluation and become part of the permanent record.
 - c. This conference will occur no later than the last day of the respective semester, per the approved academic calendar, for any formal evaluation. The evaluating manager and the bargaining unit member will cooperate in the scheduling of the final conference, which both parties shall attend.
 - d. The formal evaluation summary shall be dated and signed by the evaluating manager. The bargaining unit member shall sign and date the formal evaluation summary when it is received. Such signature, by itself, shall not be interpreted as agreement with the contents or findings of the formal evaluation summary.

- e. If the formal evaluation summary cites specific deficiencies for non-probationary faculty (part-time, full-time temporary, tenured faculty), the evaluating manager shall schedule a meeting with the bargaining unit member to discuss appropriate steps for improvement. The evaluating manager shall give specific written recommendations for improvement. If the subsequent formal evaluation summary indicates that the deficiencies have been corrected, a written statement of such improvement shall be prepared and signed by the evaluating manager and placed in the bargaining unit member's personnel file. A copy shall also be provided to the bargaining unit member.
- f. The bargaining unit member may provide a written response to the formal evaluation summary within thirty (30) calendar days of receipt of the formal evaluation summary. This response shall be signed and provided to the evaluating manager and Human Resources to be attached to the formal evaluation summary in the personnel file. The content of the evaluation shall not be grievable.



Administrative Services and Facility Information

Locked Classrooms

Rooms located in the interior of buildings should be unlocked when arriving for class, if your classroom is locked during the day, report this to your Division Office so they may have it unlocked. If your classroom is locked, do not call Campus Police, call your Division Office.

Key Requests

Request a key from your Division Office, key requests may be granted if the classroom you are using has an outside door, or if specialized equipment is housed in the room and the door must remain locked at all times. Keys may also be issued if a class is scheduled on Saturdays, or if you need access to a special-purpose classroom, office, or laboratory. Check with your Division Dean to obtain the necessary approval.

Changing Classrooms and Adding Chairs

Changing Classrooms: During the semester, do not move classes from your assigned room without prior authorization from the Division Dean. If a classroom is vacant, it does not mean the room is unassigned. In some instances, classrooms may be scheduled for short-term classes, starting after your class begins. Classrooms are also used for meetings and events. It is also important to stay in your assigned rooms to keep in case of emergencies or if a student or faculty member needs to be located. If you need to request a room change, reach out to your Division Office.

Adding Chairs: Due to fire codes, please do not take chairs from other classrooms to add to yours. Each room is equipped per code guidelines and the campus may face heavy sanctions for not abiding to these guidelines. If your classroom does not have enough chairs for your students, reach out to your Division Office to request to be moved into a larger classroom.

Facility / Classroom Repairs

If a classroom or an area on campus needs repair, contact your Division Office to submit a Work Order. Some examples of needed repairs include holes in the wall, torn carpet, leaking faucet, light out, broken chair or desk, etc.)

Parking Information

Parking permits are now virtual. Follow the link below to sign in using your District login information and follow the instructions on how to enter your license plate number. A confirmation email will be sent once completed.

- Permits are virtual. No parking decals will be issued or are needed on your windshield. Your license plate is your permit.
- Employees may register up to 2 vehicles.
- Professional experts, short-term employees, etc. and those who do not have a District email will need to visit the Campus Business Office (CBO) in AD/SS 206 to register for the virtual permit.
- Separate instructions will be sent to students and departments sponsoring student parking permits.

Click here to request [Virtual Parking Permits](#).

Questions? Contact the CBO at 909-384-4453 or via email at svccbo@valleycollege.edu

Parking Citations

Avoid parking in reserved, handicapped, and red-marked areas. To contest a citation, forms can be completed online at <https://www.paymycite.com/>. Complete one form for each parking citation.

Complementary Parking Permits

For guest speakers or visitor complementary parking permits, visit the CBO in AD/SS 206 or call (909) 384-8967 or (909) 384-8985.



Campus Technology Services (CTS)

Campus Technology Services

Campus Technology Services (CTS) supports classroom, laboratory, and office technologies across the campus.

Location: CTS 101-105

Phone Number: (909) 384-4357

Desktop or Laptop Computers: Full-time faculty are assigned a laptop computer on a five-year rotation. If you believe your computer is up for replacement, please submit a helpdesk ticket and the system will be evaluated and replaced if warranted. Each division has adjunct offices available for use.

Acceptable Use Policies for Technology and Equipment

Information related to *Use of District Equipment* (AP 6535) and *Computer and Network Use* (AP 3720) can be found on the SBCCD's Board Policies and Administrative Procedures website.

[SBCCD's Board Policies and Administrative Procedures](#)

HelpDesk Information

Requesting Support:

Requests for support should be made through the HelpDesk.

Phone Number: (909) 384-4357

Phone Extension: x4357

Email Ticket: helpdesk@valleycollege.edu

Support Page: <https://support.valleycollege.edu/>

Support Ticket Website: <http://stac.valleycollege.edu>

For issues with laboratory computers, please submit a HelpDesk ticket at helpdesk@valleycollege.edu or through our Support Ticketing Website with the room number, computer number, and the specific issues the computer is having. Most laboratory computers are replaced on a five-year rotation unless they are purchased with categorical or department funds. Laboratory software updates and new software install requests are due to CTS when book orders are due for that semester. Late requests will be completed as time allows and may not be available for several weeks after the semester starts.

Wi-Fi Information

Wireless access is available to all San Bernardino Valley College faculty, staff, and students who wish to use their own personal devices such as a phone, tablet, or laptop. Click [here](#) for information on how to log onto the campus Wi-Fi.

Audio/Visual Department

The Audiovisual (AV) Department is part of Campus Technology Services (CTS). AV supports classroom instruction and campus events by appointment. AV offers full service to both the day and evening instructional programs, from 7:30 a.m. to 7:00 p.m., Monday through Friday. There are no audio-visual services on Saturday. Most classrooms on campus are equipped with

instructional technology equipment. Requests for equipment not in the classroom should be placed by phone or email at least one day in advance, and should specify the time, room location and duration of the class period.

Location: CTS 105

Phone Number: (909) 384-4434

Email Address: SBVC-AV@SBCCD.CC.CA.US

Immediate Support with AV Equipment: Call (909) 384-4434 and leave a message or contact the HelpDesk.

User Application Forms

User Applications are needed for all newly hired staff or faculty members, returning employees, transferring employees, or for those who need access to different systems.

Steps for completing a User Application:

1. The form must be completed by the manager.
2. The manager will need to digitally sign the form in the space provided at the end of the form. DO NOT attempt to complete this form within your web browser. Open the downloaded PDF.
3. Please click the Submit Button at the bottom of the form, and this will email the form to userapp@sbccd.cc.ca.us. This form must be submitted by the responsibility manager of the employee the user application is being submitted for.

[User Application Form](#)

WebAdvisor

WebAdvisor is used by the District for the following:

- Update Emergency and Contact Information
- Class Rosters
- Waitlist Rosters
- Class Schedules
- Grading
- Positive Attendance Submissions
- Online Scholarship Recommendations
- Vision Resource Center
- Emails
- Leave Balances
- Staff Directories
- Access to other important links throughout the District.

[WebAdvisor](#)

Campus Communications

E-Mail

E-mail is used extensively for campus communications; It is a requirement for you to use your SBVC email account to ensure all communication is being received in a timely manner. To establish a campus e-mail account, contact your Division Office and complete a User Application form.

Mailbox

Important physical documents from the college or district will be distributed through mailboxes assigned by your Division Office, as will invitations to meetings and announcements of cultural activities such as plays, concerts, speakers, and other campus activities. Mailboxes are in each division office and are open day and evening, please check mail before or after your classes.

Telephone

Campus telephones should be used for professional communication related to your role, they are not to be used for extended or long-distance personal calls. Employees and students should not have any expectation of privacy in communications that are created, sent, or received via computer or the telephone on campus. The computer and telecommunication systems belong to the district and are intended for business and academic purposes only.

(BP3720)

Voicemail

The campus telephone system is equipped with voicemail capability. To establish a campus voicemail account, contact your Division Office and complete a User Application form.

Voicemail Instructions

Full-time (Contract) Faculty

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

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

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

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

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

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

Adjunct Faculty:

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

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

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

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

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

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

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

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



Campus Policies

Academic Integrity Information

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

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

[Academic Senate for California Community Colleges Academic Integrity
Community College Chancellor's Office \(Legal Opinion L95-31\)](#)

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

[SBCCD Board Policy 5500 and Administrative Policy 5500](#)

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

[SBVC College Catalog](#)

California Education Code §76224(a) states "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the

course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.”

[Academic Dishonesty Incident Report Form](#)

Animals on Campus

The college does not permit faculty, staff, or students to bring animals on campus, with the exception of service dogs and animals used for instructional purposes. At no time should animals be left alone in vehicles. *(AP 3440)*

Non-Discrimination

The San Bernardino Community College District is an equal opportunity employer and is committed to an active non-discrimination program. Sexual harassment and discrimination based on race, color, religion, ancestry, national origin, age, gender, marital status, physical or medical condition, and sexual orientation is prohibited under District Board policy. *(BP 3410)*

Children in the Classroom

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

Individuals under the age of 18, commonly referred to as minors or students who haven't reached adulthood, are eligible to register for courses at SBVC. These particular students do not possess a distinct labeling on class rosters, making their identities undisclosed. Nevertheless, in accordance with California regulations, faculty members are categorized as mandatory reporters in situations where there are suspicions of child abuse, despite the anonymous status of these underage students. *(AP 3518)*

Sexual Harassment and Title IX

Sexual harassment of students or employees in the academic and work environments violates both federal and state law as well as Board Policies 3430 and 3433 , and it will not be tolerated. It also violates federal and state law and Board Policy to retaliate against any individual for filing a complaint of sexual harassment, or for participation in the investigation or resolution of a formal or informal complaint of sexual harassment.

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

1. Submission to the conduct is procured by force, threat, intimidation, trick, or surprise, or is made a term or condition of an individual's employment or status as a student.
2. Submission to the conduct or rejection or avoidance of the conduct by an individual is used as a basis for a decision.

3. The conduct is intended to and/or does interfere with or have a negative effect on the individual's work or educational performance, or creates an intimidating, hostile or offensive educational or work environment.

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

Title IX – Sexual Discrimination and Gender Equity in Higher Education

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

Title IX Covers the following:

- Sexual Discrimination
- Sexual Violence
- Consent
- Sexual Harassment
- Dating and Domestic Violence
- Stalking
- Bystander Intervention

What to Report?

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

Steps for Reporting:

1. Document the parties, date, time, and place of the alleged violation(s). Give a brief general description of what occurred.
2. Present a concern or complaint as a verbal or written report to the Title IX Administrator, Dr. Scott Thayer, Vice President of Student Services.
 - a. Located in AD/SS 200
 - b. (909)384-4473
 - c. sthayer@sbccd.edu

Title IX requires the District/College to have a person designated to coordinate efforts to comply with and address Title IX issues. The administrator will do the following:

- Investigate all complaints.
- Pursue appropriate initial remedies or accommodations.
- Formal investigation if there are repeat offenses, patterns, predation, and or/future violence.
- Apply remedies while safeguarding victim privacy.

Smoking

San Bernardino Valley College is a non-smoking campus. Smoking is not allowed on campus.

San Bernardino Community College District Board Policy 3570 *Smoking on Campus* states:

Smoking of any form of tobacco or non-tobacco products, including electronic cigarettes, is prohibited on District grounds, in all District vehicles, at any activity or athletic event and on all property owned, leased, or rented by or from the District, unless a tobacco use area has been designated.

This policy allows for the establishment of procedures to comply with Government Code Section 7597.

This policy and the related administrative procedures apply to employees, students, visitors, and other persons who use the facilities on the campuses or centers that are part of the District.

To enforce smoking and tobacco control regulations and procedures, the Chancellor is authorized to:

- Set enforcement standards for all District sites and campuses.
- Impose a fine of \$50.00 for violations of this section.
- Direct that the District post signs stating its tobacco use policy on campus.
- Inform employees and students of the tobacco use policy and enforcement measures.

Authority Cited: Government Code Sections 7596, 7597, 7597.1, and 7598; Labor Code Section 6404.5; Title 8 Section 5148



Emergency Procedures

Every office and classroom have Emergency Flipcharts, which provide information on the following:

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

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

Emergency Flipchart

High Heat Procedures (Indoor)

Action	Frequency	Responsible Party
Monitor weather forecast	Weekly	HIPP Administrator, Manager
Use heat index monitor – Measure indoor temperature	Daily – as needed @ 9:00am, 11:00am, and 2:00pm.	Maintenance & Operations (M&O)/HVAC Technician
Turn on portable cooling systems – Check for maintenance issues	Daily – as needed	Maintenance & Operations (M&O)/HVAC Technician
Communicate high heat protocol to faculty and staff*	Daily – as needed	Management (Dean, VPI, or Designee)
Notify management that high heat procedures need to be implemented**	As needed	Maintenance & Operations (M&O)/HVAC Technician
Respond to signs and symptoms of heat illness by providing first aid measures and calling emergency medical services***	As needed	Management

High Heat Protocol:

- Take frequent breaks.
- Drink plenty of water.
- Utilize the cool down room as necessary.

Campus Police

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

To Report Criminal Actions or Life-Threatening Emergencies: Call 911 or use any of the emergency telephones located in all campus buildings to connect directly to the San Bernardino Valley College Police Department.

Non-Emergency Situations or to Relay Concerns about Personal Safety on Campus: Call (909) 384-4491.

Lost Items: Call (909) 384-4491

Emergency Response Plan

Student Injuries

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

Student Illnesses

1. **Life Threatening Illnesses:** Call 911, stay with the individual, and notify campus police so they can direct the emergency response.
2. **Less Serious Illnesses:** Direct students to Student Health Services or their medical provider.

Student Mental Health Issues

Campus Police and Student Health Services work collaboratively.

1. **Emergency/Urgent Mental Health Needs (such as suicidal thoughts):** Call campus police at 4491 or (909) 384-4491 to assess the needs and assist the student to access services. Walk the student down to student health services if they are willing to go there.

2. **Non-Emergent Mental Health Needs:** Bring the student to the Student Health Services office during daytime hours or Campus Police after hours for assessment of needs. After hours the student can also access services through their private medical provider or by calling the access crisis and referral hotline at (909) 381-2420.

Employee Injuries

1. **Life Threatening and Serious Injuries:** Call 911, campus police at 4491 or (909) 384-4491, and notify the immediate supervisor to activate workers compensation paperwork.
2. **Minor and Non-Life Threatening Injuries:** Care is activated by the supervisor. Employee injuries are not treated by Student Health Services. The supervisor will assist with the workers' compensation paperwork.

Employee Illnesses

1. **Life Threatening Illnesses:** call 911, stay with the individual, and notify campus police to direct emergency response.
2. **Non-Life Threatening Illness:** Managed through the individual's private medical provider. Student Health Services does not treat employee illnesses.

Employee Mental Health Issues

1. **Emergency/Urgent Mental Health Needs (such as suicidal thoughts):** Call Campus Police at 4491 or (909) 384-4491.
2. **Non-Emergency Mental Health Needs:** Treated through the individual's private medical insurance or the Employee Assistance Program. Go to: www.healthadvocate.com/cseba



Preparing for the Semester

Academic Calendar

Use the Academic Calendar to notate any important dates when preparing for the semester.

[Academic Calendar](#)

The Course Outline of Record (CORs)

Course Outlines of Record (COR) exists for each course offered at San Bernardino Valley College. These outlines serve as our commitment to the state and to our students that common material will be covered in class, regardless of who serves as the instructor. CORs should also be used when developing your syllabus and when assessing outcomes. CORs are also used to establish articulation agreements between SBVC and other colleges and universities. Reach out to your Faculty Chair or Division Office for a copy of the official COR for the class being taught. Course Outlines of Records are also available online using the link below.

[CurriQunet Meta](#)

Outcomes

The information below was taken from the San Bernardino Valley College Outcomes Handbook. Consult the handbook or reach out to the Outcomes Faculty Lead for additional information.

The ACCJC requires colleges to engage in ongoing assessment and evaluation of learning outcomes. Assessment and evaluation provide the accrediting agency with evidence of student learning and program quality. We engage in SLO assessment and evaluation, however, not just as an empty exercise to achieve accreditation but because the information gained can allow us to highlight what we do well and help us to improve our programs and services for students in areas where we might be lacking. Because SLO assessment has become standard in all four-year colleges and universities as well, aligning our SLOs with the SLOs of our primary transfer institutions facilitates the articulation process.

Faculty Benefits

The primary benefit for faculty and programs is the increased dialogue that results in relation to teaching and learning. Discussions about the use of SLO assessment and evaluation results lead to an exchange of ideas and pedagogical techniques among faculty within and even across departments.

As individual faculty members, we can also benefit from SLO assessment because it provides a method to evaluate how well we are teaching different sections of our courses. Thus, at the end of the semester we can use this information to evaluate our course structure or teaching methods.

Using SLOs also makes structuring a course simple because it helps us to select appropriate activities, course materials, and assignments to accomplish our goals for the class. In addition, it helps us to focus our course on what we really want students to go away with at the end of the semester.

What Areas of the College Should Have Outcomes?

- All courses currently approved by the Curriculum Committee should have SLOs.
- All certificates and degrees currently approved by the Curriculum Committee should have PLOs.
- All Student Services and Administrative Services departments or programs that participate in the Campus Program Review process, independently or as part of a larger area, should have Service Area Outcomes. For instance, the Student Success Center/Tutoring has SAOs and participates in program review. The Writing Center has SAOs but participates in program review as part of the English Department.
- Instructional Support Services may have either SLOs, SAOs, or a combination of both.

[San Bernardino Valley College Outcomes Handbook](#)

Outcomes Faculty Lead:

Thomas Berry – tberry@sbccd.edu

Developing a Syllabus

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

A typical syllabus provides students with the following information:

- Course title and department number
- Pre and/or co-requisites
- Meeting pattern (days of the week and time)
- Professor's name
- Professor's email
- Professor's Office location and phone number
- Course description from the catalog
- Textbook(s) and other required materials
- Student Learning Outcomes from the Course Outline of Record
- Objectives as appear in the Official Course Outline
- Course web page when applicable
- Unique instructor requirements (i.e., cell phones, testing)
- Grading
- Ground rules (policies) pertaining to attendance, late work, make-up exams, and extra credit opportunities, if applicable
- Calendar of meeting dates with topic of instructional units to be covered
- Examinations (including how many and what types)
- Assignments (reading and writing)
- Academic Honesty Policy

- Norms of classroom behavior
- Availability of accommodations for students with disabilities
- Library and tutoring availability
- Division Information: Name, Contact Information, and Location Office

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

[Link resources, guides, and templates](#)

Examples of Syllabus Statements Inviting Students with Disabilities to Request Accommodations in the Classroom:

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

Duplicating Items for Class

Duplicating Materials

Faculty members are encouraged to plan ahead and submit printing requests to the SBCCD Printing Services Department. Once copies have been ordered they will be placed in mailboxes when ready.

There are over 40 copiers on campus that can be used to print limited quantities of instructional materials for your class. Faculty must use their employee ID to access these machines. Access to the copier is tied to your email account. Once an email account is established and configured, you will automatically receive access to the copiers. Contact the HelpDesk for issues with the copiers.

Two self-service Quick Copy Centers are also available on campus for last minute jobs. One is in the Library and the other in the Applied Technology Building.

Note that the SBCCD Printing Services is also capable of duplicating and comb-bound packets of materials for sale to students (at cost plus a nominal markup) through the campus Bookstore.

[SBCCD Printing Services](#)

Faculty Authored Materials

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

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

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

Placing Items “On Reserve” in the Library

Faculty may place library books and magazine articles – or personal copies of books, articles, and photocopied materials – on Reserve at the Library Circulation Desk. Each instructor may indicate their preference of loan periods. Reserve materials can circulate for any of the following time periods: one hour, two hours, one day, three days, one week, and three weeks. In addition, one or more copies of most textbooks used at SBVC are available for In-Library use through the Textbook Bank. Call the Library Circulation Desk at (909) 384-4448 to see if a copy of the text is currently included in the Textbook Bank. If the instructor has additional desk copies of the current textbook(s), please consider putting them on Reserve in the Library. The more copies of textbooks available, the greater the chances for student success. Personal copies of textbooks are returned to instructors at the end of the last term in which that text is used.

Request for Off-Campus Meeting

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

Textbooks

Discuss ordering books and supplies for the course being taught with your Faculty Chair. Desk copies of current texts (or copies of the books being considered for use in a future semester) need to be requested directly through the publisher. The SBVC Campus Bookstore will be glad to provide the publisher’s information upon request.

Requesting Textbooks from the Bookstore:

Faculty Online Textbook Requisitions are available at the [Bookstore’s website](#).

Once at this site, go to Quick Links, click on “Faculty Requisitions” then follow the on-screen instructions.

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

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

Open Educational Resources (OER)

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

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

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

[OER Website](#)

First Week of Classes

Prerequisites, Corequisites, and Advisories

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

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

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

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

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

Class Cancellation Policy

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

Suggested Activities for the First Class Meeting

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

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

1. Welcome: Write the class name and times on the board. (Late students, in particular, often end up in the wrong place.)
2. Introduction: Write one's name on the board. Take a few minutes to tell the class about your educational background, interests in the subject discipline, and instructional goals for the class.
3. Roll Call: Take the roll directly from the roster (located in WebAdvisor), calling out each student's name. Ask students for corrections if names are mispronounced. If possible, fill in any vacancies and distribute add stickers for open seats. Stress the necessity of using the add code before the date on the sticker. After that date, students will not be able to add the class online through WebAdvisor.

4. Icebreaker: This could be student self-introductions or some other activity that helps students relax and feel that they are going to enjoy this class. Asking students why they are enrolled in the course could serve as part of an icebreaker and would also enable the instructor to assess the unique needs of each student.
5. Discussion of Classroom Norms: Make clear any expectations regarding classroom behavior. The topics covered might include arriving on time, staying for the entire class period, bringing textbooks and other materials to class, refraining from talking when the instructor or classmates make a presentation, and leaving cell phones and other electronic devices off during class periods.
6. Introduction of Subject: Review the class syllabus carefully, allowing time for questions.
7. Students will be especially anxious to know the attendance and grading criteria, and how they will be evaluated. Encourage students to visit the Bookstore during the class break or after class to get their textbooks and materials.

Breaks

Instructors are expected to begin and end classes in accordance with the scheduled times. Class breaks cannot be used to allow the class to end early. Title 5 states that there should be a ten-minute break for every two hours of class time. If there is a question about class time, please consult your Division Dean.



Attendance Accounting

It is the faculty's responsibility to ensure all students are registered in their class by adhering to the information below.

Accessing Class Rosters

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

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

Adding Students

To add a student, give them a Web Authorization Code sticker. These are available from your Division Office.

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

- The code becomes invalid after it is used – it cannot be shared.
- The code must be used online – students should not be sent to Admissions and Records to register unless there are issues with registering.
- There is an expiration code printed on the sticker – the student must be registered prior to that date. To check if a student has been registered, access the class roster in WebAdvisor.

Late Add Petitions

Late Add Petitions are for Extenuating Circumstances Only: If a student is not able to add the course during the “add period”, a late add request is required. The late add petition is due the Friday following the last day to add.

1. During the registration cycle (prior to classes starting), students should be adding classes through the online WebAdvisor system.
2. Once registration is over and the term/courses begin, instructors should be providing students with add codes to add the courses.
3. After the add codes expire, faculty can email from district issued email only: Veada Benjamin at: bveada@valleycollege.edu to add students (include students name, id number, first time of attendance or contact and course information).
4. Instructor should include student on the email (Cc’).
5. Allow 3 business days for processing.

The student and instructor are notified via their campus email regarding the decision. Late add petitions are available Fall and Spring semesters only. Admissions and Records does not accept Late Add Petition during the Summer term.

Dropping Students

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

Reinstating Students

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

[Reinstating Students Email Address](#)

No-Show Students

State regulation requires that students who never attended class are dropped (i.e., no-show students) prior to the Census Date printed at the top of the class roster. Failure to do so may result in fiscal consequences for the College and the District. Recommendations for faculty regarding dropping students:

- When a student is a no show for the first class meeting, there may be a good reason why that student is not present. Allow that student an opportunity to show for the second class meeting.
- Reach out to the student.

Waitlist

Before Class Begins

Once a section reaches maximum enrollment, students who attempt to enroll will be given the option of wait listing. When they waitlist, they are informed of their position on the waitlist, and they can monitor their progress anytime thereafter through WebAdvisor. When a vacancy occurs in the course, the person at the top of the waitlist is sent an email, advising them of the opportunity to enroll. The email is sent at 6:30 a.m., and the student has until midnight that same day to register for the course. If they do not, they are removed from the waitlist and at 6:30 a.m. the next morning an email is sent to the next student on the list, giving them the opportunity to enroll in the available space. Two days (48 hours) before the class begins, this process ends, and the waitlist is frozen in place.

After Class Begins

Two days (48 hours) before the class begins, the enrollment process ends, and the waitlist is frozen in place. At this point, the instructor may choose to use this list to help decide who to add on the first day of class. Faculty may access their waitlist roster by logging into WebAdvisor and selecting the “Faculty Menu”. Select “Class Waitlist Roster”, then select the term and section.

This roster reflects the students on the waitlist as it was 48 hours before the class began. Students are listed on the roster in the order in which they attempted to register. Again, the use of the waitlist is optional. Faculty members have no obligation to add the students who are on the waitlist, nor should they add any student who is not present. Using the waitlist as a tool to select whom to add is inherently and intuitively fair and can be an effective tool for the instructor who chooses to use it.

While the waitlist will be used for most of our sections, a small number of classes will be excluded – these require special permission for enrollment (Psych Tech, Nursing, Police, etc.) or are structured in a way that makes the waitlist impractical (linked classes & stacked classes).

Waitlist FAQ – For Faculty

1. How do I access my waitlist roster?
 - In WebAdvisor, select the Faculty menu.
 - Select “Class Waitlist Roster”
 - Select the term from the drop-down menu.
 - Select a section.
2. Are instructors required to add students according to the waitlist once the section begins?
 - No. Instructors are not required to use the waitlist to distribute Web Authorization Codes once the section begins. However, it might be a useful tool, as students are listed on the waitlist in the chronological order in which they attempted to enroll.
3. If a student is offered a seat in a section from the waitlist, will they automatically be added to my class roster?
 - No. The student is notified by email that a seat is available and has until midnight that same day to register. If they do not, they are removed from the waitlist and the seat is offered to the next student on the list.
4. Does the waitlist keep offering seats to students after a section begins?
 - No. The waitlist system will cease tracking seat openings and alerting students 48 hours before the start of the section.
5. How can the waitlist be used to add students to an online class once the class has begun?
 - If the instructor of an online class has vacancies, they may choose to use the waitlist by contacting the waitlisted students by email. Students who respond should be sent the Web Authorization Code to enroll.
6. How can a student waitlist a section?
 - After a student has selected a section to their “Wish List,” they have the option of registering or wait listing the section. If a student tries to register for a section that is filled, they will receive an error message asking them to select another section or waitlist that section. If they try to waitlist a section that has not been approved for wait listing, they will receive an error message.

Non-Payment Policy

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

If you know of a student who is experiencing financial hardship, please contact your Division Dean for help to additional resources.

An Outstanding Balance of \$200 or more will result in a hold placed on the student’s account.

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

Assigning Grades

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

* Pass (P) grade; units are not counted in GPA; however, credit is earned.

** No Pass (NP) grade; units are not counted in GPA; NP units are used in calculating units attempted for progress, probation, and dismissal.

*** Non-evaluative symbols / no units or credit earned.

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

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

Posting Grades

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

Noncredit and Positive Attendance

All Noncredit courses contribute to positive attendance. A copy of the complete attendance sheet should be turned in to your Division Office at the end of the course.

Positive attendance rosters are due to Admissions and Records within 5 working days from the end of the course. Positive attendance will be required to submit rosters via Web Advisor.

Submissions are posted within 5-7 working days from the day received in AD/SS 100. Below is an example of a positive attendance roster. You must indicate the number of hours the student attended or mark “never missed” or “attended” and sign the roster once completed.

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

Positive Attendance Hours Roster										
Coll:	Div:	Dept:	Course:	Sec:	Title:	Syn:	Term:	Pos:	Cred:	Instructor:
SBVC	VSCI	VBIO	BIOL 261	01	Physiology	1111	2016FA	98.60	4.00	
Bldg:	Room:	Meeting Pattern:	Beg Dt:	Add Dt:	Drop Dt:	Wd Dt:	End Dt:	Instructor's Signature		Date
HLS	207	----F- 05:00PM 09:20PM	09/09/16	09/22/16	09/22/16	10/22/16	12/03/16			
This legal attendance report is required to collect state funding. Sign and return this form to the Records Office within 3 days after the class ends.			D = Drop W = Withdraw I = Instructor		Hours Attended		Check Here If Never Missed		Check Here If Never Attended	
ID	Name	Drop Code	Drop Date	Hours Attended		Check Here If Never Missed		Check Here If Never Attended		
1 1500	Doe, J.	I	09/12/16	2.0						
2 0908	Doe, M.	D	10/18/16			X		X		
3 0215	Smith, K.									
4 0547	Smith, J.			7 5.00						
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										

See Appendix G for steps to submitting Positive Attendance



The Classroom Environment

Community College Students

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

- Professionals with advanced degrees in search of enrichment learning.
- Jobseekers who never finished high school.
- 18-year-olds fresh from high school, along with mature adults.
- Re-entry students who are eager to return to the classroom but are unsure of their abilities as students.
- Formerly incarcerated and reformed addicts ready to change their lives.
- Undeniably brilliant students who would be successful at the most prestigious university.
- Academically under-prepared students who may not be ready for college-level classes.
- Extremely motivated, receptive students whose lives may be permanently altered by attending college.
- And reluctant learners who seem to show no interest at all in class lectures. In short, expect a cross-spectrum of the world we live in, it will not disappoint!

Teaching a Diverse Student Population

How do we find a consistent, workable approach for reaching such a widely diverse student population?

Some suggestions include:

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

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

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

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

Setting the Tone

Over time, one will find that chances for a successful classroom environment will improve with a positive tone. To successfully set a tone, keep the following suggestions in mind:

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

Establishing an Environment that is Friendly, Fair, and Firm

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

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

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

Typical Sequence for a Class Period

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

“Tell them what you’re going to tell them, tell them and tell them what you’ve told them.”

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

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

6. Preview what will be covered in the next class.

Methods of Instruction

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

Possible strategies include, but are not limited to:

1. **Lecture:** The lecture is the most widely used teaching technique, and may, by necessity, dominate what is done in class because of the nature of the discipline being taught. When using this strategy, be sure to assist students by organizing material so that students can follow easily with notetaking, using the board, overhead projector, and other aids to reinforce comments, and using examples to keep the lecture interesting.
2. **Group Discussion:** Discussion is an effective method for encouraging students to become more active in the learning process. It is often helpful to give the class several thoughtful questions, break them into groups of four or five, and ask each group to develop responses to share with the class as a whole. As they talk, the role of the instructor is to circulate, check progress, and suggest alternatives. The effectiveness of this technique will be undermined if the instructor leaves the room and/or seems disengaged from the activity.
3. **Short, In-Class Writing Assignments:** Following a lecture, video, or other classroom activity, ask students to write for five minutes about the implications of what they have heard, or their impressions of the issues involved. After five minutes, pick up the writing and read as much as possible out loud, pausing to discuss. Pull out four or five key ideas or impressions and write them on the board. From these, focus the discussion and make the points to be covered. Students appreciate this approach because it is based directly on their contributions.
4. **Reports and Presentations:** Reports allow each student to synthesize important concepts and encourage the development of critical thinking skills. Nonetheless, student reports should never take the place of instructor-led discussion and/or become the primary class learning technique.
5. **Field Trips:** Field trips can be a valuable way to broaden the educational experience of students when a direct relationship to the course objectives has been established, and when students are adequately prepared ahead of time for the new experience or environment. Two forms are required to document approval of a field trip. Check with the division office for a copy of these forms:
 - a. The instructor must complete a Request for Approval of Off-Campus Class Meeting form and submit this to their Division Office. Each student in the class must complete a Field Trip Waiver of Claims Acknowledgement form.
6. **Guest Speakers:** Guest speakers can provide information and insights as well as a refreshing change from the regular class format. Bear in mind that there is no provision for paying guest speakers for an appearance in courses, and that balance and an objective treatment of a topic should be stressed when inviting a speaker. It is important that instructors remain in the classroom while the guest speaker is present. In addition to the obvious liability issue, students will be less likely to gain anything from the experience if instructors do not appear to be interested as well. There is a form to fill out for all guest speakers, which is available in Division Offices.
7. **Other:** Role-playing, computer-assisted instruction, educational games, and research assignments are all valuable methods of instruction when used thoughtfully.

Methods of Evaluation

A variety of methods should be used to evaluate the performance and assess the learning outcomes of students. Among the available options are the following:

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

It is encouraged that proactive measures are taken to ensure standards of academic integrity are maintained during examinations. Sample measures might include:

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

Writing Components

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

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

Standards of Student Conduct

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

Examples of conduct that may result in disciplinary action include:

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

Removal of Student from Class

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

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

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

[Disruptive Student Incident Report Form](#)

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

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

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

Disruptive Student Behavior Incident Information

Helpful Hints

Important Phone Numbers:

(909) 384-4491 - College Police (Emergency)

(909) 384-4495 - Student Health Services (Emotional Crisis Intervention)

(909) 384-8253 - Raymond Carlos, Ed.D., Dean of Student Support Services

(909) 384-4473 - Scott Thayer, Ed.D., Vice President of Student Services

Classroom Incidents:

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

Incidents outside of the classroom:

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

[Incident Report Form](#)

Student Rights and Support Services

Student Rights Grade Appeals

State regulations indicate that the instructor of the course has sole authority to assign a grade for a student, in the absence of fraud, mistakes, bad faith or incompetency.

Students who are not satisfied with the grade assigned must:

1. First have a dialogue with the instructor to determine whether a mistake has been made and/or to seek further understanding of the basis of the grade.
2. If the student is unsatisfied after this dialogue, they must meet with the Faculty Chair and then the Division Dean to seek further clarification.
3. If the student is still dissatisfied, they may file a Grade Appeal with the Office of Admissions and Records.

Grade appeals require a written statement from the student, making a persuasive argument based on evidence that one of the four conditions listed above (fraud, mistake, bad faith or incompetency) played a role in determining the assignment of the grade in question. The burden of proof in this process lies with the student.

The Director of Admissions and Records will make a thorough review of the evidence and statement provided by the student and will make a determination whether the student's appeal merits sufficient evidence to warrant a hearing.

If warranted, the student's appeal will be forwarded to the Vice President of Instruction for a hearing.

[Grade Appeal Form](#)

Authority cited: California Education Code, 76224 (a); Title 5, California Code of Regulations § 55025, (a) (b) (c) (d); SBCCD Board Policy 4234, and SBCCD Administrative Procedure 4234.

Student Grievances

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

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

The SBVC Grievance Process can be found in the SBVC College Catalog.

Student Privacy

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

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

Student Support Services

For a list of all Student Support Services or Learning Services visit the San Bernardino Valley College Catalog.

[Student Support Programs and Services](#)
[Learning Resources for Students](#)

Academic Success Centers (ACS)

Program	Location	Phone Number
STEM-MESA Center	PS-121	(909) 384-4463
Tutoring Center (TC)	LA 206	(909) 384-8589
Supplemental Instruction (SI) Across the Disciplines	LA 206	(909) 384-4439
STEM Program	PS 121	(909) 384-4415
MESA Program	PS 121	(909) 384-8653
STEM and MESA Counselors	PS 121	(909) 384-4415

The ASC staff helps in the implementation of the Supplemental Instruction (SI) Across the Disciplines Program.

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

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

Our policies for those using our services:

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

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

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

STEM Benefits:

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

For more information, visit the Math and Science Success Center (PS 121), call (909) 384-4415, or visit our [website](#).

MESA: Is the acronym for Math, Engineering, and Science Achievement. It is a statewide program and now also part of SBVC! California MESA is a college and career prep engine that propels student diversity and achievement in science, technology, engineering, and math (STEM). MESA's community college level program produces a diverse population of transfer-ready students to advance their STEM educational journeys in 4-year university programs. For more information, visit the Math and Science Success Center (PS 121), call (909) 384-8653, or visit our [website](#).

Writing Center

Location: LA 201

Phone Number: (909) 384-4464

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

Admissions and Records

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

Location: AD/SS 100

Phone Number: (909) 384-4401

[Website](#)

Admission Requirements

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

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

Admissions for High School Students

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

Applicants must meet the following requirements prior to the Application Process:

- 11th & 12th Grades - Those seeking academic classes that are transferable to a four-year university (courses numbered 100 or higher) must be in the 11th or 12th grade, with an academic high school GPA of 3.0 or higher and have good grades in courses which are similar to the ones they want to take at SBVC.
- 9th through 12th Grades - Those seeking vocational classes (classes which prepare students for employment in a specific trade or occupation) should have a 2.0 GPA and have good grades in classes which are similar to the ones they want to take at Valley.

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

Students must complete the following:

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

Middle College High School

Middle College High School is an alternative educational experience for students of high abilities and low performance. The school is located across street from San Bernardino Valley College campus with seven teachers, one counselor, one administrator, and one secretary. Middle College High School services 175-200, 9th, 10th, 11th, and 12th graders. Parents and students interested in the Middle College High School Program may contact (909) 888-4041.

Campus Bookstore

Location: Campus Center, 1st Floor

Phone Number: (909) 384-4435

[Website](#)

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

Child Development Center

Phone Number: (909) 384-4440

[Website](#)

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

Clara and Allen Gresham Art Gallery

Phone Number: (909) 384-8939

[Website](#)

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

Counseling Center

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

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

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

- Educational and career planning including the development of students abbreviated and comprehensive education plans.
- Appointments for a comprehensive education plan (formerly known as a two-year education plan) are scheduled during non- registration periods in September, October, February, and March.
- Personal counseling to meet the short-term needs of students with personal concerns which impact their academic life.

Location: AD/SS 103

Phone Number: (909) 384-4404

[Website](#)

- International student counseling to meet specialized enrollment and counseling needs of F-1 visa students.
- Comprehensive counseling for various special populations/learning communities, such as Puente, veterans, and athletes.

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

Dreamers & Dreamers Resource Center (DRC)

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

Location: LA 121

Phone Number: (909) 384-8915

[Website](#)

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

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

Early Alert (Starfish)

Early Alert through Starfish is a great way to identify at-risk students in real time, pinpointing areas of concerns, and connecting them with resources such as advising or tutoring. Starfish helps institutions individualize support for students and assess the services and interventions that work best for student success. It supports students while offering opportunities for Administration, Instruction, and Staff to work collaboratively and effectively in identifying and connecting with students. To learn more about Starfish and how it can help you and your students, contact Yancie Carter at ycarter@sbccd.edu

EOPS/CARE

Location: AD/SS 202

Phone Number: (909) 384-4412

[Website](#)

The EOPS/CARE Office provides students who qualify with specialized assistance. Qualified economically, educationally, or culturally disadvantaged students can receive personal and academic counseling, book services, priority registration, transfer assistance, and special activities and workshops. Applications are accepted in April for the Fall semester and September for the Spring semester. Students are encouraged to call or visit our website for additional information.

Financial Aid

Location: AD/SS 103

Phone Number: (909) 384-4404

[Website](#)

The Financial Aid Office provides help in obtaining financial assistance from various federal and state programs. For more information, please call or visit the Financial Aid website.

First Year Experience Program (FYE)

Location: LA 134

Phone Number: (909) 384-8626

[Website](#)

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

FYE Offers:

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

Food Services

Cafeteria

Location: Campus Center and Outside the Physical Sciences Building

Phone Number: (909) 384-8902

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

The Den Coffee Shop

Location: Library, 1st Floor

The Den Coffee Shop is operated by SBVC's Culinary Arts program. The Den sells coffee and beverages with a daily fresh food menu, as well as pastries and fruit (vegetarian and gluten-free options available).

The Sunroom

Location: Campus Center

Phone Number: (909) 384-8695

During the fall and spring semesters, the college's award-winning Culinary Arts program operates an on-campus restaurant, The Sunroom. The Sunroom offers a diverse menu which changes throughout the semester. This menu includes burgers, sandwiches, specialty salads, soups, and daily specials at a nominal cost. For hours of operation visit the website or call the Division Office at (909) 384-8902.

Guardian Scholars (Foster Youth Services)

Location: LA-128

Phone Number: (909) 384-8282 or (909) 384-8287

[Website](#)

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

- Academic Counseling and Priority Registration
- Textbooks and supplies assistance
- Foster-Youth Student Activities
- Computer Lab and free printing
- Parking permits
- Workshops designed to ensure success in college and careers.
- Field trips and events
- On-on-one assistance when needed

Honors Program

[Website](#)

Brief Overview of the Program

The Honors Program is designed for our community's most ambitious and intellectually critical scholars seeking a deeper engagement in their college experience. Students in the San Bernardino Valley College Honors Program engage in enhanced experiences, faculty mentorships, and academic opportunities to earn an advantage in transferring to the four-year institution of their choice. Honors courses offer greater depth and breadth coverage of subject material through project-based learning, formal research presentations, and elevated course experiences.

Program Features

- Enhanced course experience
- Faculty mentorship with discipline experts
- Opportunities to present research
- Increased academic guidance from Honors Counselor
- A community of intellectual and ambitious student

Benefits of Honors Program

- Priority or preferred admission to UC, CSU, and colleges nation-wide

- Enhanced opportunities for scholarships
- Notation on the transcript of successful completion of Honors Program
- Honors Program gold seal on diploma

Library

The SBVC Library houses a collection of more than 75,000 volumes, searchable by author, title and/or subject – along with more than 200,000 eBooks and articles. The Library also subscribes to numerous full-text research databases, accessible from any computer on campus, and from off campus with passwords found in Canvas. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers.

Phone Number: (909) 384-4448

[Website](#)

Computer technicians are available to provide basic technical support. Faculty librarians provide one-on-one research assistance, orientations, workshops, and information literacy instruction. For research assistance at any time, day, or night, the Library participates in the Ask-A-Librarian online chat reference service. Books and other items in the general collection normally circulate for 3 weeks. Textbooks and other reserve items (available at the Circulation Desk) normally circulate for 2 hours and are limited to in-library use. A limited number of “basic skills” textbooks are available for overnight use. When classes are in session the library is open Mon-Thu 7:30-8:00, Friday 7:30-5:00, and Saturday 10:00-2:00.

Puente Project

Phone Number: (909) 384-8255 or (909) 384-4404

[Website](#)

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

Scholarships and Awards

Phone Number: (909) 384-8987

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

STAR Program

Location: AD/SS 201

Phone Number: (909) 384-4433

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

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

Student Accessibility Services (SAS)

Location: AD/SS 105

Phone Number: (909) 384-4443

[Website](#)

Student Accessibility Services (SAS) provides accommodations and services designed to meet the individual needs of enrolled, permanently, and temporarily disabled students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, brain injury, visual impairments, health problems, and hearing impairments. These students can obtain a variety of services, including specialized counseling, extended time for tests, American Sign Language Interpreters, note-taking services, course materials in alternate formats, and use of the High Tech Center with adaptive computer technology. Tips for working with students with disabilities can be found in this handbook in Appendix F.

Student Health Services

Student Health Services are made available to students to promote health and well-being so they can fully engage in their studies and achieve academic success. Student Health Services (Student Health Services Building) is open Monday - Friday 8:00 a.m. – 4:30 p.m. The office is closed on Friday in the summer. Student Health offers free confidential services for students including health consultations, medical evaluations and treatment, mental health counseling and referrals, men’s and women’s health including Family PACT services, first aid and symptom management, health screenings such as blood pressure/BMI/percent body fat, and illness care.

Location: In Parking Lot #8

Phone Number: (909) 384-4495

[Website](#)

The Nurse is always IN (no appointment necessary). Health Insurance information and other referrals are also available for when the need is beyond to scope of our services. In addition, health promoting events and health education are also offered. Nominal fees are charged for pharmacy services, lab work, immunizations, and employment physicals.

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

Student Life

Location: Campus Center 128

Phone Number: (909) 384-4474

[Website](#)

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

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

The Huddle (Student Athletic Academic Center)

Location: Computer Technology Services (CTS) 107

Phone Number: (909) 384-4427

The Huddle supports and enables student athletes to utilize and integrate the academic resources provided by The Huddle, SBVC Athletics, and the Counseling Department to promote academic success and increase retention, graduation, and transfer rates. The Huddle assists prospective, current, and former SBVC student athletes with their matriculation to SBVC, their academic success at SBVC, and their transfer to a four-year university.

Services Provided by The Huddle include:

- Academic Counseling and Advisement
- Computer Lab Access
- Free Tutoring
- Printing Access
- Registration Assistance
- Study Space

Theatre Productions

Phone Number: (909) 384-8243 or (909) 384-8633

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

Transfer and Career Center

The Transfer Center is open to students planning to transfer to any four-year college or university and/or seeking career counseling and information. The center provides the following Transfer services: appointments to see a four-year college or university representative;

Transfer Counseling; Honors Counseling; workshops on admissions and on-line application process; financial aid information relative to transfer institutions and requirements; field trips to four-year institutions; transfer workshops; transfer orientation sessions; assistance with major selection; credit evaluations; a monthly calendar of events; transfer agreements. Several times a year transfer/college fairs are held. Stop by the Center to learn more about special programs such as TAP, TAG and Cross Enrollment. Transfer materials can be requested from the Transfer Center. You can follow updates on our SBVC Transfer Center Facebook page.

Location: AD/SS 203

Phone Number: (909) 384-4410

[Website](#)

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

Umoja/Tumaini Program

Location: AD/SS 203

Phone Number: (909) 384-4410

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

The benefits from Umoja-Tumaini include:

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

Veteran's Resource Center

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

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

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

Welcome Center

Location: AD/SS 102

The Welcome Center serves as a convenient location for both new and returning students to obtain information about academic programs, utilize computers, and receive information on different support services that are available on campus. In addition, the center facilitates class registration and assistance to access WebAdvisor, Canvas, Starfish, and student email. Furthermore, students can benefit from personalized campus tours and obtain useful publications such as the student handbook, maps, and various program brochures.

Location: CC 133

Phone Number: (909) 384-4411

[Website](#)

Appendices

- Appendix A – Guideline for Flex Calendar Obligation
- Appendix B – Philosophy for Tenure-Track Faculty
- Appendix C – Nine Principles of Good Practice for Assessing Student Learning
- Appendix D – Seven Principles of Good Practice in Undergraduate Education
- Appendix E – SAS Classroom Tips
- Appendix F – Articulation Agreement
- Appendix G – Steps for Posting Positive Attendance Hours



Appendix A – Guideline for Flex Calendar Obligation

The work year for a regular ten-month employee is 175 workdays, including two days of flex activities for any academic year" (Article 13: Workload, p. 24). Activities or events used to satisfy the Flex Calendar Obligation may not conflict with regularly scheduled class activities or other regularly scheduled activities considered being part of the normal "workload." Completed Flex Activity Report forms, including activities you will complete prior to July 1, must be turned into your immediate supervisor on or before the day of graduation. If you have questions or need additional information, refer to your Campus Flex Coordinator. Authorized or Recognized Flex Calendar Activities:

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

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

8. Improving or learning how to deal with computers and technology.	8. Meetings (department, division, or college-wide) specifically to discuss strategies for improving service to students.	8. Faculty and counselor meetings to address areas of curriculum.
	9. Faculty advising for student clubs.	9. Review of learning resource materials to eliminate outdated items and recommend additions.
	10. Conducting special workshops for students (e.g., understanding the college schedule, transfer requirements, etc.)	10. Creating self-study modules and computer-assisted instruction modules.
	11. Faculty participation in student orientation programs.	

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

Appendix B – Philosophy for Tenure-Track Faculty

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

Expertise in a Subject

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

Techniques of Instruction

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

Effectiveness of Communication

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

Acceptance of Responsibilities and Performance Outside the Classroom

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

Opportunity for Professional Growth

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

Appendix C – Nine Principles of Good Practice for Assessing Student Learning

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

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strives to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students.
7. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
8. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.
9. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

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Appendix D – Seven Principles of Good Practice in Undergraduate Education

Arthur W. Chickering and Zelda F. Gamson

Good practice...

1. Encourages Contact Between Students and Faculty - Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.
1. Develops Reciprocity and Cooperation Among Students - Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.
2. Encourages Active Learning - Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.
4. Gives Prompt Feedback - Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.
5. Emphasizes Time on Task - Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.
6. Communicates High Expectations - Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.
7. Respects Diverse Talents and Ways of Learning - There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Appendix E – SAS Classroom Tips

Tips for Working with Visually Impaired Students

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

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

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

Considerations and Instructional Strategies:

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

Additional suggestions:

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

Accommodation (may include):

- Reading materials out loud from overheads, blackboards, or handouts.

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

Tips for Working with Deaf and Hard of Hearing Students

Working with Students:

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

Working with Interpreters:

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

Working with a Captionist:

- A captionist is a person who will use his or her own special computer equipment to type verbatim everything that is said in the class.
- Please allow time for the captionist to type the question when asking a D/HH student to participate.

- If there is a table and chairs set up in the classroom for the student and the captionist, please be sure other students do not occupy those seats.

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

Please feel free to contact the Student Accessibility Services Office for additional assistance.

Location: AD/SS 105

Phone Number: (909) 384-4443

[Website](#)

Appendix F – Articulation Agreements

Introduction

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

Articulation Defined

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

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

Objectives of Articulation

The objective of articulation is to develop formal articulation agreements between SBCCD, ROPs and local secondary schools that outline the requirements for students to earn college credit. The District defines an “articulated secondary school course” as an ROP or secondary school course or sequence of courses that the college faculty has determined to be comparable to a specific community college course. The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted.

by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and not on academic or progress probation and only for a course listed in the catalog of San Bernardino Valley College. The governing board may permit articulated secondary school courses to be accepted in lieu of comparable community college courses to partially satisfy:

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

Types of Articulation

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

- Credit-by-Examination

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

- Approved Comprehensive Final Examination

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

Course Examination

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

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

Instructions for Completing CTE Transitions Course Articulation Agreement Statewide Career Pathways

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

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

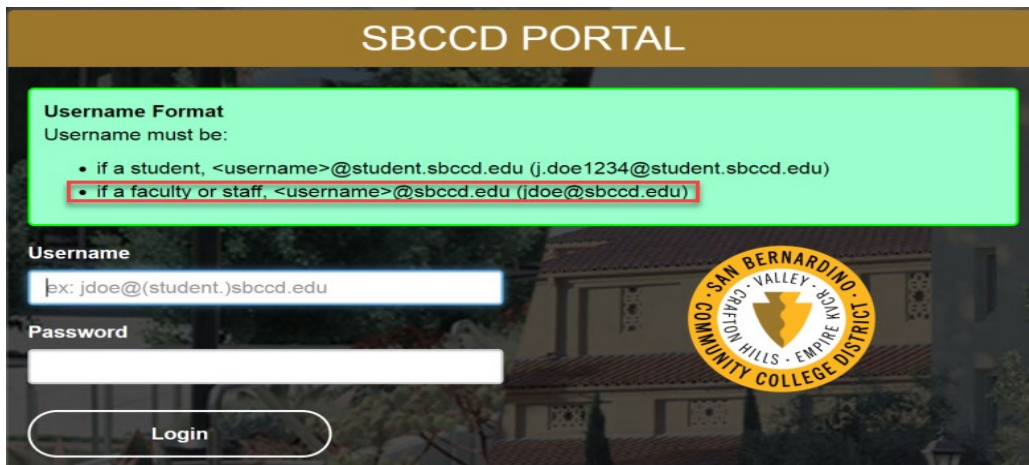
Appendix G – Steps for Posting Positive Attendance Hours

Positive Attendance Hours must be completed at the same time as you submit your final grades.

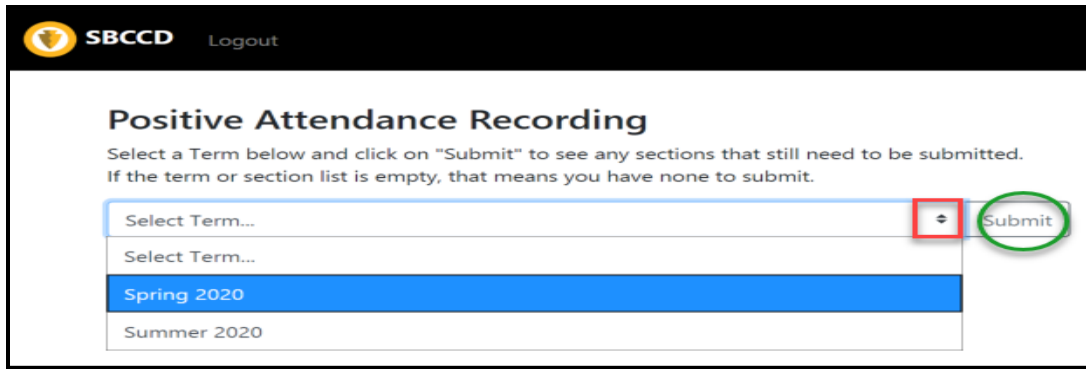
1. Login to WebAdvisor, select Faculty, under Faculty Information select “Positive Attendance Submission”



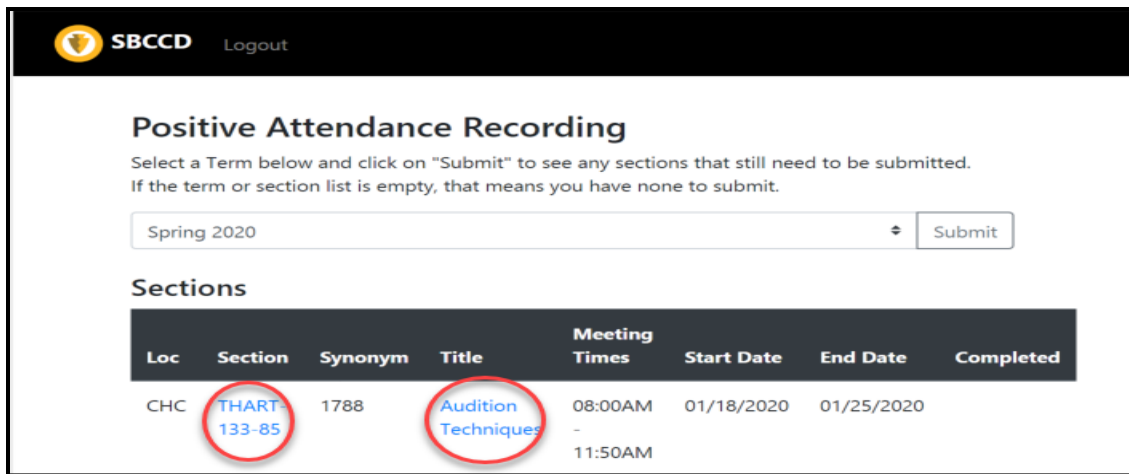
2. Login to the SBCCD PORTAL



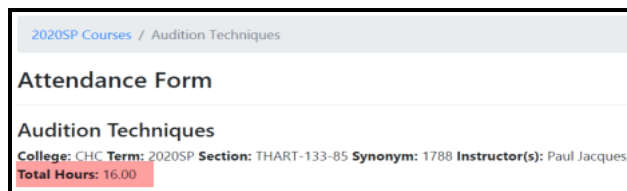
3. Click on the arrows, select a term, then click on Submit.



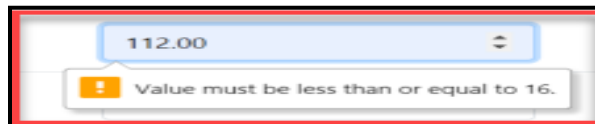
4. Click on either the Section Name or Title to select the section for posting positive attendance hours.



5. Entering positive attendance hours. Note: Hours cannot be Submitted until section has ended.



6. The total possible hours will be listed under the College, Term and Section information
 - a. Like the paper document, Never Missed, Never Attended can be selected or the actual hours the student attended can be entered.
 - b. If hours are enter that are more than the Total Hours an error message will appear when Save or Submit Attendance is select.



- c. If a student dropped the section, that information will be listed under the Status column and Never Missed cannot be selected
 - d. If a student is auditing the section, no hours can be entered for that student.
 - e. Select Save to save what has been entered but is not ready to be submitted.
 - f. Once all hours have been entered and reviewed, select the Attachment tab (see screenshot 3 below)to include a scanned PDF of the signed "Positive Attendance Hours Roster". This is required.

- g. Select Submit Attendance - Once hours have been submitted, hours cannot be changed.

2020FA Courses / Test Course

Attendance Form

Test Course
 College: SBVC Term: 2020FA Section: TEST-102-99 Synonym: 9888 Instructor(s): Michelle Testor
 Total Hours: 22.50

This legal attendance report is required to collect state funding. Fill in and submit this form within 5 calendar days after the class ends.
 You are also required to provide a PDF copy of the signed "Positive Attendance Hours Roster" as well as a PDF copy of the daily attendance record for this section via the attachment tab below.

Attendance **Attachments**

Row	Student ID	Last	First	Status	Total Hours Attended	Never Attended	Never Missed
1	0549891	Testor	Keith		22.50	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	0552366	Testor	LeeAnn		22.50	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	0554914	Testor	Mary		22.50	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Save **Submit Attendance**
* Submitting attendance button will be enabled only after Course has ended.

This legal attendance report is required to collect state funding. Fill in and submit this form within 5 calendar days after the class ends.
 You are also required to provide a PDF copy of the signed "Positive Attendance Hours Roster" as well as a PDF copy of the daily attendance record for this section via the attachment tab below.

After submitting your Positive Attendance hours, (with the uploaded PDF of the signed "Positive Attendance Hours Roster") an email will be sent to you and the Admissions and Records office with an attachment of the completed Attendance Form and the PDF of the signed "Positive Attendance Hours Roster"

From: Testor, Michelle <[redacted]>
Sent: Thursday, June 18, 2020 10:44 AM
To: Testor, Michelle <[redacted]>
Subject: SBCCD Attendance Form Submission

SBCCD Attendance form has been submitted for...

Course: Child Development Practicum
 Term: 2020SP
 Section: CD-205-45
 Synonym: 0292

Attendance Form Sample Attendance Form that will be emailed to faculty submitting the hours and A&R

Submitted by: Testor Michelle (mtestor@sbccd.cc.ca.us)
Submit Date: 06-18-2020 10:06:40 am

Course: Child Development Practicum
College: CHC **Term:** 2020SP **Section:** CD-205-45 **Synonym:** 0292 **Instructor(s):** Meridyth McLaren, Meridyth McLaren, Michelle Testor
Total Hours Attended: 180.00

Student ID	Last	First	Status	Total Hours Attended	Never Attended	Never Missed
		Sarah		180.00		Yes
		Maricella		180.00		Yes
		Maritza	D (2020-01-27)	10.5		
		Melody	D (2020-02-25)	20.5		
		Jessica		180.00		Yes
		Arcelia		180.00		Yes
		Jasmine		0	Yes	
		Melissa		180.00		Yes
		Alexandria		180.00		Yes
		Jasmin Yadira		180.00		Yes