Chapter 1: Introduction

This document is intended to represent best teaching practices. In issues related to negotiated faculty rights and working conditions, the Agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association always supersedes this document.

History of Foothill College

In the 1950's northern Santa Clara County was quickly changing from orchards to subdivisions. Educational leaders grew concerned that local colleges would be unable to accommodate the thousands of students graduating from the area's high schools each year. In July 1956, Henry M. Gunn, Superintendent of Schools in Palo Alto, called a meeting of other high school superintendents and trustees to explore the possibility of a junior college.

On January 15, 1957, voters in the areas of Palo Alto, Mountain View, Los Altos, Cupertino, and Sunnyvale voted by a margin of six to one to create a community college district. Calvin C. Flint, President of Monterey Peninsula College, was appointed as the first Superintendent and President of the Foothill College District. In September 1958, Foothill College opened for classes in temporary quarters at the old Highway Grammar School in Mountain View, offering a full range of academic and vocational programs.

That same year, voters passed a $10.4 million bond issue and a hilly 122-acre parcel next to Adobe Creek in Los Altos Hills was purchased.

The new campus of Foothill College opened on September 5, 1961 to national acclaim. The school's design won a number of architectural awards, including the First Honor Award of the American Institute of Architects. Time magazine, which sent a correspondent to the campus in March 1962, said: "Starting from scratch, Flint has already made Foothill a mountaintop among U.S. junior colleges--the fastest growing segment of U.S. higher education." Alan Temko, architectural critic for the San Francisco Chronicle, described Foothill as "the most beautiful community college ever built."

In 1962, the Board made the decision to limit the growth of the college district to two major campuses. They abandoned an earlier plan to have a three-campus district in favor of satellite centers. In 1974 Foothill's Mountain View Center opened, followed by the Palo Alto Center in 1976. The satellite centers were consolidated into the Middlefield Campus site, located in Palo Alto, in 1984. Foothill was originally built to house 3,500 students, but enrollments have grown rapidly to over 18,000 today.

Calvin Flint was the first President of Foothill College (1958-67) followed by Hubert Semans (1967-73), James S. Fitzgerald (1973-82), Thomas Clements (1983-94), and Bernadine Chuck Fong (1994-2006), and Penny Patz (Interim, 2006-2007).

Core Values, Purpose and Mission

At Foothill, our vision is built on the following core values, purpose, and mission:

Our **core values** are honesty, integrity, trust, openness, and forgiveness.

Our **purpose** is to provide educational opportunity for all with innovation and distinction.

Our **mission** is to provide lower division academic instruction, career preparation, and continuous workforce improvement to advance California's economic growth and global competitiveness.

Foothill College provides educational opportunity for all who can benefit from the instruction and support services offered. Foothill College is a multicultural institution committed to meeting the evolving educational, economic, and cultural needs of an increasingly technology-based global community. Foothill fulfills its mission by offering academic courses, programs and services unique to Silicon Valley.

Courses are scheduled to maximize accessibility to students in a variety of settings and modes. Foothill provides the support services required to help students with diverse needs and learning styles in reaching their educational goals.

Foothill College offers:

- The Associate Arts or Science Degree, and Certificates;
- Preparation for transfer to another college, university, or post-secondary institution;
- Career education, training, and services;
- Basic skills, English as a Second Language (ESL), leadership skills, student development; and
- Support services to promote student success.

The following quality indicators measure Foothill's success:

- Access: Educational Opportunity for All;
- Student Success: Improving Student Performance;
- Pedagogy, Scholarship and Support of Learning;
- Climate for Learning;
- Fiscal and Enrollment Stability; and
- Reputation: Innovation and Distinctiveness.

About The Foothill Faculty

The strength and success of Foothill College's academic programs and its commitment to excellence rests on the quality of the faculty. A Foothill faculty member is both a teacher and a scholar who is committed to stimulating and nurturing the intellectual needs of students. As a result, Foothill's faculty search and selection process is comprehensive and rigorous. It emphasizes the skills and attributes which we believe make for masterful teachers.

Members of the Foothill faculty are selected for their innovation and enthusiasm for teaching and respect for student diversity as well as for their academic training and achievements. Faculty selection is based on teaching demonstrations and professional ability as well as potential and creativity.

Foothill's tenure review process emphasizes commitment to excellent teaching as well as involvement in other aspects of academic and professional life outside of the classroom. All faculty members are encouraged to participate in college-wide activities and committees that strengthen the college's programs and continually improve our responsiveness to students.

Facts About Foothill College

Date founded:	*January 15, 1957 as Foothill College District*
First classes held:	*September 15, 1958 in Mountain View at the "highway school"*
Present campus built:	*1961*
Architectural style:	*Distinctive Pacific Style with brick, redwood, concrete piers and hipped-shake roofs. Award-winning campus was built on 122 acres in Los Altos Hills.*
District Service areas:	*Palo Alto, Stanford, Mountain View, Los Altos, Los Altos Hills, Cupertino, Sunnyvale*
Off Campus sites:	*Middlefield Campus in Palo Alto (1984)*
Motto and seal:	*"Educational Opportunity for All"*
Colors:	*Red and Black*
Mascot & Athletic team symbol:	*Owl*
Accreditation by:	*Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges Accredited since 1959. The most recent accreditation was Fall 2005.*
Radio Station:	*Educational Radio Station, KFJC (89.7 FM)*
Newspaper:	*Sentinel published by the students of Foothill College*
College President:	*Dr. Penny Patz*
District Chancellor:	*Dr. Martha Kanter*
District Board of Trustees:	*Betsy Bechtel* *Laura Casas-Frier* *Paul Fong* *Hal Plotkin* *Bruce Swenson* *Two Student Trustees (elected annually)*

Chapter 2: General Information

Calendar

The academic calendar is negotiated by the Faculty Association and Foothill-De Anza Community College District.

Communications

Foothill faculty, administrators and staff communicate using several systems.

E-mail: All faculty have e-mail accounts, provided by the college. Call Tech Support at x8324 for e-mail accounts.

Intranet: College wide information about programs, events, schedules, forms, etc. **www.foothill.edu/staff/index.html**

Mail: Mailboxes are provided in the Administration Building for all full-time or part-time faculty who teach ***on-campus***. Those instructors who teach classes at ***off-campus sites*** are listed in alphabetical order on the appropriate drop box for off-campus delivery. Instructors at Middlefield campus have their mailboxes on that campus. If you are unable to locate an instructor's mailbox, check with the Office Services staff.

All out-going mail must be in Office Services by 3:00 p.m. Mail received after 3:00 p.m. will be postmarked and sent the following work day.

All off-campus, inter-office mail must be in the drop box in the Office Services mailroom prior to the following times for same-day delivery.

De Anza	8:30 a.m.
District - Central Services	9:30 a.m.
District - Material Services	9:30 a.m.
Middlefield Campus	8:30 a.m.

Preznet: This online information site is available on the Web at www.preznet.fhda.edu. It contains Annual and Quarterly reports from the President's Office, important planning documents and college publications.

Shared Files: The Chancellor and Human Resources have shared files posted in the campus intranet system. They can be accessed through faculty computers. Call computer support @ x8324 for instructions.

Voice mail: Voice mail is available on all telephones. Instructions for use are available when you call Telephone Services at x8324.

Web Sites: Extensive information can be found on the Foothill College web site: www.foothill.edu and at the District site: www.fhda.edu

Emergency Services

Campus Police:

Emergencies:	**911** from 6:00 a.m. to 12:00a.m.
	911 at all other times
Business:	x7313

Campus police can help you if you have locked your keys in your car **and** they will escort you to your car after dark.

See Appendix A for **Emergency Procedures**

Facilities

Main Campus:

12345 El Monte Rd.
Los Altos Hills, CA 94022-4599
(650)-949-7777
FAX: (650)-949-7375
www.foothill.edu
Hours: Mon.—Fri., 7:00 a.m. to 11:00 p.m.

Middlefield Campus:

4000 Middlefield Rd.
Palo Alto, CA 94303-4739
(650)-949-6950
FAX (650)-949-6979
Hours: Mon.—Thurs., 8 a.m. to 9:30 p.m.

For facilities/custodial maintenance, call x7264.

Fitness

The track, cross country course, and tennis courts are open to faculty and the community. The Wellness Center, swimming pool, and other facilities of the **Human Performance/Physical Education Division** are open to faculty only through class enrollment.

Special and limited lockers are available to faculty members. Call x7222 for information.

Wellness Center hours:	Mon.—Fri., 6:00 a.m. to 7:30 p.m. Sat., 8:00 a.m. to 11:00 a.m.
Call P.E. Department:	x7742 for summer schedule

Forms

See Appendix B for most ***Commonly Used Request Forms.***

Health Services

The **Health Counseling and Services** office will help faculty keep track of personal weight, blood pressure, etc., and can help with referrals.

Location:	Room 5941
Telephone:	x7243
Hours:	Mon.—Fri., 8:30 a.m. to 4:30 p.m.
Closed:	Mon.—Fri., 1:00 p.m. to 2:00 p.m.
Health Services FAX:	x7160

Lost and Found

Take articles to the Foothill Campus Police or to the Middlefield Campus Administrative Office.

Main Campus

Telephone: x7313
Hours: Mon.—Fri., 6:00 a.m. to 12:00 a.m.

Middlefield Campus

Contact Cubberley Community Center Office Bldg. T2
Telephone: 650 329-2418
Hours: Mon.—Thurs., 8:00 a.m. to 6:30 p.m.

Offices

Office and Classroom Assignments: All classrooms are initially assigned by Division Deans. A master room schedule is maintained by the Scheduling Office, at x7256. All classroom assignments and changes need to be coordinated through the master room schedule to avoid conflicts.

The Director of Facilities, x7033, maintains a master list of faculty office assignments and assigns any vacant offices. Division Deans assign offices for new faculty.

Office hours and offices of part-time faculty: See the current *District/Faculty Association Agreement*, Section 7.15.

Guiding Principles for Allocation of Office Space:

- Full-time faculty, classified staff, and administrative
- Offices shall be allocated according to the nature and content of the job. As has been the past practice, full time faculty shall be assigned a private office whenever possible.
- People working in similar programs, areas, or disciplines shall be located in physical proximity, if practicable.
- An employee shall have no more than one office.

Procedures for allocation of office space:

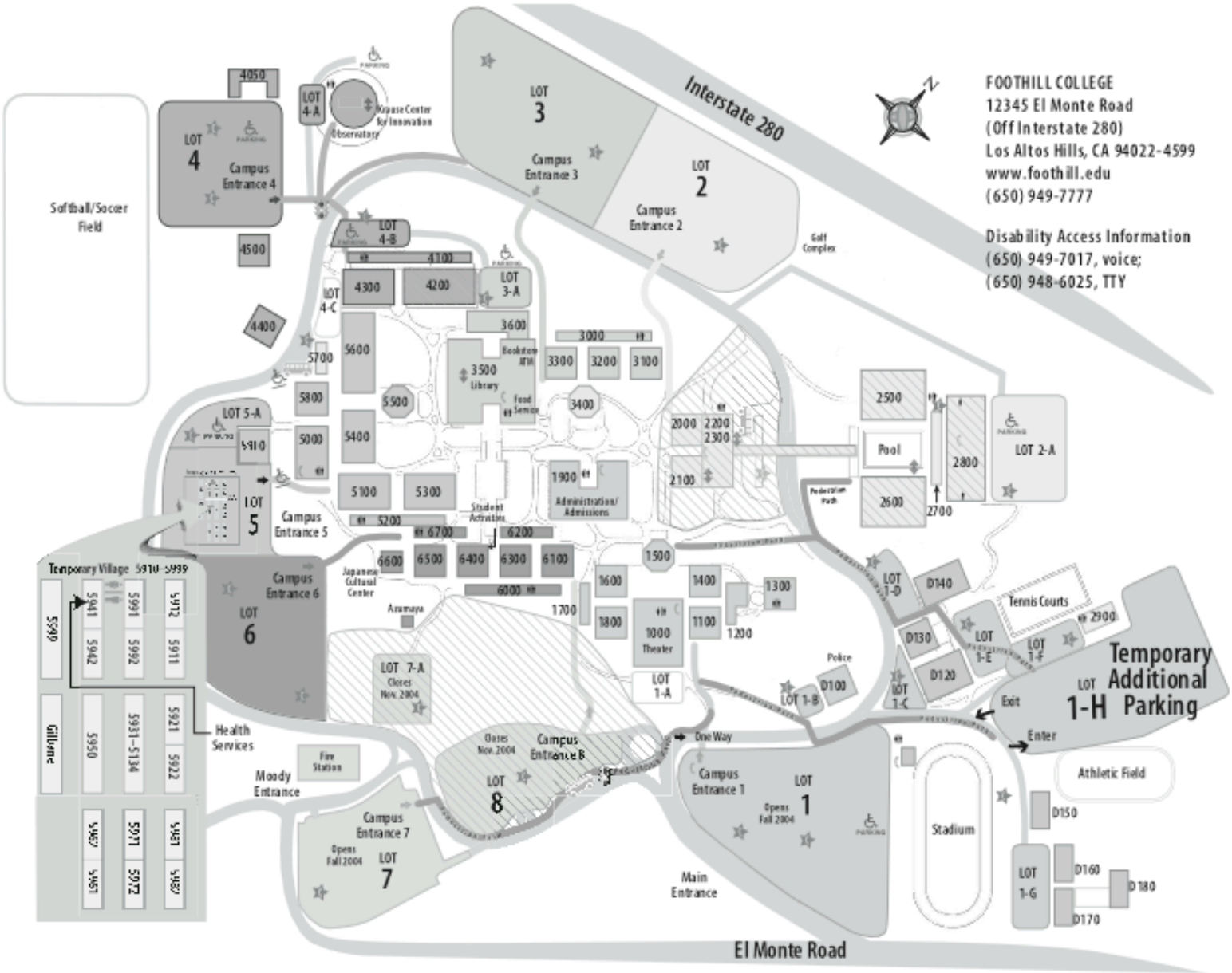
- Division Deans, using the guiding principles, shall have authority to designate office spaces equivalent to the number of full-time faculty in the division.
- Unmet needs for full-time faculty space shall be resolved by negotiation among Division Deans.
- When additional office space is needed, those offices unoccupied for a quarter or more by employees on Professional or Staff Development Leave or Article 18 may be temporarily allocated by that employee's supervisor to other employees.
- The Dean of Faculty and Staff shall resolve office space conflicts if Division Deans are unable to resolve them directly.
- The President and Vice Presidents shall have authority to resolve conflicts for administrative offices.
- The President and Vice Presidents shall allocate office space for other groups only after the allocation of office space for faculty, classified staff, and administrators.

(Source: Roundtable Guidelines – May 2, 2001)

Parking

Staff lots are available in various places and are designated with signs. Faculty may obtain a free parking sticker from Campus Police. Faculty and staff may park in any lot on both campuses. Reciprocal staff parking is extended by other Santa Clara County community colleges to those with a Foothill sticker.

If you need a courtesy-parking permit for a guest, you can contact Campus Police at x 7313.


FOOTHILL COLLEGE
12345 El Monte Road
(Off Interstate 280)
Los Altos Hills, CA 94022-4599
www.foothill.edu
(650) 949-7777
Disability Access Information
(650) 949-7017, voice;
(650) 948-6025, TTY
Interstate 280
Softball/Soccer Field
LOT 4
Campus Entrance 4
LOT 3
Campus Entrance 3
LOT 2
Campus Entrance 2
Golf Complex
LOT 4-A
Observatory
LOT 4-B
LOT 3-A
LOT 4-C
LOT 5-A
LOT 5
Campus Entrance 5
Temporary Village 5910-5939
LOT 6
Campus Entrance 6
Japanese Cultural Center
Azumaya
Student Activities
Administration/ Admissions
Library
Bookstore ATM
Food Service
Pool
LOT 2-A
Tennis Courts
LOT 7-A
Closes Nov. 2004
LOT 1-A
LOT 1-B
LOT 1-C
LOT 1-D
LOT 1-E
LOT 1-F
LOT 1-G
Police
Exit
Enter
Temporary Additional Parking
LOT 1-H
Athletic Field
Stadium
Health Services
Moody Entrance
Fire Station
Gilburne
Closes Nov. 2004
Campus Entrance 8
LOT 8
One Way
Campus Entrance 1
LOT 1
Opens Fall 2004
Campus Entrance 7
Opens Fall 2004
LOT 7
Main Entrance
El Monte Road

Foothill College Campus Map, Key & Legend

Program/Division	Location
Academic Senate	1926
Adaptive Learning Division	5801
Adaptive Learning Testing Room	5808
Adaptive P.E.	2509
Admissions	1927
Appreciation Hall	1501
Apprenticeship	4057
Archives	D100
Articulation	5401
Assessment Services	5006
Athletic Training Center (ATC)	2821
Audio Visual/Technology Center	3509
Band Room	1101
Biological & Health Sciences	5211
Bookstore	S2001 F3526
Business & Social Science	3007
Campus Abroad	4016
Campus Police & Safety	S2101 FD100
Career Center	1930
Chancellor's Office	D120
Classified Senate	5027
Community Mainstreaming	5801
Computer Access Center	S4205 F5903
Computers, Technology & Information Systems	4118
Cooperative Work Experience Education	4057
Counseling	1930
Dental Clinic	5312
Development Office	1912
Dining Area	3525
Disability Resource Center	5801
Distance Learning	3610
Economic Development	4057
EOPS Tutoring	5999
English Writing Center	3612
ESL Pronunciation Clinic	3612
Evening College	1901
Extended Opportunity Program/Services	1930
Facilities Contracts	2713
Faculty Association	D140
Financial Aid	1930
Fine Arts	1701
Foothill Café	3525
Forum	5001
Foundation	D100
Health Services	S2320 F5941
Honors Institute	5425
IDEA Lab	1222
Instruction & Administrative Services	1920
Instruction & Institutional Research	1916
Instruction & Student Development	1916
Instruction & Technology	3513
Instructional Support Center	3612
International Programs	5403
International Student Admissions	5904
Intramural Programs	5912
Japanese Cultural Center	6601
KFJC-FM Radio Station	6202
Krause Center for Innovation	4001
Language Arts	6029
Language Arts Lab	6308
Library	3501
Marketing & Communications Office	6104
Math Center	S4213 F5960
Math Department	4118
Matriculation	1900
Media Center	3600
Middle College	5911
Minority Transfer	1930
Multicultural Development	1930
Occupational Training Institute (OTI)	S4223 F5618
Observatory	4001
Older Adult Program & VAMC	5801
Ornamental Horticulture	5702
Outreach & Retention Office	1903
Pass the Torch	5971
PE/Human Performance & Athletics	2710
Physical Sciences	4118
Playhouse Theater	1301
Police	S2101 FD100
President's Office	1904
Psychological Counseling & Services	5933
Quick Copy	4052
Robert C. Smithwick Theater	1001
Sentinel Newspaper	5911
Service Learning & Volunteer Center	5912
Services for Learning Disabled Students	5801
Smart Shop/OwlCard	S2209 F6304
Social Sciences	3007
Student Accounts	S2121 F6201
Student Activities Office	S2211 F6402
Student Affairs	S2110 F6302
Student Government	S2203 F6201
Student Success Center	1901
Temporary Village	**5901–5999**
Theater Box Office	1005
Transfer Center	1930
Travel Careers Training Center	3103
Tutorial Center & Programs	5999
Veterinary Technology	4501
Wellness Center	2504

To accommodate construction projects, some offices and services will be relocated on campus.

S=Summer Session location F=Fall Quarter location

Access Information

Parking

All vehicles must display a parking permit at all times including weekends. Failing to display a permit will result in a citation. Day-use permits are $2 (eight quarters) at dispensers located in all student parking lots. Quarterly permits can be purchased at the Admissions Office (Room 1927).

Access Information

Accessible Elevators are located at Campus Center, Krause Center for Innovation, Library and Pool Deck.

Accessible Parking is located in Lots 1, 2-A, 4, 4-A, 4-B, 3-A, 5-A, stadium, and upper and lower transit stations. You *must* display the DMV-placard or college-issued Temporary Disability Permit. Call (650) 949-7017.

Shuttle Service to all points on campus is available for people with physical disabilities. Call (650) 949-7017 or 7103.

TTY-Deaf Access is available. Call (650) 948-6025.

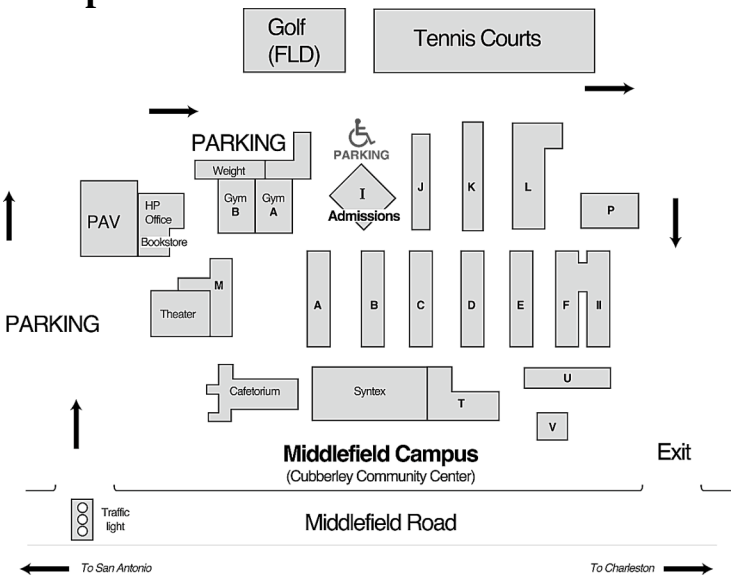
For more access information visit the Disability Resource Center (Room 5801); access **www.foothill.edu**; or call (650) 949-7017, voice; (650) 948-6025, TTY.

LEGEND

- Accessible Bus Stop
- Accessible Parking
- Accessible Ramp
- ATM
- Elevator
- Emergency Telephone
- Pay Telephone
- Restroom
- Construction Area

For access information, call (650) 949-7017.

Middlefield Campus Map



Parking Regulations

The Foothill College Police Department supervises on-campus parking and traffic. The following rules and regulations apply to all day and evening students, staff and public. You can find a complete list of college parking and traffic regulations in the Admissions & Records Office, Room 1927, and at the College Police Department, Carriage House, Room D 100.

- Except in areas with 30-minute parking meters, all vehicles must display a valid parking permit to park on campus.
- Day-use parking permits are valid for the date of issuance only and are available from red and yellow permit dispensers in all student parking lots. You may purchase day-use permits for $2. You may purchase long-term permits from the Admissions & Records Office.
- Short-term meter parking (30 minutes maximum) is available in Lot 1 and on Perimeter Road at the Footbridge for 25 cents (quarters only).
- The speed limit in campus parking areas and access ways is 5 miles per hour. The speed limit of 20 miles per hour is posted on all roadways and is strictly enforced.
- All vehicles must properly display a valid parking permit. Students are authorized to park in marked stalls in student lots only. Students may not park in stalls marked for disabled, staff, vendors, official vehicles or park in roadways, dirt areas or along parking lot curbing. People with disabilities are required to display state-issued identification on their vehicles or, in the event of temporary disabilities, obtain permits from the Adaptive Learning Office, Room 5801; or call x7332.
- Motor vehicles, bicycles and skateboards are not permitted on the interior portion of campus.
- Staff parking permits are required for all staff spaces. Staff permits are issued by the College Police Department and are authorized for all employees paid monthly.
- Special permits will be issued only by the College Police Department. The permit must be displayed on the dashboard or hang on the inside mirror so it can be read from the outside. Special permits are valid only when used within the areas and dates designated on the permit.
- Do not invite theft by leaving articles of value in your automobile. Anything left in a car should be locked in the trunk. Lock your vehicle.
- All vehicles remaining for more than 20 minutes in areas posted for 20-minute maximum will be cited.
- Parking or loitering on campus after 11 p.m. and/or after special activities is prohibited. Alcoholic beverages are prohibited on campus.
- Parking permits are required seven days a week from 7 a.m. to 10 p.m. This requirement is enforced during these days and hours.
- Parking permits are not required at the Middlefield Campus.

For more information, call the College Police Department at x7313.

Chapter 3: Governance and Organization

Board of Trustees

Foothill is governed by a publicly elected five-member Board of Trustees plus two student trustees. The Board usually meets the first and third Mondays of the month at approximately 5:00 p.m. Information and the Board's calendar can be found on the Web site www.fhda.edu.

Mission Statement: *The Foothill - De Anza Community College District provides a dynamic learning environment that fosters excellence, opportunity, and innovation in meeting the educational needs of our diverse community.*

Call x6102 for information.

The Chancellor

The Chancellor reports to the Board and represents the Board to the College. The Chancellor has a constituency-based advisory committee: *The Chancellor's Advisory Council.*

Administration

The President reports to the Chancellor and has various campus committees that are used as advisory committees.

Roundtable	—	Mission and constituency-based
Administrative Council	—	Management
President's Cabinet	—	Vice Presidents, Dean of Faculty and Staff, Director of Marketing and a rotating Division Dean
Deans' Council	—	Division Deans
President's Community Advisory Council	—	Community and government leaders

Roundtable

The purpose of the Foothill College *Roundtable* is to advise and consult with the President on college-wide governance issues and institutional planning from a mission-based perspective. *See Appendix I* for ***Roundtable Guidelines.***

The objective of the Roundtable is to ensure open communication, genuine involvement before and while decisions are made, and inclusive participation. Standard meeting agendas allow a brief period for open hearings from any member of the college community on appropriate items. Meeting agenda items are annotated and posted for non-members to be informed and know when to come to participate when desired.

Academic Senate

The Academic Senate, the representative body of the faculty in academic and professional issues, is empowered by Title 5 to make recommendations to the administration of the College and to the Board of Trustees with respect to academic and professional matters. These matters are defined as either falling under primary reliance or joint development. See Board policy #2223.

Primary Reliance encompasses curriculum, program and general education requirements, degrees and certificates, grading policies, standards regarding student preparation and success, and faculty professional development activities.

Joint Development encompasses units for degrees, educational program development, governance structures as related to faculty roles, faculty involvement in accreditation, program review polices, institutional planning and budget development processes.

Other Academic and Professional Issues may be assigned by the Chancellor and the Board.

Each Division elects two representatives to the Senate's Executive Committee which generally meets each second and fourth Monday from 2:00 to 4:00 p.m. All full and part-time faculty are members of the Senate and may serve on the Executive Committee or as officers of the Senate.

Faculty appointments to all College and District committees are ratified by the Executive Committee.

Academic Senate Office:

Location: Administration Building, Room 1925
Hours: By appointment
Telephone: x7202
FAX: x7375
Web: http://foothill.edu/senate

Classified Senate

The Classified Senate participates in the governance of Foothill College to collect, evaluate, and disseminate information for the classified staff; and to represent the collective interests of the classified staff before or on any governance or college committee. See Board policy # 2224.

Telephone: x7923 or x7161
Hours: Mon.—Fri., 8:00 a.m. to 5:00 p.m.,
By appointment

Classified Unions

California School Employees Association (CSEA) and Service Employees International Union (SEIU) and Teamsters are the collective bargaining units for the classified staff. The Teamsters is the collective bargaining unit for the supervisors. The classified unions participate in Foothill governance.

CSEA Telephone Contact: Leo Contreras, x6151
SEIU Chief Steward: Art Hand, x7029
Teamsters Chief Steward: George Robles, x8952

Faculty Association

The Faculty Association of Foothill-De Anza Community College District is the sole collective bargaining unit for faculty. See the current contract for further information on faculty rights and working conditions. The Faculty Association participates in Foothill governance.

Telephone: x7544
Hours: Mon.—Fri., 8:30 a.m. to 5:00 p.m.
FAX: (650)-941-7322

Student Government

The Associated Students of Foothill College (ASFC) elect officers and senators as representatives to the Student Council. They usually meet Thursday afternoons in the Student Council Meeting Room. The Student Council is represented on committees that recommend policies and procedures that have a significant effect on students such as grading, discipline, academic disciplinary policies, curriculum development, course addition/deletion, institutional planning and budget development, standards/policies for student preparation and development, student fees and other issues determined by College and District governing boards.

Telephone:	x7281 or x7062
Hours:	Mon.—Thurs., 8:00 a.m. to 10:00 p.m., Fri., 8:00 a.m. to 5:00 p.m. By appointment

Chapter 4: Instruction

Academic Policies and Procedures

Faculty members are expected to provide instruction at a level of quality, rigor, and currency that is appropriate to their assignment. In addition to their instructional duties and office hours, full-time faculty are encouraged to contribute to the college through participation on college committees, involvement in college governance, other activities, and, in some cases, student recruitment and outreach. These additional contributions generally do not apply to part-time faculty unless one or more are specifically included in the assignment. However, part-time faculty are welcome to increase their level of involvement in the college community by participating in the shared governance process and should see their Division Dean or Academic Senate President for details.

Part-time Faculty – Office Hours

Optional paid office hours are available to eligible part-time faculty. See the current FA Agreement, Article 7.15.

All Faculty

Common practices and procedures include:

1. Maintaining the highest possible standards of classroom instruction:
    - Plan each course carefully and adhere conscientiously to the course outline of record.
    - Prepare course syllabi/Green Sheets and submit them to the Division Office or make them available upon request.
    - Prepare lectures, discussions, laboratories, practice sessions and other student exercises and assignments with due regard to the demands of time and of varying student abilities.
    - Effectively use textbook(s), laboratory and study manuals, audio-visual aids, tests and community resources.
    - Effectively use the full classroom time assigned.
    - Keep abreast of new information in the subject field of the course.
    - Demonstrate willingness to adopt new methods and techniques as they are appropriate to course(s) taught.

2. Demonstrate a holistic interest in the student's education:
   - Discuss with the student his/her problems in both subject matter and study habits.
   - Motivate the student to his/her best possible achievement.
   - Interpret to the student his/her responsibilities to the College, to instructors, to society and to himself/herself.
   - Discuss student problems with counselors and administrators as indicated to improve instructional effectiveness.

3. Engage in a program of professional improvement. Examples include:
   - Participation in courses and conferences related to professional and/or academic area.
   - A record of community service involvement, as appropriate.
   - Other appropriate activities agreed upon between the Division Dean and faculty member.

4. Be familiar with the purposes of the community college as a part of higher education in California and the nation. As appropriate, interpret these purposes to students, colleagues, and the community.

5. Participate in departmental activities involving academic curricular policy and review.
   - Attend department meetings as part of regular responsibilities.
   - Consult with colleagues and administration on academic, curricular, and other relevant matters.
   - Participate in professional development activities.

Class Responsibilities

Class Records

It is critical that records of students, their attendance, drops, adds, and grades be accurately maintained. Students who are not properly registered jeopardize funding. All students attending a class must register by the second class meeting. Be sure to have an accurate count of all registered students by the end of the first meeting. Students who do not pay their fees within five working days of registration will be dropped from their classes by the Admissions and Records office.

Maintaining the Permanent Class List, Attendance, and Grade Record
The Class List is an official school document used to record grades. Since it is the source document for all grade reports, great care must be taken to ensure its legibility and accuracy. It is also used by administrators to explain grades when instructors are not on campus. Please fill in all blanks at the top of the page. *These official school documents are critical in documenting the school's collection of FTES and assigned grades.* ***The importance of these documents cannot be over-emphasized.***

The following calendar has been designed to help the instructor know what class lists to expect from the Admissions and Records Office during the quarter.

Class Lists

WEEK 1 ***Class Lists***

This document serves as the instructor's record until the permanent class list is issued during the fourth week. A copy of the class list must be returned to the Admissions and Records Office by the end of Week 1 indicating no shows**. (The copy should be returned even if there are not any no-shows to report.)**

WEEK 3 ***Census Class Lists***

Return these lists to the Admissions and Records Office. This record submission is mandatory (even if there are no drops on seats taken). These lists constitute the basis of calculation for State apportionment funds. Drops also may be processed on drop cards at times other than census week.

WEEK 4 ***Permanent Class Lists and Attendance and Grade Records***

These are permanent, official documents used to record attendance and grades. Return them to Admissions and Records at the end of the quarter.

WEEK 7 ***Clean-up Class Lists***

These class lists provide another opportunity to indicate drops. Return by the date indicated (usually the end of the 8th week).

WEEK OF FINALS ***Instructor Final Grade Reports***

The grade reports are read by optical scanner and are due at the end of the quarter. A final grade report must be completed for both census and positive attendance courses.

POSITIVE ATTENDANCE COURSES

For your positive attendance courses vs. census courses, you must submit three forms and return them to Admissions and Records.

1. The ***permanent class lists, attendance and grade records*** are the same for the census classes in week 4, above.
2. The ***positive attendance reports*** are optically scanned reports onto which the instructor will transfer hours for every student.
3. ***Instructor final grade reports*** are also optically scanned reports and must be completed for each positive attendance course.

All three forms are due at the end of the quarter.

Grades

Grades assigned in each course are recorded on the student's permanent record, and therefore profoundly affect the student's future. Clear thought and consistency must underlie the instructor's determination of grades. Letter grades are determined in relation to the attainment of set and published objectives for a given course.

All faculty teaching a particular course should be in agreement regarding the objectives and standards of that Division Office's course outlines. Since improved teaching, learning, and evaluation occur when the teacher and student know clearly the objectives of a given course, the instructor should present at the beginning of the quarter an appropriately detailed written summary (Green Sheet) of the specific objectives of the course, the methods of evaluation to be employed, and the standards by which letter grades will be determined. **ONCE GRADES ARE SUBMITTED TO THE REGISTRAR, ONLY THE INSTRUCTOR MAY CHANGE THEM.**

Course Outline of Record

Each course is described by a formal course outline that is adopted by the curriculum committee. The course outline provides the catalog description, expected outcomes, special facilities and/or equipment needed, expanded description of course content, repeatability criteria, methods of evaluation, outcomes, texts, and authorized teaching discipline.

All course outlines are filed in the Division Office in which the course is offered. Please consult the appropriate course outlines in preparing the syllabi/Green Sheets which are given to students on the first day of class.

Faculty members are encouraged to propose new courses and are required by Title 5 to update course outlines on a three-year cycle. For revisions and new course outlines, consult the available ***Curriculum Development Handbook*** for guidelines.

Title 5

At Foothill, in accordance with State and District regulations involving Academic Standards (Title 5), each course must (be):

1. approved by the divisional curriculum committee.
2. offered as described in an outline in official college fields, specifying unit value, scope, objectives, and content in terms of a specific body of knowledge, including required reading and writing assignments, etc.
3. taught in accordance with a set of instructional objectives common to all students enrolled in the course.
4. provide for measurement of standard performance in terms of the stated course objectives.
5. grant units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria.
6. treat subject matter with a scope and intensity that requires students to study independently outside of class time.
7. require, when the divisional curriculum committee deems appropriate, entrance skills and consequent prerequisites for the course before students are enrolled.
8. substantiate the Curriculum Handbook "Establishing Pre-requisites and Co-requisites, Advisories and Other Limitations on Enrollment," Curriculum Handbook Supplement, June 2000.
9. require, in order to participate in the course, the ability to think critically and to understand and apply concepts at levels determined by the curriculum committee to be college level.
10. require learning skills and a vocabulary which the Curriculum Committee deems appropriate for a college course.
11 require that educational materials used be judged by the curriculum committee to be college level.
12. allow repeated enrollment only as permitted by State regulations. (Generally, no repeats are allowed in academic courses in which a "C" grade or higher was earned).

Academic standards and criteria for courses not applicable to the Associate Degree may be obtained from all Division Offices and in the Office of Instruction.

Grading System

Letter grades or P/NP marks are earned on each course and are recorded on the student's permanent record. A state-wide mandate changed Foothill College's grading policy, effective July 1981. Beginning Fall 2006, faculty may use plus/minus symbols. See the Academic Senate website (www.foothill.edu/senate/) for specific details.

Grades and symbols used:

A Excellent
B Good
C Satisfactory
D Passing; less than satisfactory (In courses that are prerequisite, such as Math, English, Foreign Language, etc.), a "D" grade will block progress to the next level.
F Failing
I Incomplete-Cannot be issued prior to the end of the 8th week. The "I" symbol can only be assigned for incomplete academic work due to an unforeseeable emergency and justifiable reason.
W Withdrawal—Issued to a student who withdraws from class after the deadline. Prior to the deadline, no mark will appear on the student's record. After the 8th week, a grade symbol must be assigned.
IP In Progress—For classes that extend over more than one quarter. Students must re-register for the class the next quarter.
P Pass—At least a "C" or better in a class offered on a Pass/No Pass basis.
NP No Pass—Less than a "C" in a class offered on a Pass/No Pass basis.
RD Report Delayed—Assigned by the Registrar.

Summary

Incomplete (I)

Incompletes may be issued to a student after the 9th week if the academic work is incomplete due to unforeseeable, emergency, and justifiable reasons. A student must request that the instructor assign an "Incomplete." The instructor then completes an incomplete contract (available in the Division Offices) with the student that contains the reason for assigning the

incomplete, outlines the conditions for the removal of the incomplete, and states the grade assigned in lieu of the removal of the incomplete. The student has up to one year to complete the incomplete (faculty may choose less). ***After the arranged period, assuming no completion, the incomplete automatically changes to the assigned grade (or F if none given) if no further changes are made.***

Withdrawal (W)

No grade symbol will appear on a student's record if the withdrawal occurs on or before the end of the 4th week. The "W" symbol will be used to indicate withdrawal from class from the 5th week to the end of the 8th week. **From the 8th week to the end of the quarter, a grade symbol other than "W" must be used. In most cases, the grade issued for a withdrawal after the 8th week will be an "F."**

In Progress (IP)

The "IP" should be used only for those courses that extend beyond the normal end of an academic quarter or quarters. A student enrolled in an open entry/open exit course is eligible to receive an "IP." The student must re-enroll and complete course requirements the subsequent quarter, at which time the final grade will be assigned.

Pass (P) and No-Pass (NP)

Certain courses are designated in the catalog as being Pass/No Pass. In addition, students may elect before the end of the fourth week to take any course on a Pass/No Pass basis. They do so by submitting a Pass/No Pass grade to Admissions and Records. If the grade awarded is "A," "B," or "C," "P" will appear on the student's record. If "D" or "F" is awarded, "NP" will appear. Students selecting the "P/NP" option must complete all course requirements and exams and be evaluated on the same basis as students taking the course for a letter grade.

Progress Probation

After attempting at least 12-quarter units, a student will be placed on "Progress Probation" when the number of units of a grade of "W," " I," and "NP" reaches or exceeds 50% of total units attempted. After three consecutive quarters of probation, the student is subject to disqualification.

Academic Probation

A student who has attempted 12 or more quarter units and whose cumulative GPA is less than 2.00 will be placed on "Academic Probation." After three consecutive quarters of probation, the student is subject to disqualification.

Credit by Examination

Students occasionally request the right to get credit for a course by examination only. To do this, students must consult with the Division Dean for the discipline in which they wish to receive credit. If Credit by Examination is approved by the Dean, students can take the final exam for the course during the first week of classes.

Quarter Grade Reports

Grades are available through the automated telephone system at (650) 917-0509. Grades and unofficial transcripts may be viewed online through the Apply and Register Internet Grade Retrieval Link. Students should sign-in and select View Your Grades or Unofficial Transcript under Student Records. Students should consult the schedule of classes for details. If students would like to have a copy of their grades, they need to provide the Admissions and Records Office with a written request and a stamped, self-addressed envelope.

Audit Request Procedures

A number of Foothill classes are available for audit. To be eligible, students must have already taken and completed the class at Foothill the number of times permitted and received a grade of C or better. Audit requests must have the instructor's signature before submitting the request to Admissions and Records. Auditors are admitted on a space-available basis.

Chapter 5: Registration, Enrollment and Auditing

Registration Information

It is critical that accurate records of students, their attendance, drops, adds, and grades be maintained. Students who are not properly registered jeopardize our state funding. Be sure to check your clean up roster at the third week for any dropped students. Please send them to Admissions and Records to make payment or to clear their records.

All students attending a class must register by the second class meeting. Be sure to have an accurate count of all registered students by the end of the first meeting.

Registration

All currently enrolled students are eligible to use telephone and Internet registration approximately one week before new and returning student telephone registration begins. Registration priority is based on the number of units completed within the district. Telephone and Internet registration begins approximately four to six weeks before the start of the quarter.

Add/Drop Period

To enroll late (during the first two weeks of the quarter) or to add a class, students must obtain the signature of the instructor or an add code from the instructor as approval to enroll in classes. Schedule change cards with signatures must be processed at Admissions and Records. Add codes allow students to enroll via phone or Internet. A printout will be given to the student as proof of enrollment. If students do not have prerequisites, they will be blocked from enrolling. After the 2nd week, a student will need the instructor's verification that he/she attended during the first two weeks in order to add the class.

The 20 Rule

The following outline covers the "20 Rule" that governs class enrollment.

- All classes must have a minimum of 20 REGISTERED students.

- However, a 20 minimum is not to be construed as the maximum.
- Classes with fewer than 20 are subject to cancellation before the beginning of the quarter.
- Classes with 20 students but far from the expected class size, which may be 100, are also subject to cancellation before the beginning of the quarter.
- Exceptions to the "20 Rule" are classes that are second or more in a course sequence, experimental classes, classes that serve a special population or clientele. A decision will be made on what constitutes "special" on a case-by-case basis.
- Cancellation procedures generally will be more rigorous for courses with multiple sections than for single-section courses.
- Instructors should be assigned in the most efficient, and therefore productive, manner possible. That is, very low-enrolled classes should not be protected just because they are taught by a full-time instructor as part of load. Such instructors may be better utilized in assisting Division Deans in selected administrative tasks.

Audit Request Procedures

- To be eligible to audit a class, the student must have already taken and completed the class the maximum number of times permitted and received a grade of "C" or better (see the College Catalog).
- All student class audit requests must have the signature of the instructor before the student submits the request to Admissions and Records.
- There is an audit fee of $10.00 per unit. If the student is presently enrolled in six or more units, fees for the first three units of audit are waived.
- Approved audit requests will be accepted beginning the second week of class.
- Audit forms are in the Admissions and Records Office.

Classes Eligible for Auditing

Biological Sciences
Consent of instructor and Division Dean. Lab classes may not be audited.

Business and Social Sciences
All classes available.

Computers, Technology, and Information Systems
Consent of instructor and Division Dean.

Language Arts
All classes available.

Physical Sciences
Only non-lab courses are available.

Examination Procedures

Supervision of Examinations: Instructors are responsible for the supervision of all exams given in their classes and are to be present and actively monitoring the exams.

Examinations: Examinations are given at the discretion of the instructor. Numerous entries of student work in the class record are highly desirable, as a sound basis is needed for determining which students are to receive early notice of unsatisfactory work.

Dead Week: The five calendar days prior to final examinations are to be used for academic study and review in and out of class. All student activities cease. During this period, part of the final examination may be given in those courses that require additional time for the final examination.

Final Examinations: All finals must be taken or must be due during the final exam week. **Faculty must be present at their scheduled final exam days and times.** Final examinations are given in all courses except Physical Education activities, Counseling 50, and tutoring courses according to a schedule printed in the *Schedule of Classes*. Each scheduled final examination period is two hours in length. If stated in the syllabus, failure to take the final may result in the grade F for the entire course. ***No instructor may give a final examination at a time other than that listed in the final examination schedule except as pre-approved in writing by the Division Dean.***

Examination Schedule: Students are responsible for taking all assigned final examinations as they are listed in the final examination schedule. Faculty members will state in their syllabi the hour and day on which the examination for each class will be given.

Special Examinations: Special final examinations to ***individual*** students are given only under one of the following three conditions:

- before the scheduled time by arrangement with instructor.
- after the scheduled time to make up an "Incomplete."
- in order to comply with ADA and Section 504 regulations.

Posting of Examination Scores: Examination scores or grades are posted for the information of students. The identification of individual scores should be made by a specially assigned student number (not social security number or numbers which correspond to alphabetical order of surname) rather than by name to stay in compliance with the Federal Privacy Act and avoid embarrassment to any individual.

Syllabi/Green Sheets

Generally known as "Green Sheets," regardless of their color, syllabi are to be passed out to each student on the first day of class. They serve the dual purpose of informing the student and protecting the instructor. To the extent that faculty expectations, attendance and grading procedures are specified in writing, misunderstandings and disagreements will be kept to a minimum. The most frequent student complaints about a course usually originate from the absence of a "Green Sheet."

As there is no prescribed format, Syllabi/Green Sheets vary greatly.
However, each Syllabus/Green Sheet *must include all* of the following:

- **all course requirements, papers, quizzes, examinations, etc.**
- **how the course grade will be determined.**
- **attendance requirements.**
- **student assignments.**
- **required texts and materials.**
- **office hours.**

Faculty members *must* submit Syllabi/Green Sheets to the Division Assistant for the Division files or make them available upon request.

Textbooks

Official textbooks are selected by the instructor. The bookstore provides textbook requisitions to Division Offices. In some cases faculty teaching different sections of the same course work together to select the same textbook.

Orders for official textbooks and supplementary materials are placed by the faculty through the bookstore's website (http://books.fhda.edu)

Requests for desk copies of official textbooks are made to the publisher by the individual instructor at the time texts are ordered. Each instructor should have a desk copy of each textbook adopted for the courses to be taught.

An instructor may purchase copies of textbooks from the Bookstore. A refund will be given when the instructor receives the publisher's desk copy and then returns the unmarked student copy to the Bookstore.

Chapter 6: Classroom Regulations and Procedures

Early Alert

The Foothill matriculation plan outlines a system to monitor and support the success of all new non-exempt students. The system, called Early Alert, involves the integration of instruction, counseling, data processing, skills assessment, and research. Students identified through Early Alert will receive assistance to prevent probation and/or disqualification. The Early Alert forms are available to faculty in their Division Offices and are to be filled out with the student present.

Field Trips

- The field trip destination should be specifically described on the Field Trips/Excursion Request Form, which is to be submitted to the Office of Instruction and Educational Resources.

- Forms for Local field trips under 24 hours must be submitted at least two weeks prior to the trip. Out-of-state or out of continental United States field trips that are over 24 hours must be submitted at least one month prior to departure to assure time for appropriate approvals and signatures.

- The field trip request is for the instructor's protection. Without such a form, approved and on file, while on a trip, an instructor may be personally liable for any accident or injury incurred by any of the students, including students driving to and from the field trip site.

- Faculty should not arrange for field trips that involve commercial transportation, but instead must make arrangements through a licensed travel agent and the Risk Management Department to avoid personal liability.

- Faculty may not in any way coordinate the transportation of students to the field trip destination (including coordinating carpools).

- Board policy states that field trips cannot be required if they are not already listed in the *College Catalog* (not just the *Schedule of*

Classes). However, if an instructor wishes to take a field trip not listed in the catalog, it must be optional. Students who choose not to go should be given an out-of-class assignment.

Forms that must be completed for fieldtrips/excursions are outlined below. The forms are self-explanatory and may be used for various dates as long as they are for the same class or club. Forms are available from your division/department and through District Stores.

Student Field Trips/Excursion Forms

Coversheet Fieldtrips/Excursions Form
Instructor/staff must fill it out and submit it to the Division Dean/Dept. Head two weeks prior to the event.

Voluntary Acceptance* of *Risk
All adult students must fill out this form and submit it to the instructor/staff. Completed forms should be submitted with coversheet to the Division Dean/Dept. Head two weeks prior to the event.

Minor Voluntary Acceptance* of *Risk Form
If the student is a minor, his/her parent/guardian must fill out the form and submit it with the completed coversheet to the Division Dean/Dept. Head two weeks prior to the event.

Charter Request Form
If a chartered vehicle is used, the instructor or staff member must complete this form and submit it to the Division Dean/ Dept. Head for approval. The completed form should be submitted to Purchasing Services.

Volunteer Roster Form
This form is to be completed by the instructor or staff member and any volunteers who may be traveling with the field trip/excursion group.

Travel Agent Agreement Form
If a travel agent is used, the agency must complete this form and forward it to the Vice Chancellor of Business Services for a signature.

Specific questions regarding fieldtrips and excursions may be directed to Risk Management at x6146.

Social Events

Some instructors may elect to have a class get-together socially at the end of the quarter. If such an event is desired, it must be scheduled after the meeting period for the final exam. Such gatherings become private affairs rather than part of the college's class. *Please note* that any social events in Foothill College classrooms may not have any alcoholic beverages, regardless of the age of the students.

Student Conduct

Faculty Role

Faculty have the authority to: 1) deny access and/or exclude a student from a course, program, or activity on the grounds that the student is failing to meet the requirements of the course, program, or activity; 2) evaluate the work of students in courses, programs, and activities; 3) dismiss a student for a specified period of time from any course, program, or activity if a student fails to satisfactorily meet the college's expected student behavior standards as outlined in the *College Student Handbook, Beyond the Classroom*. Faculty's expectation for students should be clearly outlined on the class "Green Sheet." For guidance on student discipline, please contact the Program Coordinator, the supervising dean, or the Dean of Student Affairs and Activities.

Attendance Regulations

Students are expected to maintain regular and prompt attendance and participate in all class activities unless absent because of a genuine emergency, illness, or college-related activity.

Instructors will consult with students who miss class due to an unexpected emergency or illness. An instructor may use his/her discretion in excusing the absence. Students should expect to receive ***grade penalties*** and even be dropped from a class, at any time, when absent for unnecessary reasons.

Instructors should report, at any time, to the counselors (Counseling Referral Report) a student whose attendance is so irregular as to cause concern about his/her health or his/her attitude toward college work.

Tardiness
The penalty for tardiness is left to the discretion of the instructor and should be announced at the beginning of the quarter. Tardiness should not be marked as absence in attendance reporting. Instructors should confer with students when tardiness or poor attendance is damaging their grade. Each instructor's policy on dropping students should be made known to the students at the beginning of the quarter.

It is the student's responsibility to officially drop a class after notifying the instructor. Students should be reminded of this early in the quarter. If, however, a student does not officially drop a class, the instructor should drop the student when, in the judgment of the instructor, the student has ceased to attend class or when the number of absences prevent the student from meeting the objectives of the course.

Students may be dropped by recording the drop on the 3rd week Student Census Lists, on the clean-up list, or by a drop card that can be obtained in the Admissions and Records Office or in the Division Office.

Note: The date of last attendance should be the date the instructor decides to drop a student in accordance with the instructor's attendance policy and not the date the student last attended class.

Academic Honor Code

(on the web at http://www.foothill.edu/services/honor.html)
The *Academic Honor Code* assumes that all students will pursue their studies with integrity and honesty. However, all students should know that incidents of academic dishonesty are taken very seriously. When students violate the honor code, a process is begun that may result in severe consequences. The following is from the Academic Honor Code found in the Student Handbook.

What is Academic Dishonesty?
The two most common kinds of academic dishonesty are cheating and plagiarism. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means. Plagiarism is representing the work of someone else as your own and submitting it for any purpose. It is the student's responsibility to know what constitutes academic dishonesty. Interpretations of academic dishonesty may

differ among individuals and groups. However, students are expected to refrain from the behavior outlined below. If they are unclear about a specific situation, they should speak to their instructor. The following list identifies some of the activities defined as academic dishonesty:

Cheating

- Copying, in part or in whole, from someone else's test.
- Submitting work presented previously in another course if contrary to the rules of either course.
- Altering or interfering with grading.
- Using or consulting, during an examination, any sources, including consulting with others, use of cell phones, PDA or materials not authorized by the instructor.
- Committing other acts that defraud or misrepresent.

Plagiarism

- Incorporating the ideas, words, sentences, paragraphs or parts of another person's writings without giving appropriate credit, and representing the product as your own work.
- Representing another's artistic/scholarly works (such as musical compositions, computer programs, photographs, paintings, drawings or sculptures) as one's own.
- Submitting a paper purchased from a research or term paper service, including Internet.
- Undocumented web source usage.

Other Specific Examples of Academic Dishonesty

- Purposely allowing another student to copy from his/her paper during a test.
- Sharing homework, term paper or other academic work with another student to plagiarize.
- Having another person submit any work in the student's name.
- Lying to an instructor or college official to improve a grade.
- Altering a graded work after it has been returned then submitting the work without regarding the instructor's permission.
- Stealing tests.
- Forging signatures on drop/add cards or other college documents.
- Collaboration without permission of instructor.

Consequences of Academic Dishonesty

Academic and/or administrative sanctions may be applied in cases of academic dishonesty. Depending on the seriousness of the infraction, the student may:

- receive a failing grade on the test, paper, or exam;
- have a course grade lowered;
- get an "F" in the course;
- be placed on disciplinary suspension;
- be expelled.

The Office of the Dean of Student Affairs and Activities maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students reported for academic dishonesty more than once. A copy of the due process procedure for students and faculty is printed in the handbook for each of these groups, and copies are available in the Dean of Student Affairs Office. Online report forms are available at http://www.foothill.edu/staff/forms.html

To ensure that the ***Academic Honor Code*** is understood and its principles of academic integrity are incorporated into the classes you teach, the following procedures are suggested:

Teach students what plagiarism is and how to avoid it -- discuss plagiarism by giving examples.

Discuss the academic dishonesty policy at length -- at the beginning of each quarter instructors can distribute a copy of the *Academic Honor Code* to the students, discuss how it applies to the class, and have the students sign a statement that they read and will abide by the Honor Code. References to and sections from the *Academic Honor Code* can be quoted in the course "Green Sheet."

Create meaningful assignments -- make sure assignments support the course objectives and relate to the skills you want students to learn; this will encourage good work.

Create clear parameters for assignments -- don't leave them open-ended.

Limit sources -- if you want students to incorporate outside sources in their work, choose a few authors or journals that they can use.

Review documentation style -- discuss your discipline's documentation style

Hand out a model paper to emulate -- you may want to point out examples of correctly paraphrased and quoted passages.

Require students to turn in copies of their sources.

Take advantage of services to identify plagiarism and Internet search engines. Contact x7109 for an account.

Penalize those who plagiarize.

Create consistent policies and follow them.

Student Conduct, Discipline, and Due Process

On the web at http://www.foothill.edu/services/conduct.html

A student disruption may occur for a variety of reasons. There are resources on campus to help, depending upon the nature or the type of disruption. The first step is to contact the Division Dean who will help determine whether it will go to the Dean of Student Affairs and Activities.

In case of medical emergency, call Campus Police at **911**; a simultaneous alert to Campus Police and Health Services will be activated.

Students at Foothill College are, by Board policies, afforded certain rights and privileges and at the same time assume certain responsibilities. The student looks to his/her college and its several agents and agencies i.e., student government, administration, faculty, and staff to protect those rights.

To encourage responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, and admonition. In the exceptional circumstances when these preferred means fail to produce student acceptance of responsibility commensurate with student freedom, due process shall be observed to protect the student from the unfair and arbitrary imposition of serious penalties.

In such instances, the college community will take action as the particular occurrence, judged in the light of attendant circumstances, seems to require. The goal of such action shall be educational rather than retributive or punitive. However, appropriate disciplinary action will be taken when circumstances so indicate. As legally required, students are advised in ***Schedule of Classes*** and the student handbook, ***Beyond the Classroom,*** the following categories of behavior shall constitute "good and sufficient cause" for disciplinary action.

- ***Dishonesty,*** such as cheating, plagiarism, or knowingly furnishing false information to the college.
  Appropriate faculty and staff response: See Academic Honor Code or speak to your Division Dean or supervisor.

- ***Forgery,*** alteration, or misuse of college documents, records, or identification.
  Response: See your Division Dean or supervisor.

- ***Obstruction or Disruption*** of teaching, research, administration, disciplinary procedures, or other college activities, including its public service functions, or of other authorized activities on college premises.
  Response: See your Division Dean or supervisor first; call College Police (x7313 or 911) *if* necessary; see "**Dropping Disruptive Students"** below. Be sure to report incident to the Dean of Student Affairs (x7241).

- ***Physical Abuse of Any Person*** on college-owned or controlled property or at college-sponsored or supervised functions, or conduct that threatens or endangers the health or safety of any such person.
- ***Response:*** Call Campus Police (x7313 or 911).

- ***Theft or Damage*** to property of the College or of a member of the college community or campus visitor.
  Response: Call Campus Police (x7313 or 911).

- ***Unauthorized Entry*** *To or Use of College Facilities.*
  Response*:* Call Campus Police (x7313 or 911).

- ***Violation of College Policies or Campus Regulations*** including campus regulations concerning the registration of student organizations, use of college facilities, or the time, place and manner of public expression.
  Response: See the Dean of Student Affairs and Activities (x7241)

- ***Use, Possession, or Distribution on District Premises of any***
  - narcotic or dangerous drugs, such as marijuana and lysergic acid diethyl amide (LSD) or
  - alcoholic beverages.

  Response: See the Dean of Student Affairs and Activities (x7241), or Campus Police (x7313 or 911).

- ***Disorderly Conduct or Lewd, Indecent, or Obscene Conduct or Expression*** on college-owned or controlled property or at college-sponsored or supervised functions.
  Response*:* Call Campus Police (x7313 or 911).

- ***Willful Disobedience.***
  Response: See your Division Dean first; or call Campus Police (x7313 or 911) for immediate intervention. See also **"Managing Disruptive Behavior"** and **"Dropping Disruptive Students"** below. Please report incident to Dean of Student Affairs (x7241).

- ***Other Acts or Omissions*** defined as illegal under civil or criminal law.
  Response: See Campus Police (x7313 or 911).

Smoking, Alcohol and Illicit Drugs

- Foothill is a smoke-free campus. Smoking is prohibited on all campus property, with the exception of designated parking lots.

- The District is in compliance with federal law in the statement

  "The unlawful possession, use, or distribution of any illicit drug or alcohol by students on district property or at any District activities or events is prohibited."

- Health Services at Foothill, x7243, can provide students with information on referrals to drug and alcohol counseling, treatment, and rehabilitation programs.

- It is district policy to impose appropriate disciplinary sanctions, including completion of a rehabilitation program, suspension, or expulsion, on employees and students for unlawful possession, use, or distribution of illicit drugs or alcohol. Standards of conduct for students and applicable sanctions are found in the Foothill Student Handbook, ***Beyond the Classroom*** (copies available through Student Activities).

Disruptive Student Behavior

The College is mandated to provide educational opportunities to adults of all ages who can profit from instruction. Examples of student reactions that are disruptive include:

- making ***verbal threats*** or verbally abusing faculty, staff or students on campus.
- ***physically threatening*** or assaulting people on campus.
- **willfully** ***damaging college property.***
- ***using drugs or alcohol*** on campus.
- habitually ***interfering with the learning environment,*** with verbal or nonverbal expressions.
- persistently making ***inordinate demands for time and attention*** from faculty or staff.

Faculty Response

Examples of on-the-scene coping actions of faculty or staff are:

- showing encouragement and attention to a student's constructive actions, anticipating that as these increase, disruptive actions will diminish.
- defer taking action, hoping that the disruptive behavior will decrease.
- providing additional academic help.
- disarming an angry student by not responding in ways that will escalate the situation, and responding helpfully by listening, paraphrasing, repeating, focusing on specific, immediate issues, moving into constructive agreements, and actions, etc.

- acknowledging a student's feelings and responding constructively to them.
- communicating your own feelings, needs, expectations (of a student), and limits.
- teaching the student appropriate problem-solving and social skills.
- suggesting (privately) appropriate on-campus and community resources that could help the student.
- accompanying a student to make initial contacts with an on-campus or community resource.

Managing Disruptive Behavior

- In an emergency where physical safety is endangered, call **CAMPUS POLICE at x7313 or 911.**
- Many instances of disruptive behavior can be managed by the instructor or staff, and no reporting is necessary.
- ***If the student's behavior seems likely to remain disruptive, it is wise to document the incident in writing*** by reporting it to the Dean of Student Affairs and Activities (x7241). Please do this even if you or a staff member may wish to attempt to handle the situation personally. Do try to resolve the issue within the Division with help from your Dean before requesting help from the Student Affairs Office.
- If the student is so disruptive that you need to remove the student from class, call campus police. Instructors have the authority to dismiss the student from two class periods (see **"Dropping Disruptive Students"** below). During this period, you must notify the Dean of Student Affairs and Activities. You must also inform your Division Dean.
- If the instructor or staff does not wish to manage the situation and feels the situation is best resolved by police, call Campus Police (x7313 or 911 in an emergency). Call Campus Police if criminal behavior is involved, or if the student is endangering self or others.

If faculty or staff feel the situation could be best handled by administrative response:

Call your Division Dean immediately. You may also call Psychological Services x7241 or x7668 or a counselor x7423 for consultation about or with the student. For immediate help, call Psychological Services x7241 or x7668, or any dean. ***Be sure to report the incident to your Division Dean.***

Dropping A Disruptive Student

Occasionally, in the classroom and/or lab there will be a disruptive student whom the instructor wishes to drop from the class. The following is a review of the instructor's rights and responsibilities regarding dropping students in accordance with the Education Code.

- Instructors ***may*** drop a student from their class because of absences, but they should have announced their drop policy to their classes at the beginning of the quarter. Instructors may also drop students by mutual consent between instructor and student.
- An instructor can also "...dismiss a student for a specified period of time... if a student fails to meet satisfactorily the college's expected student behavior standards..." According to Education Code, Section 76032 and 76033,instructors have the right to remove students "for good cause" from their classes for the day of the removal and the next class meeting. However, the instructor must then immediately report this removal to a designated chief administrative officer, in our case the Dean of Student Affairs and Activities, for any further appropriate action, such as long-term suspension or expulsion from the class. As an instructor, you do not have the legal right to suspend a student for more than one class session after the day of removal. Therefore, if the student is a disruption or a danger to others, immediately call the police if their help is needed. Then do not delay notifying your Division Dean and the Dean of Student Affairs and Activities. This will ensure swift appropriate action legally to remove the student from class or campus, without making the College susceptible to a lawsuit.
- An instructor may not legally suspend or expel a student without due process. In all cases when a student is to be excluded from class "for good cause," immediately notify the Dean of Student Affairs and Activities to ensure that legal requirements are met.

Procedures - Non-Academic Offenses

Procedures can be obtained from the Dean of Student Affairs and Activities.

What To Do?

Assess the problem, analyze the severity, know the process, and take a definite step.

- Do not escalate a situation.
- Curtail abusive behavior immediately.
- Document the offense in writing.

The Law

Students are not exempt from the law.

- If any faculty member views a crime and does not report it, he or she has committed a misdemeanor, which is a $200.00 fine.
- Sections 626.4 and 626.6 of the Penal Code provide for withdrawal of consent to remain on campus for reasonable cause.
- Section 66017 of the Education Code provides for the right to exclude.

Process

Any disruption should be reported to the Dean of Student Affairs and Activities. Call Police if necessary.

- A written complaint should be made of the incident
- The student meets with the Dean and an appropriate process is worked out according to established guidelines.
- Due Process begins (see below).

Due Process Procedures at Foothill College

(on the web at http://www.foothill.edu/services/conduct.html

1. ***Beginning***

   The Dean of Student Affairs and Activities shall determine if there is sufficient reason to begin disciplinary action. The Dean shall determine this based on the information available and the terms of one of these procedures:

   - No action should be taken.
   - The question is properly addressed under the jurisdiction of other agencies of the college.
   - Sufficient reason exists to begin disciplinary action, and a conference will be scheduled with the student as soon as possible.

   When a due process complaint is initiated by a faculty member, the Dean of Student Affairs and Activities is charged with informing the faculty member at each stage of the process, including upcoming hearings and all outcomes.

2. ***Pre-hearing Meeting with Student***

Before a disciplinary conference, the Dean of Student Affairs and Activities or a designee shall take all the following steps:

- Inform the student of the alleged offense, and the general substance of the evidence against him/her. The Dean should confirm this information in writing.
- Inform the student of the disciplinary sanctions that the College or District may impose.
- Outline the appeal review process available under these procedures.
- Advise the student that he/she may select an adviser/advocate, but not an attorney, to represent or assist him/her.
- Provide the student with a copy of these procedures.

3. ***Written Material for Student***

Before a disciplinary hearing or before meeting with the Board of Trustees the Dean of Student Affairs and Activities designee shall:

- Provide the student with a copy of these due process procedures.
- Send by certified or registered mail a letter informing the student of all information offered above in the pre-hearing meeting, and if the Board of Trustees is to be informed of disciplinary action toward the student, the student must be informed that the disciplining agent will address the Board of Trustees about the issue in a closed meeting, but that the student may request an open meeting.

4. ***Hearing and Conference***

According to the 14th Amendment, when conflict arises, **Due Process** ordinarily requires:

- notification of the charges
- a hearing
- an opportunity to defend with knowledge of adverse evidence
- the names of adverse witnesses
- that substantial evidence support any disciplinary action taken.

Therefore the Dean of Student Affairs and Activities or designee shall:

- Have an appropriate manager or counselor as an adviser during the conference and other members as appropriate. This shall constitute the "campus body" for a student hearing and

conference. However, the student must have appropriate opportunity for defense, which may require those who allege misconduct on the part of the student. The student does not have the right to compel accusers to attend, so long as the student is given opportunity to deny the evidence presented. However, the student should be given all documented evidence that will be presented at the hearing, and should receive this in advance to let him/her prepare the case. The student may invite witnesses to support his/her case.

- Record the conference stenographically or mechanically.
- Provide ample opportunity for the student to both understand and respond to the allegations against the him/her.
- Inform the student of the proposed discipline (if any) at the end of the meeting.

If, after adequate notification, a student fails to appear at a conference called by the Dean of Student Affairs and Activities' designee, the process of determining appropriate action will continue as if the hearing and conference had been held.

5. ***Suspension***

If the proposed discipline involves suspension or expulsion, the Dean shall forward this recommendation to the College President. The College President may accept, modify, or reject the findings, decisions, and recommendations of the hearing and conference body. The decision of the College President shall be final.

6. ***Expulsion***

In the case of expulsion, the College President shall render a written recommendation decision to the Board of Trustees. The Board of Trustees shall consider any recommendation from the College President for expulsion at the next regularly scheduled meeting of the Board after receipt of the President's recommendation.

The Board shall consider an expulsion recommendation in closed session, unless there is compelling reason to do otherwise. The Board may accept, modify or reject the findings, decisions and recommendations of the College President. The decision of the Board shall be final.

Working with Students with Disabilities

Adapted from materials developed by Patricia Carlton, Jennifer Hertzfeld, and Ann Yurcism The Ohio State University Partnership Grant Improving the Quality of Education for Students with Disabilities

Introduction

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of disability. Creating equal educational opportunities is a collaborative effort between the student, the faculty member, and the Disability Resource Center.

Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA) of 1990 protect students with disabilities from discrimination that may occur as a result of misconceptions, attitudinal barriers, and/or failure of the institution to provide appropriate accommodations, auxiliary aids, or services. Examples of accommodations and auxiliary aids include, but are not limited to: qualified interpreters, note takers, extra time for exams, and educational materials in alternate format (i.e. Braille, audiotape, electronic format, enlarged print).

Faculty Rights and Responsibilities

Faculty Have the Right To:

Documentation

• Request verification of a student's eligibility for any requested accommodations. Such verification will be in the form of a referral or memo written by a professional from the respective campus's disability services office and delivered by the student or mailed directly to you. The Disability Resource Center is the only office designated to review disability documentation and determine eligibility for appropriate accommodations. Faculty may not view this documentation.

Accommodations

• Expect the student to initiate accommodation requests.

• If the student is taking his/her tests at the Disability Resource Center, expect the disability services personnel to administer exams in a secure and monitored environment.

Faculty Have the Responsibility To:

Accommodations

• Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on the basis. Students with disabilities should meet the same course expectations as their peers.

• Provide accommodations only to students who are registered with the Disability Resource Center. It is NOT your responsibility to provide accommodations to students who are not registered with the disability services office.

• Use a syllabus statement and class announcements to invite students to disclose their needs. A fact sheet on syllabus statements is available from the Disability Resource Center and at www.osu.edu/grants/dpg/.

• Act immediately upon getting a student's request for accommodations by contacting the Disability Resource Center (if unsure about request), by providing the service or by meeting with the students to complete test accommodation paperwork. These forms facilitate exam accommodations and should be completed by the student and faculty member collaboratively. The student is responsible for returning them to the respective campus Disability Resource Center. If you have questions, contact the disability services office on your campus.

• If a student needs alternative media, please provide the Disability Resource Center with syllabi, textbooks, course packets etc., well before classes begin (5 weeks prior to the start of the quarter is recommended) in order for students with disabilities to use alternative media when all other students have course materials. With such timely consideration, students with disabilities who have alternative media needs for accommodations and instructional access will be best served. Converting print materials is both labor and time intensive. Alternative media may be print material in Braille, on audiotapes, scanned onto discs, or enlarged.

• Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the VCR equipment used has captioning capabilities.)

Confidentiality

• Treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as test accommodation forms or emails regarding student disability-related information in a protected location.

Communication

• Clearly communicate your testing procedures with the student and with the Disability Resource Center by completing test accommodation forms upon request.

• Consult with students with disabilities and the Disability Resource Center in providing appropriate accommodations

PLEASE NOTE: Faculty do NOT have the right to ask students if they have a disability. For those students with documented disabilities, faculty do NOT have the right to ask about the nature of the disability. However, if students choose to disclose their disability, this information must be treated confidentially.

Student Rights and Responsibilities

Students Have the Right To:

Confidentiality

• Expect all disability-related information to be treated confidentially.

Accommodations

• Receive appropriate accommodations in a timely manner from faculty or Disability Resource Center. Students should have the opportunity to meet privately with faculty to discuss needed accommodations and any other concerns. Please keep in mind that the Disability Resource Center is the only office designated to review disability documentation and determine eligibility for appropriate accommodations.

• Appeal decisions regarding accommodations and auxiliary aids. For more information, see the student handbooks produced by Disability Resource Center on campus.

<u>Students Have The Responsibility To:</u>

Documentation

• Provide the Disability Resource Center with appropriate documentation of the disability.

Confidentiality

• Go to the instructor's office hours or make an appointment with the instructor to facilitate privacy when requesting accommodations.

Accommodations

• Initiate requests for specific accommodations in a timely manner, preferably early in the quarter.

• Follow procedures with faculty and the Disability Resource Center in order to receive the appropriate accommodations. When arranging for exam accommodations at the Disability Resource Center, first pick the proper forms. Then meet privately with the instructor to collaboratively fill out the forms. Once the forms have been completed, return them to Disability Resource Center will before the actual date of the exam.

• Inform the Disability Resource Center of the materials needed in alternate format as soon as possible.

• Notify faculty/Disability Resource Center immediately when an accommodation is not being provided completely or correctly.

• Notify faculty/Disability Resource Center immediately when a decision has been made to not use an accommodation or the accommodation is no longer needed.

• Provide for their own personal independent living needs or other personal disability-related needs. For example, coordinating services of personal care attendants or acquiring homework assistance are student responsibilities and are not the responsibilities of the Disability Resource Center.

Communication

• Act as his or her own advocate. Work with counselors to develop advocacy skills and communicate specific needs and accommodations to faculty.

Rights of the Disability Resource Center Office

Documentation

• Receive the appropriate documentation from the student prior to the services being initiated.

Accommodations

• Expect students and faculty to work cooperatively with the Disability Resource Center to facilitate academic accommodations.

• Deny unreasonable academic accommodations, adjustments, and/or auxiliary services. Accommodations can not impose undue hardship to, or fundamentally alter, a program or activity of the college.

• Deny academic accommodations/services if appropriate documentation has not been provided.

The Responsibility of the Disability Resource Center Office

Documentation

• Collect, evaluate, securely house disability documentation and determine eligibility for services.

Confidentiality

• Treat and protect all disability-related information as confidential medical information.

• Meet with the student privately in an accessible location to discuss disability-related needs.

Accommodations

• Administer exams as directed in a secure and monitored environment.

• Provide appropriate accommodations in collaboration with the instructor and student.

• Provide print materials in accessible format once the faculty member and student identifies them.

Communication

• Communicate procedures clearly to the student and the faculty.

Advocacy

• Assist students with disabilities in understanding their strengths and functional limitations. Provide them with the skills to become self-advocates.

Chapter 7: Instructional Services

Articulation

On the web at http://www.foothill.edu/transfer/articulation.html

When the word "articulation" is used in education, it often has different meanings. In this context, the term refers to course articulation—that is the formal process of developing a formal written and published 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". The actual process of developing and reviewing curriculum and coursework rests with the faculty at each institution. The Articulation/Curriculum Officer, who is a faculty member, facilitates this process at Foothill College. The Articulation/Curriculum Officer is available to support faculty with securing articulation for general education approval and for specific course-to-course approval at all campuses with the California State University and the University of California systems, as well as with numerous independent universities. Many of the existing articulation agreements may be viewed at http://www.assist.org. For additional information, contact the Articulation Office located in Room 1906. The telephone numbers are x7225 or x7638. Office hours are typically 7:30 a.m. to 5:00 p.m.

Bookstore Services

Note: The Bookstore will be temporarily relocated to Room 3526 while the Campus Center is under construction. It is anticipated that the Campus Center will be operational in Summer 2007.

Location:	Room 3526
Hours:	Mon.—Thu., 8:00 a.m. - 8:00 p.m.
	Fri. 8:00 a.m.- 2:00 p.m.
Telephone:	x7305 or x7058
Web:	http://books.fhda.edu

Ordering Textbooks
At this time, the textbook requisition process is entirely online. Requisitions are completed via bookstore website (http://books.fhda.edu). User ID and password may be obtained from your appropriate Division Deans. Faculty will typically receive an e-mail reminder shortly before requisitions are due. Completely fill out textbook requisitions for each course as soon as you receive them. Incomplete forms will delay your order. Textbook requisition forms must be filled out completely each quarter for each class taught. Contact the Bookstore directly if you anticipate a change in enrollment or if you have a late assignment..

Classroom Supplies
Art and other supplies may be requested at the same time as texts.

Check Cashing
The Bookstore provides check-cashing privileges of $25.00 to faculty and staff with a staff card.

General Supplies
Check with your Division Office or Department for their account of general supplies.

Materials Fee

Besides enrollment fees, instructional materials fee are charged for some courses in accordance with state regulations (see Education Codes sections 81457 and 81458). Designated fees represent the actual cost for material used in these courses and are generally lower than what the student would pay if she or he were to purchase the same items separately. Required instructional and other materials are materials that the student must procure or possess as a condition of registration, enrollment or entry into a class, or any other material, which is necessary to achieve the required objectives of a course. Instructional and other materials mean tangible personal property that is owned or primarily controlled by the student. Materials purchased by the student through instructional materials fees are those which have lasting value to the student, and are transformed in some what by the student.

The Dean suggests the fee, on the advice of faculty. It is then put on a materials fee list, which is updated periodically. District-wide, we attempt to have consistent materials fees between FH and DA.

Copying and Printing

Copying and printing is provided by the Quick Copy Center, a.k.a. the "Print Shop", located on the northwest side of the campus near the Krause Center for Innovation. Quick Copy tries to give next day service for work brought in before 2:00 p.m. Forms must accompany all work and be filled out completely with budget code. Quick Copy forms are available in all divisions, or through Quick Copy. Materials to be copied may be brought directly to Quick Copy or may be deposited in the locked box outside the mailroom in the administration building.

Originals should be prepared on 8 1/2 x 11 or 8 1/2 x 14-inch paper with a 1/4-inch margin on all edges. ***Copyright compliance is the responsibility of the instructor.***

Location:	Bldg. 4052
Telephone:	x7299 or x7574
Hours:	Mon.—Thurs., 7:30 a.m. to 1p.m.; 2 p.m. to 4:00 p.m. (closed from 1 – 2 p.m. for lunch) Friday 7:30 a.m. to 12:30 p.m. Walk-up service is available from 7:30 a.m. until 3 p.m.

Food Services

Food services in the Campus Center were discontinued at the end of the Spring 2004 quarter. Services will resume upon the completion of the construction of the new Campus Center. In the interim, food services will be available from several Food Trucks.

Food services will be available in the ***Campus Center***

Cafeteria: Mon.—Fri., 7:15 a.m. to 2:00 p.m.

(The cafeteria will be out of operation until the new campus center is completed.)

Espresso Bar: Mon.—Thurs., 8:00 a.m. to 7:00 p.m.
Fri. 8:00 a.m. to 1:00 p.m.

Food services are available from the ***Food Trucks*** in the Library Quad and from KJ's in Room 3525.

Food Trucks
Mon.—Thurs., 8:00 a.m. to 7:00 p.m.
(Located Mid-Campus near the Library)

KJ's Café
Location: Room 3525
Hours: Mon.-Thurs. 7:30am-7:30pm
Friday 7:30am-2:30pm

Food Service Policy

The Food Service policy for Foothill College relating to food brought on campus by outside caterers is subject to the health code pursuant to the Health Department, County of Santa Clara.

Food Preparation Facilities

- **NO** home-prepared food is to be sold or given away. Preparation of food in private dwellings of any description is ***prohibited***.

- Food must be prepared in a County of Santa Clara Health Department approved food booth or approved kitchen. Examples of such kitchens are restaurants, school cafeterias, and other facilities approved by this department.

Food Transportation

Perishable food must be heated or refrigerated before being transported. Temperature controls must be maintained and the food must be protected at all times.

Food Brought to Campus by Outside Caterers

If a caterer is hired or volunteers a service on the Foothill campus, a copy of its seller's permit and a copy of its health department permit must be in the hands of the Foothill Food Service manager 48 hours prior to the event. Major catered events, catered from the outside, must have a registered catering permit from the State. If these copies are not evident, the vendor will not be allowed to serve.

The person responsible for planning an event on campus must contact the manager of Food Service with the name of the caterer. The Food Service manager will then contact the caterer and explain our policies to make sure everything is in order.

If an outside caterer must use the kitchen at all, there is a fee of $200.00. If the outside caterer needs to use the Foothill kitchen after normal hours, the caterer must pay the overtime and benefits for Food Service

personnel who *must* be present during the time the kitchen is in use. The kitchen *must* be restored to its original condition.

These rules are for the protection of our customers and guests as well as for the protection of Foothill College.

Learning Resources

The Learning Resources Center provides Library and Media Center resources and services and a tutorial center in the Hubert H. Semans Library complex. A map of the Learning Resources Center is available online at http://www.foothill.edu/divisions/lrc_map.html

Library/Media Center

On the web at http://www.foothill.edu/ol/

The Library/Media Center contains approximately 91,000 books, as well as periodicals, newspapers and college catalogs, films, slides, maps, microfilms and other audio-visuals. Facilities include reading rooms, a high tech classroom, a group study room, individual study carrels and computers with Internet access. Librarians are available to work with faculty in the preparation of library/research assignments, and drafting of new or revised curriculum, selection of textbooks, expansion or updating of topics based on current research, or any collegial assistance such as another pair of eyes to proof read curriculum or other material, as well as instruction in the use of resources, information technologies and research strategies.

Library Telephone Numbers:

Reference/Information:	x7608
Circulation/Reserves:	x7611
Media Center:	x7445
Fax:	(650) 949-7123

Library Hours:

Mon.—Thurs., 8:00 a.m. to 9:00 p.m.
Fri. 8:00 a.m. to 4:30 p.m.
Summer Session: Mon.—Thurs., 8:00 a.m. to 6:00 p.m.

Web Access/Online Library

From the Foothill Home Page at http://www.foothill.edu/ol/ you can access the link to the web-based library catalog, electronic periodical indexes containing thousands of full-text articles as well as abstracts, an electronic encyclopedia, local and national library catalogs, instructional resources, Internet tools and much more. The Online Library is available 24 hours a day and can be searched from home, office, and from any computer on the District's network. It can also be accessed by navigating to the Foothill College Home Page (http://www.foothill.edu/) and clicking on the Library. Librarians are available to demonstrate the system and to instruct faculty and students in effective search techniques. Virtual reference is also available for answering questions via email. To learn about this service, click on Ask-a-Librarian from the Library home page.

Materials Selection Policy

(See Board Policy 6170 for complete text) The selection of library materials is a most important responsibility; therefore, regulations that are approved by the Board are to be incorporated in the faculty handbook.

- It is the joint responsibility of the teaching faculty and the librarians to select materials that will best meet the teaching and learning mission of the Colleges. As subject experts, the teaching faculty is responsible for the selection of print and non-print materials in their subject areas.

- In addition, faculty is encouraged to suggest materials for the development of the entire collection. The library faculty is responsible for the selection of the reference and general materials and for maintaining a balance between various subject areas and between standard and current works.

- Materials added to the collection, either by purchase or by gift, shall contribute to the instructional program of the College and aim at the development of factual knowledge, critical thinking, objective evaluations, aesthetic appreciation and ethical standards in the students.

- Materials dealing with controversial topics shall not be eliminated because they are controversial.

- The administration in consultation with the librarians shall establish procedures whereby library material that is questioned for its appropriateness in the library will be reviewed.

Ordering Procedures

All print and non-print materials (with the exception of required textbooks, desk copies, tests, multiple copies of workbooks not required for student purchase, and music scores) are ordered through and processed by the librarians. Any faculty, students and staff of Foothill College may request materials (printed and non-printed).

For more information, contact the Collection Development Librarian at x7602.

Library and Research Instruction

- A librarian will provide instruction to classes in the use of our online and print resources, how to develop research strategies and information competency skills. Students will learn how to find, use, evaluate, and understand the legal implications of the use of information for class assignments and for life long learning. Advance notice is required to ensure availability of classroom facilities. Orientations are scheduled through the Instruction Librarian during the fall, winter and spring quarters and the Reference Librarian during summer session. The Instruction Librarian can also work with faculty to develop instruction specifically tailored to the needs of the instructors.

- LIBR 50 (1 unit), LIBR 55 (1 unit), LIBR 61 (2 units), and LIBR 1 (3 units) are courses focused on library research, Internet research strategies, and information competency. Students will learn how to develop research strategies and to use library resources (online catalogs, print materials, reference books) and other databases. For more information, contact the Instruction Librarian at x7559.

Circulation Procedures

Print Materials

- ***Books***—instructors may borrow books for a six-week period with one automatic six-week renewal if there are no other requests for them.

- ***Periodicals***—current issues circulate for one day (overnight). Unbound back issues circulate for three days. Bound volumes may be circulated only to faculty upon request. For more information contact the *Circulation Department* at *x7611*.

Non-Print Materials

Instructors may check out materials for three working days. Materials should be reserved at least two working days prior to the date needed for classroom use. For more information, contact the *Media Center* at *x7445*.

Reserve Materials

Faculty members wishing to place materials on reserve in the library should contact a librarian in order to fill out the appropriate forms and review library policies relating to Reserve Materials. For more information, contact the *Circulation Department at x7027 or x7608 to speak to a librarian.*

Lost Materials

If Library or Media Center materials are lost, replacement cost will be assessed according to availability via established sources, and will also include processing fees.

Interlibrary Loan

Interlibrary loan is a service provided to Foothill students, faculty, and staff to obtain materials that are necessary for study or research at our college, but are not available in the Library. Such materials can often be borrowed from other libraries. Fees charged by the lending library will be passed on to the borrower. Requests must be submitted on interlibrary loan forms available from the Reference Desk. Allow from one to four weeks for delivery. For more information, contact a *Reference Librarian* at *x7608*.

Material Duplication

Students and staff may copy material on public use equipment in the Library. Copyright laws apply to materials in all formats (print, electronic, or microforms).

Matriculation

Matriculation is a process that enhances student access to the college, and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives.

The college's Matriculation Plan is composed of eight components: Admissions, Orientation, Assessment, Counseling and Advising, Follow-up, Research, Coordination, and Prerequisites. Each component requires the setting of goals, staffing, planning activities and outcomes, and designing systems to support student success.

Telephone: x7639
For help with prerequisite blocks for specific courses: x7512

Educational Technology Services (ETS)

ETS is a district service supporting technology users at both campuses and Central Services. The primary contact point for service requests is the ETS Call Center, ext. TECH (x8324) or techhelp@fhda.edu.

Services include:

- Hardware and software support for desktop and laptop computers, as well as the district network.
- The ETS Call Center for audiovisual, computer, telephone, network, and classroom technology support and service requests. (All requests should go through the Call Center.)
- ETS Tech Services, located in the library complex, for computer and AV service and support.

For more information, visit the ETS website at http://ets.fhda.edu/.

Technology Center

The Technology Center, located in the library complex, serves the faculty, staff, administration and students of Foothill College. Services include delivery of circulating equipment (audiovisual and electronic), and assisting faculty with equipment operation.

Equipment

- Equipment is the responsibility of the faculty/staff member using it.
- Responsibilities include:
  - **locking the classroom door** if College equipment is in the room.
  - caring for equipment to prevent damage.
  - returning the equipment to its assigned storage place.
  - notifying the AV services immediately of any breakdown or missing equipment.
- Permanently placed equipment is *not* to be removed unless authorized by Tech Services.

Circulating Equipment

- Arrangements (by telephone x8324) should be made with the Call Center at least 24 hours in advance of the time the equipment will be used. Equipment is limited. To ensure availability, one week's notice is recommended.
- Arrangements for delivery/pick up should be made at the time of booking.
- Small items and high-dollar portable equipment (e.g. video projectors) are either delivered to a secured area in the Division Office or must be picked up in person.
- Equipment is periodically placed semi-permanently (by quarter) based on usage and availability.

Operation of Equipment

Faculty/staff unfamiliar with the operation of equipment are encouraged to seek assistance from the Technology Center for training in the proper operation and care of equipment. It is recommended that faculty seek training well in advance of the time they need to use the equipment in class.

Off-Campus Use of College Equipment

College equipment must be readily available for college use and, therefore, will not be loaned to individuals not connected with the District or to

off-campus organizations, except where certain reciprocal arrangements with other particular organizations and institutions have occurred in the past.

Off-campus use of district equipment by members of the staff will be limited to activities which are college related, or where the staff member is involved in the direct supervision of the items loaned. In all cases, discretion should be exercised, and equipment loaned only after notification of and clearance with other staff members responsible for said items. A record will be maintained of equipment while it is off campus per this policy. ***Board Policy 3212 Approved 1/23/63 Amended 5/15/78.***

Equipment Needed for Student Activities and Clubs
Equipment must be booked in advance by the faculty/staff sponsor and the safety of the equipment is their responsibility. Faculty/staff must sign for equipment being picked up by a student.

Videos/Films
The Foothill video collection is housed and maintained in the Media Center. To reserve films, call in advance to ensure availability. A listing of videos is available in the Media Center. For further information call x7445.

Media Center
Non-print material related to instruction can be placed in the Media Center for student use. This material does not circulate out of the building to students. Instructors may check out materials from the Media Center for 72 hours. Materials should be reserved at least one week prior to the date needed for classroom use.

Chapter 8: Student Services

Academic Council

Purpose
The Academic Council has as its purpose and responsibility the evaluation, enforcement, interpretation, and the granting (for cause) an exception of academic regulations.

The full Council meets every Tuesday of the school year at 9:00 a.m. The agenda consists of petitions that require the action of the full Council.

All proposals from Academic Council regarding the Process to Initiate Change in College Policy/Regulations are routed through the President or authorized designee (Revised April 1993). Telephone: x7231

Career Center

The Career Center offers resume writing and interviewing workshops, guidance on job hunting techniques, referrals to community resources. Available there are computerized career guidance services, books on career exploration and job hunting, publications and video tapes dealing with various elements of career exploration and job trends, sample resumes, job listings and internship opportunities. The Center is located in the Student Development Center.

Location:	Room 1930
Hours:	Mon.—Thurs., 9:00 a.m. to 5:00 p.m.
	Fri. 9:00 a.m. to 4:30 p.m.
Telephone:	x7229
FAX:	x6125
Web site:	http://www.foothill.edu/career/
Email:	oehkaren@foothill.edu

Counseling Services

Foothill counselors assist students in planning and executing a plan of study which appropriately reflects the student's interests, potential and motivation. The counselors provide advising regarding institutional requirements, career planning, personal decision-making, transfer articulation, basic skills assessment and counseling regarding personal concerns.

Appointment Desk:	x7423
Appointment Hours:	Mon.—Thurs., 8:00 to 7:00 p.m. Fri. 8:00 a.m. to 12:00 p.m. Summer hours subject to change
Web site:	http://www.foothill.edu/transfer/counseling.html
Email:	counseling@foothill.edu

Assessment Center

The college offers a testing program in areas of academic ability, aptitude, achievement, skill, interest and personality. Test interpretation is provided by trained counselors. Individual test interpretations are also done by the Testing Office. *Scantron* item analysis of tests is also done for instructors. Please check to be sure that the proper *Scantron* (blue) forms are used.

Additionally, all first-time college students are given the ESL and/or English Placement tests and the ACT/Asset tests. Student profiles are constructed from this data, for both test scores and demographic data. Counseling tests (interest, personality, etc.) are scored for guidance orientation and career classes. National Allied Health and Dental Hygiene Admissions tests are given.

All students enrolling in college level English, ESL, mathematics, and chemistry courses will need to do one of the following prior to registration:

- take the college's placement tests, or
- show proof to a counselor of completion of appropriate prerequisite courses.

Location:	Room 5006
Telephone:	x7286
Hours:	Mon.—Thurs., 8:00 a.m. to 5:00 p.m. Fri. 8:00 a.m. to 4:30 p.m.
Web site:	http://www.foothill.edu/placement/

Counseling 50
Beginning freshman take CNSL 50, Introduction to College, a one-unit course designed to help students improve study habits, analyze their abilities, investigate vocational choices, and plan future education.

The CNSL 50 course requires development of an educational plan to assist students in planning their future coursework. Through professional preparation and experience, counselors are able to provide students with curriculum coordination, registration advice, and help in the solution of personal problems. Telephone: x7423 or Middlefield Campus x6950.

Online Counseling
Online counseling is available for short-term academic concerns at counseling@foothill.edu. Quick questions can be answered at our website http://www.foothill.edu/transfer/counselingol.php

Re-entry Services
This program is for mature adults who have had a break in their education and are re-entering college or entering for the first time. Academic, career, and personal counseling are available to assist students in their successful transition back into the educational or work setting. Orientation and special classes are available. ***To make an appointment with a re-entry counselor, please call x7423.***

Disabled Student Programs and Services

The Adaptive Learning Division (ALD) provides equal access to educational opportunities for students with disabilities by means of specialized classes, assessment and evaluation, supportive services, and education of the campus and community. The Adaptive Learning Division staff provides support, information and consultation concerning students with conditions that affect learning in higher education as well as suggestions for appropriate academic adjustments and accommodations.

Location:	Room 5801
Hours:	Mon.—Thurs., 8:00 a.m. to 5:00 p.m.
	Fri. 8:00 a.m. to 4:30 p.m.
Telephone:	x7017 or 7332
FAX:	(650) 917-1064
Web site:	http://www.foothill.edu/al/

Computer Access Center (CAC)

The Computer Access Center offers a program to assist students whose disability limits their use of computers. Special classes provide individualized instruction. Students can learn keyboarding on the computer as well as basic word processing using assistive technology. Assistive technology consists of magnification equipment for visually impaired students, voice synthesizers for blind students, speech recognition, adaptive keyboards and other learning software. The program provides special support and instruction in software tools for reading, writing and memory for students with learning disabilities or brain injuries.

Location	Room 4205
	& Mon. – Fri., 9:00 a.m. to 12:00 p.m.
Hours:	Room 5801
	Mon. – Fri., 1:00 p.m. to 5:30 p.m.
Telephone:	x7056 or x7332
FAX:	(650) 917-1064
Web site:	http://www.foothill.edu/al/compaccess.html

The Disability Resource Center (DRC)

The ***Disability Resource Center*** is responsible for meeting the academic support needs of Foothill College students with verified disabilities. Services and accommodations provided include counseling, adaptive equipment, coordination of academic support aides (note takers, readers, sign language interpreters), test accommodation, assistive computer technology and training.

Location:	Room 5801
Hours:	Mon. – Thurs., 8:00 a.m. to 5:00 p.m.
	Fri. 8:00 a.m. to 4:30 p.m.
Telephone:	x7038, x7017, x7332
Web site:	http://www.foothill.edu/al/drc.html

Services for Students with Learning Disabilities

The DRC provides services and reasonable accommodations such as note taking and testing accommodation (modified environment, extended time) for learning disabled (LD) Foothill students. To receive services, a student must have his/her learning disability verified by a learning disability specialist.

To obtain a copy of *COLLEGE STUDENTS WITH LEARNING DISABILITIES—A DESK REFERENCE FOR FACULTYAND STAFF* or for more information about services for students with learning disabilities, contact the numbers above.

Telephone: x7017 or x7332
Hours: Mon.—Thurs., 8:00 a.m. – 5:00 p.m.
Fri. 8:00 a.m.—4:30 p.m.
Location: Room 5801

EOPS

The purpose of the ***Extended Opportunity Program and Services (EOPS)*** is to increase the enrollment and retention of students who are low income and educationally disadvantaged. EOPS provides assistance in counseling, tutoring, registration, college applications, special career programs, financial aid applications, computer lab, campus services, and transfer. It also provides financial assistance, textbook service, emergency loans, calculators on loan, and priority registration for eligible students.

Location: Room 1930
Hours: Mon.—Thurs., 8:00 a.m. to 5:00 p.m.
Fri. 8:00 a.m. to 4:30 p.m.
Telephone: x7207
Web site: http://www.foothill.edu/services/eops/

Financial Aid

Location: Room 1930
Hours: Mon.—Thurs., 8:00 a.m. to 5:00 p.m.
Fri. 8:00 a.m. to 4:30 p.m.
Telephone: x7245
Web site: http://www.foothill.edu/reg/faguide.html

Pass the Torch Study Team

A Pass the Torch study team consists of one team leader and one team member. Matched around their mutually available times, the team leader and member meet a minimum of two hours each week.

The leader, who has an A or B in the subject, offers academic support to the member who is currently enrolled in the subject. Team subjects include English composition, ESL composition and Mathematics. Students who want to sign up should leave a message, x7358.

Web site: http://www.foothill.edu/services/torch.html

Student Success Center

Location: Room 1901
Hours: Monday – Thursday, 8 am – 7 pm
Friday, 8 am – 3 pm
Telephone: x7713
Web site: http://www.foothill.edu/services/outreach2.html

Transfer Center

The Transfer Center offers services to students who are interested in transferring to a four-year college or university. Services include transfer information, applications, application essay assistance, and a Transfer Center library with many current catalogs and videotapes for student use. Representatives from the University of California campuses, the California State University campuses, and many private colleges and universities visit this campus. Group workshops, computer assistance and individual student appointments are offered.

Location: Room 1930
Hours: Mon.—Thurs., 9:00 a.m. to 5:00 p.m.
Fri., 9:00 a.m. to 4:30 p.m.
Telephone: x7235
FAX: x6125
Web site: http://www.foothill.edu/transfer/center/index.html

Tutorial Services

Tutorial Center

Foothill's Tutorial Center helps students achieve their career and academic goals through individualized/group tutoring in a wide variety of subjects. Tutors are faculty recommended and have received an A or B grade in the subject they tutor. Their familiarity with course objectives and materials

helps ensure that students receive high quality assistance. The Tutorial Center houses Drop-in/Appointment Tutorial, and EOPS Tutorial. To recommend a tutor or for further information, please contact the Tutorial Center.

Location:	Room 5999
Hours:	Hours are subject to change. Students should consult the Center's website for tutoring schedules.
Summer:	Consult the Center's website for tutoring schedules.
Telephone:	x7447 or x7444
Web site:	http://www.foothill.edu/tut/ (Tutor schedules are available on the website.)

Note: The Tutorial Center has been relocated to Building 5999 while the Campus Center is under construction. After completion, it is scheduled to be moved back to the LRC.

English Writing Center

The English Writing Center staff offers students advice on composition course assignments, job and college applications, essay exams and other college course written work. Hours vary by quarter.

Location:	Room 6308
Telephone:	x7290
Web site:	http://www.foothill.edu/la/labwc.php

The ESL Writing Center

The ESL Writing Center staff offers students advice on composition course assignments, grammar, essay exams and other college course written work. Hours vary by quarter.

Location:	Room 6308
Telephone:	x7923
Web site:	http://www.foothill.edu/la/labesl.php

Extended Opportunity Program and Services (EOPS) Tutorial Program
The EOPS Tutorial Program offers one-on-one assistance to students who participate in the EOPS Program. Students should see the program coordinator, to determine participation qualifications.

Location: Room 5999
Hours: Mon.—Thurs., 8:30 a.m. to 6:00 p.m.
Telephone: x7206
Web site: http://www.foothill.edu/services/eops/services.html#tutor

The Math Center
The Math Center offers tutoring for math students.

Location: Room 5960
Hours: Mon.—Fri., 8:30 a.m. to 3:00 p.m.
Evenings TBA
Summer: Mon.—Thurs., 9:00 a.m. to 2:30 p.m.
Telephone: x7042
Web site: http://www.foothill.edu/psme/center.html

Chapter 9: Student Programs

Campus Abroad Program

Foothill - De Anza students travel to major European, Central American and Asian cities to study with Foothill - De Anza faculty for one quarter. The students earn Foothill - De Anza credit. Faculty interested in teaching abroad should contact the Campus Abroad Office.

Telephone:	x7614
Hours:	Mon.—Thurs., 8:00 a.m. to 5:00 p.m.
Website:	http://www.foothill.edu/programs/campusabroad.html

Faculty assignments are made based on the following criteria established by the Campus Abroad Selection Committee: *

- subject matter expertise as required by the program designated for the overseas campus
- variety of courses a faculty member is able to teach based on minimum qualifications or equivalency.
- balance in subject matter the faculty member brings to the entire Campus Abroad teaching team.
- ability to work easily with others.
- minimum competence in the language of the country is desired.
- selection of faculty, if possible, from De Anza and Foothill in equal numbers.

** The selection committee is comprised of an Acacdemic Senate appointee from each campus, the Dean of International Education and the Program Coordinator.*

Co-operative Education Program

The Co-operative Work Experience Program provides an opportunity for Foothill students to earn one to four units of college credit for employment learning experiences that improve work skills and knowledge.

To participate in the Co-op Work Experience students must be employed and enrolled in at least 7 units (includes Co-op) in any one quarter for the fall, winter, or spring quarters. Summer quarter requires enrollment in one additional class. Co-op Work Experience classes are repeatable up to maximum allowed units.

Location: Room 4057
Hours: Mon.—Fri., 8:00 a.m. to 4:00 p.m.
Telephone: x7232
Fax: (650) 941-7618
Website: http://www.foothill.edu/co-op

Distance Learning/Global Access (FGA)

Foothill College is one of the leading colleges in Distance Education in California offering some 240 web-enhanced, hybrid and online courses using ETUDES (Easy to Use Distance Education Software) each quarter. Online offerings are coordinated through Foothill Global Access (FGA), which also offers training in using ETUDES to teach online and workshops in instructional design and pedagogy. If you are interested in supplementing your courses with ETUDES or teaching a hybrid or online class, contact the Foothill Global Access office.

Location: Room 3601
Hours: Mon.—Fri., 8:00 a.m. to 4:30 p.m.
Telephone: x7446
Website: http://www.foothillglobalaccess.org/

Honors Institute

Students with strong scholastic ability and motivation are offered separate honors sections of general education courses, and special one-unit honors seminars. Students complete the program by taking six honors courses. Faculty willing to serve on the Honors Faculty Advisory Council, propose courses and activities, or recommend a student for the program, should contact the Honors Institute Coordinator.

Students who are interested in becoming a member must complete an Honors Institute Application. Native students who have completed 10 University of California transferable quarter units must have achieved a 3.5 cumulative GPA. For students new to Foothill, evidence of one of the

following is required: 3.5 high school or college GPA (photocopy of transcript is required); SAT total of at least 1200, or enhanced ACT composite score of at least 26; reading score of at least 41 on the FHC Assessment Test or; FHDA Chancellor's Scholarship. Additional criteria include a letter of recommendation, a personal statement and one of the following: SAT I Verbal scored 590 or more; AP English score of three (3) or more; completion of English 1A: with a grade of A or B; and English Reading score of at least 32 or ECPT Reading score of at least 102, plus English Writing score of at least 58 or ECPT writing score of at least 111 (FH Assessment Test).

Location: Room 5425
Hours: Mon.—Fri., 7:30 a.m. to 4:00 p.m.
Telephone: x7225

Website: http://foothill.edu/hon

NASA/Ames Program

This unique educational program is conducted as a cooperative effort between NASA/Ames Research Center and the Foothill - De Anza Community College District. NASA internship positions are available in a wide range of settings, and correspond to almost every college major. Student interns work directly with multi-media specialists, scientists, accountants, psychologists, engineers, administrators, programmers and other professionals as they carry out or support research related to Astrobiology, Aviation operations systems, Psychology, Earth Sciences, Information Technology, and Life Sciences.

NASA/Ames Internship Program Office
P O Box 309
Moffett Field, CA 94035
Phone: (650) 604-5560
FAX: (650) 966-1980
Website: http://nasa.fhda.edu/

Service Learning/Volunteer Center

The Service Learning/Volunteer Center (SLVC) is Foothill's gateway to community service and service learning. In addition to connecting students to community service experiences throughout the Bay Area, the SLVC provides faculty with professional development opportunities, information, and guidance in the development of service learning courses.

"Service learning" is a pedagogical strategy that combines community service experiences with the discipline-specific objectives of a course. The central tenet of this strategy being, "service, combined with learning, adds value to each and transforms both."

SLVC sponsored activities include, but are not limited to, the fall and spring Volunteer Fairs, the Community Service Work Study Program, the Think Tank and Think Tank Seminar Series, as well as numerous Done-In-A-Day activities.

Location:	Room 5912
Hours:	Mon.—Fri., 9:30 a.m. to 5:00 p.m.
Telephone:	x7635
Web site:	http://www.foothill.edu/vcc/slvc.php

Chapter 10: Student Activities

The Student Activities Office coordinates Commencement, New Student Orientation, Welcome Week, Volunteer Center, Service Learning programs, and arranges other services and programs for the campus community, including the "Smart Shop" (student-body cards, and copy-center).

Student Accounts serve as the students' campus bank for student government, campus clubs, and other campus programs accounts.

The Associated Students of Foothill College (ASFC) Campus Council conducts the business of student government. A substantial budget is provided student government from the sale of the student body cards to provide a range of services, activities and events.

There are currently over 20 active clubs and organizations on campus. The activities of these organizations focus on student interest in career options, cultural concerns, recreation, crafts, politics, service, or social events. Faculty may serve as sponsors for clubs and other events. The student activities staff provides campus posting approval and literature distribution guidelines, legal service consultation appointments, public transit information, housing referrals, and more.

Location:	Room 6402
Hours:	Mon.—Thurs., 8:00 a.m. to 5:00 p.m.
	Fri. 8:00 a.m. to 4:30 p.m.
Telephone:	x7282
Web site:	http://www.foothill.edu/vcc/activities.php

Chapter 11: Other Campus Services and Programs

Dental Hygiene Clinic

The Dental Hygiene Clinic provides, faculty staff and family members, and community members scaling, prophylaxis, fluoride treatment, and X-rays. There is a modest charge, and because this is a teaching situation, some prospective patients may be unacceptable (too young, serious medical or dental problem, etc.).

Location:	Room 5312
Hours:	Mon., Wed., 9:00 a.m. to 1:00.p.m.
	Tues. 1:30 p.m. to 5:00 p.m.
	Thurs. 10:00 a.m. to 1:00 p.m.
Telephone:	x7335

Performing Arts

Free student and faculty recitals, concerts and exhibitions are scheduled by the Fine Arts and Communication Division regularly throughout the year. Complimentary tickets are frequently available for selective productions in the Studio (Playhouse) and Smithwick Theaters.

Should one have thespian tendencies, one should ask not only what the Drama Department could do for them; but what s/he can do for the Drama Department-audition to act in a play! Several colleagues have done so with great success. Other Fine Arts and Communication Division classes provide opportunities for self-expression while improving techniques in drawing, painting, ceramics, photography and digital imaging, vocal or instrumental music, etching, books as art, and public speaking. See the current class schedule.

Box Office Hours:	Thurs-Sat, 5-9pm, and Sun, 12-4pm, Closed Monday, Tuesday and Wednesday
Box Office Telephone (off campus):	650- 949-7360
Box Office Telephone (on campus):	x7360

To purchase tickets for our Drama Department productions Online:
http://www.ticketweb.com/
type in keyword: Foothill

Audition Information- Telephone: 650-949-7417

Community Education

Community Education offers fee-based short courses. The schedule is available on both campuses at various sites and through the website at www.communityeducation.fhda.edu. For information call x8817.

Chapter 12: District Services

The District provides many centralized services. District offices are normally open Monday thru Friday, 8:00am to 5:00pm. District staff performs services in the following areas:

Accounting
Contact the accounting department for accounts payable or receivable.

Telephone: x6250
Website: http://business.fhda.edu/accounting/

Archives
To preserve the institutional memory, the District maintains Archives to document the historical, financial, legal and administrative records of the District and its two campuses in the Carriage House.

Telephone: x7721
Hours: By appointment
FAX: 650-917-0874

Educational Technology Services
ETS implements and maintains the technology and networking infrastructure to provide instruction and administrative support.

Support: x8324
Operations: x8824
Web: http://ets.fhda.edu

Human Resources
For information on:
Benefits: x6225
Employment: x6217
Personnel: x6219/x6220
For other inquiries: x6224
Web: http://hr.fhda.edu

Payroll Services
For information on payroll and voluntary payroll deductions:
Authorization forms are available on the Business Services Web.

Telephone: x6264 (fulltime) 6265 (part-time)
Web: http://business.fhda.edu/payroll

Plant Services
Plant Services includes plant operations, custodial, grounds, HVAC, and maintenance.

Telephone: x6156
Website: http://facilities.fhda.edu

Purchasing
For assistance in materials selection and purchases.

Telephone: x6166
Web: http://purchasing.fhda.edu

Risk Management
For information on insurance, field trips, volunteer liability, general liability, disaster preparedness, first aid kits, and other safety issues.

Telephone: x6131
FAX: 650-948-5194
Web: http://www.fhda.edu/risk/

Marsha C.S. Kelly CPCU, ARM
Director, Risk Management
Foothill-De Anza Community College District
650 949-6131

Worker's Compensation

Telephone: x6225

Chapter 13: Faculty

Academic Titles

Faculty members are often sought for their professional advice and consultation. Many seek grants and fund raise among community groups. In general, faculty are encouraged to pursue grants, submit professional publications, and provide student and colleague letters of recommendation. To these ends, full-time faculty may use academic rank or title as prescribed in the following guidelines.

Guidelines For The Use Of Academic Titles

By Full-Time Faculty

	I	II	III	IV	V
Years of Service					
1	**Assistant Professor**	**Assistant Professor**	**Assistant Professor**	**Assistant Professor**	**Assistant Professor**
2					
3					
4					
5	**Associate Professor**	**Associate Professor**	**Associate Professor**	**Associate Professor**	**Associate Professor**
6					
7					
8					
9					**Professor**
10					
11					
12				**Professor**	
13					
14					
15			**Professor**		
16					
17					
18		**Professor**			
19					
20					
21	**Professor**				

Faculty

Column I **1. Associate Degree and six years of appropriate work experience,**

or

2. Bachelor's and two years of appropriate work experience.

Column II **1. Master's,**

or

2. Bachelor's, two years of appropriate work experience, and 24 semester units subsequent to Bachelor's.

Column III **1. Master's and 24 semester units subsequent to date of Master's,**

or

2. Master's and 60 semester units subsequent to date of Bachelor's,

or

3. Bachelor's, two years of appropriate work experience and 48 semester units subsequent to Bachelor's.

Column IV **1. Master's and 48 semester units subsequent to date of Master's,**

or

2. Master's and 84 semester units subsequent to date of Bachelor's.

Column V **1. Earned Doctorate,**

or

2. Master's and 72 semester units subsequent to date of Master's,

or

3. Master's and 108 semester units subsequent to date of Bachelor's.

Emeritus Status

Any retired faculty member gains emeritus status and is listed in the Catalog**.**

Faculty Service Areas (FSA's)

It is the faculty member's responsibility to upgrade both their personnel file regarding faculty service areas. For specific language, refer to Article 15 of the District/Faculty Association Agreement. FSA application forms may be obtained from the Campus Personnel Office or Human Resources Tech at FH. (See Agreement)

Professional Achievement Award

All regular (permanent) faculty members who have served at least one full year at the top step of the appropriate salary schedule are eligible to apply for a Professional Achievement Award (PAA) which offers recognition and monetary reward for excellent service to the District. Details on the PAA are contained in the District/Faculty Association Agreement in Article 38. PAA applications are available in the District/Faculty Association agreement, Appendix I.

Professional Growth

All contract (probationary) and regular (permanent) faculty members are required to engage in professional growth activities. Six semester units (9 quarter units) of course work or other approved activity are required every four years for step advancement on the salary schedule. For the current professional growth guidelines, refer to the Salary Schedule section of the District/FA Agreement. Recording forms are available in the District/FA Agreement, Appendix 01,02,03.

Chapter 14: Staff Development

Flex Days

Foothill College participates in the Flex Day Calendar. The District/Senate Flex Day and the College Flex Day are mandatory for full-time faculty. Faculty do not teach on flex days and are required to file individual flex day plans with their Division Deans. See District Agreement, Appendix H4. For additional information on flex days, refer to Article 27 of the District Agreement

Financial Support for Faculty

Travel and Conference Funds

These funds are available to:

1. allow faculty to engage in professional activities which would provide renewal for the person and serve as a benefit to the person's employment relationship with the District.
2. provide opportunities for faculty to remain current in their fields, improve their techniques, and maintain their intellectual vigor. Guidelines and application forms are available from the Dean of Faculty and Staff.

Training/Retraining Funds

Refer to Article 35 of the District/FA Agreement. Applications are available from the Dean of Faculty and Staff or refer to the ***District/FA Agreement, Appendix R for application.***

Professional Development Leave

Refer to Article 17 of the District/FA Agreement. Applications may be obtained in the Instruction Office. For more information, see the Dean of Faculty and Staff. ***See District/FA Agreement, Appendix P1 for application.***

Chapter 15: Events

Ceramics Sales

Pottery and ceramics from the Claybodies in the Ceramics Department are sold twice each year, before winter break and in the spring. **Watch for the flyers!**

Graduation

Graduation is held at the end of spring quarter. All faculty are strongly encouraged to attend to honor their students. Complimentary gowns for faculty and staff are available through the Bookstore. **Watch for the flyers!**

Plant Sale

The Environmental Horticulture Department has one plant sale in the late fall (poinsettias) and two plant sales in the spring. **Watch for the flyers!**

Appendix A: Emergency Procedures

In case of an emergency, call 911.

State your name and the type, seriousness, and location of the problem.

For police services, emergency medical care, illness, malfunctions, or any other inconveniences, call the appropriate number listed below:

Police/Security Services/Emergency Medical Care:	**911**
Middlefield Emergency (Palo Alto Police & Fire Dept.):	**911**
Other Medical Services (Health Services):	**x7243**
Equipment and Facility Services (Plant Services):	**x6156**

First Aid

1. Do not move an injured person unless absolutely necessary.
2. Stop bleeding with firm pressure on the wound. (Use latex gloves.)
3. Restore breathing. Clear air passages and begin mouth-to-mouth resuscitation or CPR.
4. First-aid kits are located in the following places:
   Administration
   Campus Center Kitchen
   Carriage House
   Corporation Yard
   District Offices
   Division Offices
   Faculty House
   Health Center
   Laboratory Stockrooms
   Library
   Maintenance Shop
   Middlefield Campus Administration Office
   Middlefield Campus Human Performances Office
   Physical Education Locker Room
   Registrar's Office
   Stage Shop
   Student Government Building

Power Blackout

In the event of a power blackout, do one or more of the following:

- Between 7:30 a.m. and 5:00 p.m. notify Plant Services at x6156, or deliver a message to the office (or at Middlefield Campus, x6950). Phones in the outage area may not work.
- After hours, notify x7313, or deliver a message to the Campus Police Dept. in the campus center building # 2101.
- If evacuation of the building is required, seek out any handicapped persons and provide assistance.
- Staff in labs or offices should secure experiments, activities, or equipment that may present a danger, if electrical power is off or if a danger may be created by the return of power at a later time. Turn off any gas outlets used in lab experiments.
- Turn off all electrical equipment and appliances (leave lights on).

Telephone Service During Power Failures

Power failure will disable all regular office phones. The white phones (in Division and other offices) will continue to operate on battery backup. Pay or cell telephones may also be used.

Explosions

In the event of an explosion in a building, employees should do the following:

- Take cover under tables, desks, or other objects, which will give protection against flying glass and debris.
- ***TELEPHONE EMERGENCY*** **number 911 (between 11 p.m. and 7 a.m. call 911).**
- Wait for the Campus Emergency Service Coordinator to determine if evacuation is necessary after the effects of the explosion have subsided.
- Exit building, if evacuation is ordered, as directed by emergency personnel. Seek out any handicapped or injured persons and provide assistance.
- Upon leaving the building, proceed to the designated evacuation area(s) (see campus map) and await further instructions.
- Keep walkways clear for emergency vehicles.

Fire

- Use fire alarm box if possible, and ***stay at the box until the Fire Department arrives.***
- If you are not near an alarm box, phone 911.
- **Do not risk life to save property.**
- Evacuate the building if necessary, closing fire doors and all other doors and windows.
- Seek out any handicapped or injured persons and provide assistance.
- Upon leaving the building, proceed to the designated evacuation area(s) and await further instructions.
- Keep walkways clear for emergency vehicles.

Fire alarms are sounded by bells to indicate the location of the fire. ***Everyone*** is to leave the building and remain 50 feet away until the ALL CLEAR (a long, continuous, electronic tone) is heard or unless the alarm is repeated immediately and the code is not for your building.

The coding for the entire campus is obviously complicated and not worth memorizing, but it would be wise to be aware of the codes in those areas in which you teach.

Earthquake

In the event of an earthquake:

- Stay in the building, *DO NOT EVACUATE.*
- Take immediate shelter under tables, desks, doorways and similar places. Use hands and arms to protect back of neck, ears, and eyes.
- Keep away from overhead fixtures, windows, filing cabinets, book-cases, and electrical power equipment.
- Assist any disabled persons in the area and find a safe place for them.
- Stay outside if you are outside. Go to a clear area away from build-ings, trees, power lines, etc.
- Keep walkways clear for emergency vehicles.
- Keep calm and await emergency instructions.

Evacuation

The purpose of any evacuation will be to empty a building or area of all occupants as quickly and safely as possible.

- ***Building Evacuation*** - In most cases that require evacuation of a building (fire, explosion, bomb threat), occupants should proceed to a clear or safe area near the evacuated building.
- ***General Evacuation*** - When orders are given to evacuate a building (e.g., after an earthquake or major disaster), occupants should proceed to the main evacuation assembly area on the campus lawn or mall.
- Campus Police or other emergency personnel will be available to direct evacuees to clear or safe areas.
- Evacuation of disabled persons will be given the highest priority. They will be evacuated by the most expeditious and safe means available.
- When evacuating buildings, occupants should walk, remain quiet and grasp handrails. Anyone with high heels should remove them, if advised to do so, and follow all other emergency instructions.
- Occupants should gather in the evacuation area and await further instructions.
- ***DO NOT*** reenter the building until instructed to do so by Campus Police.
- Be aware that emergency vehicles must use the walkways.

Bomb Threats and Search

Employees receiving or discovering a bomb threat or emergency should immediately **notify EMERGENCY at 911. See Bomb Threat Checklist**

- ***DO NOT*** evacuate the building. ***DO NOT*** activate fire alarm.
- If a bomb threat is received by phone, ask the following questions:
    - *When is the bomb going to explode?*
    - *Where is the bomb right now?*
    - *What kind of bomb is it.*
    - *What does it look like?*
    - *Why did you place the bomb?*

- Keep the caller on the phone as long as possible. Record the following information for the police:
    - *Time of call*
    - *Date of call*
    - *Exact words of person*
    - *Sex, age*
    - *Speech pattern, accent*
    - *Background noises*

- If a bomb threat is received by mail, employees should:
    - NOT handle envelope or package.
    - Leave immediate area.
      Notify EMERGENCY at 911 and stop anyone from entering area where package is located.

- If a suspicious object is discovered, the employee should:
    - NOT attempt to touch or move objects.
    - Evacuate immediate area.

Notify EMERGENCY at 911 and await further instructions.

Work Place Violence

Random shooting
In the unlikely event of a random shooting incident, certain protective actions are recommended:

It is advised that you secure the classroom (area) and take cover. Immediately call Campus Police Department at **911** and give them your extension number along with the detailed report of the event. Do not forget to give them a complete description of the individual(s) responsible and their location.

You should remain in the same secure area unless it is clear that moving to a new location takes you out of danger. The Police will call you back to advise you of what actions to take.

You should not call the Police repeatedly, unless you must report additional new information.

This kind of event is the most difficult situation to plan for and control; prior incidents have shown that shooting perpetrators often have predictive behavior patterns.

You should therefore, report all threats, stalker incidents, comments or statements of intent to do harm immediately to x7313 or 911. The policy of the College is to undertake interventions in order to avoid a potential incident.

EMERGENCY PROCEDURES

Campus Closure

Campus Closure During Normal Business Hours: Chancellor/President/president's designee or Chief of Campus Police will determine if closure is necessary.

Faculty/Staff: Notified by supervisor or Vice President, *PT Evening & Middlefield instructors/staff* should call FH Evening College Office (650) 949-7711, or Middlefield main number (650) 949-6950 for information or message.

Students: Notified through faculty (if during class) or through local radio/TV stations if not in class. Radio: KFJC, KLIV, KCBS 740 AM, KGO 810 AM, KQED FM; TV: Channels 11, 4 & 5. Also notified through switchboard if functioning (650) 949-7777. In the event we lose power, telephones are equipped to run for 2 hours. The Director of Facilities, Operations and Construction Management keeps the President or Evening Dean posted in person or through emergency telephone on status of return to power. The status of outage will be relayed to all divisions within 15 minutes. An emergency telephone is available in the President's Office (650) 948-4244, and in Plant Services (650) 493-7492. No staff should leave campus until they have been notified to do so by the President, Division Dean or Vice President.

The Police will post signs at campus entrance to notify of closure.

Overnight or Weekend Campus Closure

Students: Notified through local radio/TV stations. Also notified through switchboard if functioning (650) 949-7777.

Faculty/Staff: Should call their immediate supervisor and/or check voice mail after 7:00 a.m. for an update on status of closure or, if telephone system is not functioning, listen to Radio/TV stations for further information.

Flooded Rooms, Downed Trees, etc: Notify the Director of Facilities, Operations and Construction Management (x6150).

Flashlights*:* There should be at least one functioning flashlight in each division and/or department office.

Emergency Evacuation*:* The Police will direct procedures in:

- Directing evacuation traffic flow.
- Changing traffic radio station message (1610 AM).
- On campus emergency provisions.

Appendix B: Commonly Used Request Forms

Administrative and Peer Evaluation Forms

- Administrator or peer to evaluate faculty (current District/Faculty Contract, Appendix J1).

Audio-Visual Project Request

- Schedule the taping of a class, etc. (TV Center at De Anza).

Change of Address Forms

- Update address information (District Offices).

Curriculum Committee New Course Forms

- Propose a new course (Office of Instruction or Division Offices).

Flex Day Activity Form

- Request an individual flex day activity. (current District/Faculty Contract, Appendix H).

Grade Correction Card

- Change a student's grade due to clerical error (A&R office).

Incomplete Form

- Fill out if student does not complete work in any given quarter (Admissions and Records)

Leave Report for Faculty

- Report back following an absence (Division Offices). Non-emergency or sick leaves filed in advance.

Library Materials Request

- Order books, periodicals, etc. (Library Services).

Local Mileage Voucher

- Reimburse staff/faculty for college related business travel (Division Offices).

Professional Development Leave

- Request a sabbatical (current District/Faculty Contract, Appendix P).

Professional Growth Activity Recording Form

- Record professional growth activities (current District/Faculty Contract, Appendix 0).

Purchase Requisition

- Request payment of new equipment or supplies (Division Offices).

Quarter Planning Calendar Sheets

- Plan quarter (Division Offices).

Quick Copy Printing Request

- Duplicate/photocopy tests, etc. (Division Offices).

Request for Check

- Reimbursement of materials, supplies, etc. (Staff Development or Division Office).

Request for Professional Achievement Award

- A monetary award for service (current District/Faculty Contract, Appendix I).

Staff Revitalization Funds

- Staff/faculty to attend conferences, etc. (Staff Resource Center).

Student Evaluation Forms

- Students to evaluate faculty (current District/Faculty Contract, Appendix J2).

Student Travel Request

- Field trip request forms (Division Offices).

Travel and Conference Funds

- Staff/faculty to attend conferences, etc. (Dean, Faculty and Staff).

Trip Voucher

- Professional travel reimbursement (Dean, Faculty and Staff Office).

Work Requisition Order

- Request maintenance, repairs, construction (Division Offices).

All medical dental, life insurance, retirement, beneficiary, etc. forms are available in the District Offices.

(ALL REQUESTS ARE SUBJECT TO APPROVAL.)

Appendix C: Faculty Class and Load Samples By Division

When Foothill was first established, its academic calendar operated on the semester system. However, the college changed to the quarter system in the 1960s. Thus, faculty loads were initially established on the semester system and later converted to the quarter system. All load factors are established or changed for any course by the Curriculum Committee.

Biological and Health Sciences

The general definition of a full load in this division is 15 hours of lecture, 18 hours of lecture lab, 21 hours of laboratory, or some combination. In addition, double load credit is given for sections with more than 100 students.

Loads in the Health Sciences portion of the Division average over 22 hours per week but are not strictly reconcilable to regular Biology classroom instruction. Class sizes tend to be smaller, and some of the total assignment is involved in supervising clinics. The activities are considerably different from regular classroom work. Given these different circumstances, the contact hours are higher and more irregular than those of the rest of the division. As an example of load, the following is used for Dental Programs: lecture-lab has 19.5, lab has 21 hours, and clinic has 28 hours.

Courses Most Frequently Offered by the Biological and Health Sciences Division

Course	Description	Units	Hours	Load Factor
AHS 200	Orientation to Health Care Careers	3.0	3.0	.0667
VT 51	Introduction to Veterinary Technology	1.5	3.0	.0592
BIOL 1A	Principles of Cell Biology	6.0	11.0	.1894
BIOL lB	Multicellular Life	6.0	11.0	.1894
BIOL 1C	Organismic and Evolutionary Biology	6.0	11.0	.1894
BIOL 10	General Biology-Basic Principles Lecture	5.0	8.0	.1391
BIOL 13	Marine Biology	5.0	8.0	.1391

FACULTY CLASS and LOAD SAMPLES by DIVISION

Course	Description	Units	Hours	Load Factor
BIOL 14	Human Biology	5.0	8.0	.1391
BIOL 40A	Functional Anatomy & Physiology	5.0	8.0	.1391
BIOL 4OB	Functional Anatomy & Physiology	5.0	8.0	.1391
BIOL 4OC	Functional Anatomy & Physiology	5.0	8.0	.1391
BIOL 41	Microbiology	5.0	10.0	.1672
DA 62A	Dental Sciences	2.0	3.0	.0630
DMS 52A	Phy. Principles of Diagnostic Ultrasound	3.0	3.0	.0667
HLTH 21	Health Education	3.0	3.0	.0667
HORT 50A	Orientation to Environmental Horticulture	4.0	5.0	.1016
HORT 54A	Landscape Construction	4.0	6.0	.1143
HORT 90C	Garden Ponds & Water Features	1.0	1.25	.0257
RT 64	Radiation Sciences - Fluoroscopy	3.0	4.0	.0794
RT 52A	Principles of Radiologic Technology	3.0	3.0	.0667
RSPT 51B	Respiratory Physiology	3.0	3.0	.0667

Note: Official course units, hours, and load factors are maintained by the Curriculum Specialist in the Office of the Vice President of Instruction and Institutional Research.

Business and Social Sciences

Traditionally the Social Science load has been 15 hours a week, either under the quarter system or under the semester system. In addition, with a few exceptions, class sizes have been listed at 50 students.

With conversion to the quarter system, some courses became four hours and some five hours in length, with either 10 classes or 45 hours, depending on the makeup of the assignments, as the full load in Social Science. When an instructor has all five-hour courses, nine courses or 45 hours is a yearly load; when an instructor has a combination of four and five-hour courses, he/she will have either nine or 10 courses and between 40 and 45 hours, depending on whether he/she has more four-hour courses or more five-hour courses.

Although instructors in some areas are the only full-time faculty associated with their program, they do not receive release time for the program's supervision. All instructors are responsible for program supervision as part of the ordinary work of a full-time instructor beyond his/her classroom assignment and office hours. As is typical throughout the college, no load credit is given for additional TBA hours or independent study hours whether assigned as part of a class or as a special projects situation.

Courses Most Frequently Offered by the Business and Social Science Division

Course	Description	Units	Hours	Load Factor
ACTG IA	Principles of Accounting	5.0	5.0	.1111
ACTG 67	Tax Accounting	3.0	3.0	.0667
BUSI 59	Advertising	4.0	4.0	.1000
ANTH 1	Intro to Physical Anthropology	4.0	4.0	.1000
ANTH 2A	Cultural Anthropology	4.0	4.0	.1000
BUSI18	Business Law 1	4.0	5.0	.1111
BUSI 22	Introduction to Business	4.0	4.0	.1000

Course	Description	Units	Hours	Load Factor
ECON 1A	Principles of Economics (Macro)	5.0	5.0	.1111
ECON 1B	Principles of Economics (Micro)	5.0	5.0	.1111
GEOG 1	Physical Geography	5.0	5.0	.1111
HIST 4ABC	Western Civilization	4.0	4.0	.1000
HIST 17AB	History of the United States	5.0	5.0	.1111
PHIL 1	Critical Thinking	5.0	5.0	.1111
PHIL 2	Intro to Social & Political Philosophy	4.0	4.0	.1000
POLl 1	American Government	5.0	5.0	.1111
POLl 7	Amer. Gov. & Politics from a Black Perspective	5.0	5.0	.1111
PSYC 1	General Psychology	5.0	5.0	.1111
PSYC 14	Childhood & Adolescence	4.0	4.0	.1000
PSYC 33	Intro to the Concepts of Personality	4.0	4.0	.1000
R E 50	Real Estate Principles	4.0	4.0	.0889
SOC 1	Intro to Sociology	5.0	5.0	.1111
SOC 40	Aspects of Marriage & Family	4.0	4.0	.1000
TC 50	Introduction to Travel Careers	2.0	2.0	.0445
TC 51	Tourism in North America	4.0	4.0	.1000
TC 52	Tourist Centers of Europe	4.0	4.0	.1000
TC 67	Business Travel Reservations	2.0	6.0	.0711

Note: Official course units, hours, and load factors are maintained by the Curriculum Specialist in the Office of the Vice President of Instruction and Institutional Researc.

Computers Technology and Information System

Instructor Load assignments within the CTIS Division adhere to the following examples:

Lecture: 15 hours per week (.0222 for lecture hour)
Lecture/lab: 18 hours per week (.0185 for lecture-lab hour)
Lab: 22 hours per week (.0148 for lab hour)

Where a class has specialized requirements, such as one computer per student, two students to a computer, etc., the class size will be restricted to the number of computers available. In summary:

Department	Load Type	Class Size
CAST	Lecture and lecture/lab	35-50
CIS	Lecture	35-50
CNET	Lecture and lecture/lab	35-50
COIN	Lecture and lecture/lab	35-50

Courses Most Frequently Offered by the Computers, Technology, and Information Systems Division

Course	Description	Units	Hours	Load Factor
CAST 92A	Introduction to Photo Shop	3.0	6.0	.0611
COIN 51	Fundamentals of Internet Technology	5.0	8.0	.0889
CIS 27A	Computer Science 1: JAVA	5.0	8.0	.0889
CIS 50A	Using the Computer	4.0	6.0	.0889
CIS 15A	Computer Science I: C++	5.0	8.0	.0889
CNET 50	Fundamentals of Data Communication & Networking	4.0	4.0	.0889
CNET 111	Personal Computer Construction & Operation	5.0	8.0	.0889

Note: Official course units, hours, and load factors are maintained by the Curriculum Specialist in the Office of the VP of Instruction and Institutional Research.

Counseling

Counselors are expected to spend 30 in-office hours meeting with students on a one-to-one basis through appointments, drop-in, and/or duty schedules. Load for this type of assignment is equated on an hour-for-hour basis.

The general basis for load in counseling is that each assignment subtracts from a 35-hour weekly load. The basic responsibility of each counselor is to assist students and mediate problems of personal and/or academic nature relating to access and success at Foothill College. To accomplish this goal, counselors meet with students in a variety of formats. The assignment of load depends on these different student/counselor configurations.

Special assignments receive an hour-for-hour load assignment. If a counselor receives a .50 assignment in a specific area, then his/her hours, in general one-to-one counseling, would be reduced accordingly. Most counselors teach small or large groups. These groups have the same academic format as the instructional divisions. Load for instruction in Counseling or Career Life Planning courses is hour-for-hour. One hour of preparation is attached to every hour of instruction. Evening and/or off campus assignments are hour-for-hour. When counselors attend committee meetings and are involved in college and district governance, these responsibilities form a part of their 35 hour assignment.

Courses Most Frequently Offered by the Counseling Division

Course	Description	Units	Hours	Load Factor
CNSL 50	Introduction to College	1.0	1.0	.0381
CNSL 53	Effective Study	3.0	3.0	.0667
CNSL 55	Becoming a Master Student	3.0	3.0	.0667
CNSL 60	College Success	3.0	3.0	.0667
CNSL 85G	Assertive Communication	1.5	1.5	.0333
CRLP 85H	Transfer Readiness	1.0	1.0	.0381

Course	Description	Units	Hours	Load Factor
CRLP 85P	Transfer Preparation for Minority Students	1.0	1.0	.0381
CRLP 86	Leadership: Theories, Styles & Realities	1.0	1.0	.0222
CRLF 70	Self Assessment	3.0	3.0	.0667
CRLF 71	Exploring Career Fields	1.0	1.0	.0381
CRLP 72	Interviewing for Career Information	1.0	1.0	.0381
CRLP 73	Effective Resume Writing	1.0	1.0	.0381
CRLP 74	Successful Interviewing Techniques	1.0	1.0	.0381
CRLP 75A	Career Mentoring	3.0	5.0	.0667
CRLP 76A	Women in Transition	3.0	3.0	.0667
CRLF 90	High-Tech Career Exploration on the Internet	1.0	1.0	.0381

Note: Official course units, hours, and load factors are maintained by the Curriculum Specialist in the Office of the VP of Instruction and Institutional Research.

Fine Arts and Communication

Across the Fine Arts and Communication Division, loads vary from something under 40 to 72 hours per year. Although the loads are similar, the number of contact hours in Photography is established at 24 hours when they are straight laboratory. In Ceramics, Graphic Design, and Studio Art, the number of hours of a full-time load varies from 18 to 21 depending on how many of the courses are lecture or lecture/lab. The instructors average about 19 hours, but there are TBA hours attached to most of the courses. Class sizes are 25 to 30 depending on the laboratory room. Supervision of para-professional help is not considered part of course load, but neither is supervision of students in special project courses, nor is supervision of tutors. No release time is given for preparation on exhibits or other required professional activities. The number of preparations is usually two or three per quarter, and four or five per year.

In Music, the average hourly contact load is 16 or 17 hours, and the average number of preparations runs between three and four per quarter (counting core courses as a single preparation) and averages five per year. Although WSCH is collected for scheduled rehearsal and performance time, these hours are in addition to the 16 or 17-hour average contact load. These additional hours balance out smaller class sizes; the applied music classes usually run between 15 and 20 students. Piano and Voice classes usually run at 24 students.

Drama loads, a mixture of lecture and lecture/lab courses, average 18 hours per week without including special release time for rehearsal time or performances. In the quarter that instructors are assigned responsibility for a major production, they carry a production course as part of their load. Production responsibilities and load are shared by the department; the equivalent of one TBA evening play production course per quarter may be split in any way. There are usually three preparations per quarter, nine preparations per year in Drama, with the production counting as one of the preparations.

Broadcasting has an 18-hour quarterly load because the courses are a mixture of lecture and lecture/lab. Although there are ordinarily 8 or 9 preparations per year and 10 to 12 courses per year, the load remains at 18 hours per week. Class sizes are 35 students except when only 30 students can be accommodated.

In Photography the load includes from four to six different lectures per week with classes varying from 24 to 36 students and three to four labs of 24 students each. Labs require constant instruction and supervision. In addition, exhibits are organized, both in the Lab gallery space and in locations off-campus. Because photographic technology is changing at such a rapid rate, it is necessary to attend trade-shows, seminars, demonstrations, and workshops to keep up with new equipment and processes.

In Speech, class sizes have had to be limited to 25 students in Speech 1A (30 in the others) because each student must make a minimum of five speeches per quarter, and even with absences, no more than 25 students can complete their assignments in a quarter. Because of this small number of students per class, the yearly instructor contact hour load is 11 four-hour courses with the fifth hour TBA.

Courses Most Frequently Offered by the Fine Arts and Communication Division

Course	Description	Units	Hours	Load Factor
ART 1	Introduction to Art	4.5	5.5	.1111
ART 2ABC	Art History	4.0	5.0	.1000
ART 4A	Drawing	3.0	6.0	.1111
ART 5A	Basic Design	3.0	6.0	.1111
ART 45A	Ceramics	3.0	6.0	.1111
DRAMA 1	Theatre Arts Appreciation	4.0	4.0	.1042
DRAMA 2ABC	Intro to Dramatic Literature	4.0	4.0	.1000
DRAMA 20A	Principles of Acting	3.0	6.0	.1111
DRAMA 21A	Fund of Theatre Production	4.0	6.0	.1111
DRAMA 49	Rehearsal and Performance	3.0	12.0	.1777
FA 150	Directed Study in Fine Arts	0.5	1,5	.0000
GRDS 53	Intro to Graphic Design	4.0	6.0	.1111
MUSIC P32	Symphonic Wind Ensemble	2.0	5.0	.0852

Course	Description	Units	Hours	Load Factor
MUSIC P33	Evening Jazz Ensemble	2.0	5.0	.0852
MUSIC P41A	Applied Music Training	2.0	7.0	.0370
MUSIC 1	Introduction to Music	4.0	5.0	.1037
MUSIC 2ABC	Music Masterpieces	4.0	6.0	.1185
MUSIC 3ABC	Music Theory, Literature, & Composition	4.0	6.0	.1185
MUSIC 8	Music of Multicultural America	4.0	6.0	.1185
MUSIC 10	Fundamentals of Music	4.0	5.0	.1037
MUSIC 12A	Class Piano Level I	2.0	3.0	.0444
PHOTO 1	Basic Photography	3.0	5.5	.0888
PHOTO 1L	Basic Photography Lab	0.0	3.5	.04
RADIO 80	Fundamentals of Radio Operations	3.0	5.5	.0778
RADIO 90A	News & Information Production	3.0	7.0	.0794
SPCH 1A	Public Speaking	4.5	5.5	.1111
SPCH 2	Interpersonal Communication	4.5	5.5	.1111
SPCH 4	Group Discussion	4.5	5.5	.1111

Note: Official course units, hours, and load factors are maintained by the Curriculum Specialist in the Office of the VP of Instruction and Institutional Research Office.

Human Performance/Physical Education

The Human Performance/Physical Education (HP/PE) Division loads have been scheduled at 20 hours per quarter. Coaching athletic classes counts as 10 hours load if the instructor is full-time, while part-time coaches are paid for 10 hours a week.

Both pre-season conditioning and athletic classes are counted as load. Coaches work many hours that are not counted toward load, e.g. recruiting, meeting with other coaches and groups, scouting and travel. The number of units for athletic classes is usually three per quarter.

Courses Most Frequently Offered by the Human Performance/Physical Education Division

Course	Description	Units	Hours	Load Factor
HP 1	Intro to Physical Education	3.0	3.0	.0667
HP 10	Beginning & Intermediate Swimming	1.0	3.0	.0500
HPl0B	Aquatic Fitness	1.0	3.0	.0500
HP 19	Weight Training	1.0	3.0	.0500
HP 26	Tennis, Beginning	1.0	3.0	.0500
HP 27	Basketball	1.0	3.0	.0500
HP 29	Soccer	1.0	3.0	.0500
HP 30A	Advanced Volleyball	1.0	3.0	.0500
HP 31	Self Defense	1.0	3.0	.0500
HP 33	Modern Jazz	1.0	3.0	.0500

Note: Official course units, hours, and load factors are maintained by the Curriculum Specialist in the Office of the VP of Instruction and Institutional Research.

Language Arts

Before the change to the quarter system, and traditionally among community colleges, the Language Arts loads were four courses per semester in English Composition and five courses per semester in the other departments. At the change to the quarter system, the English Composition Department converted their eight three-hour courses per year to eight five-hour courses per year. Currently, the English Composition load is eight five-hour composition courses of 30 students each. When an instructor also carries an elective literature load (50 students), the load remains eight courses when there is only one literature course, but it is nine courses when there are three or more. The English load, therefore, varies from 39 hours to 42 or 43 hours, and the most common load is 40 hours.

ESL loads are the same as English composition for composition courses (ESL 167, 25, and 26), with eight five-hour courses of 30 students each comprising a full-time load. Other five-hour ESL courses are like foreign language courses, with nine five-hour classes of 30 students each comprising a full-time annual load. An ESL instructor primarily teaching a composition load may teach one or two non-composition classes as part of the eight course annual load.

The Foreign Language loads are nine five-hour classes per year. Class size is 35. There are two hours TBA in the first-year courses and one hour TBA in the second-year courses. Because of low enrollments in second-year programs, three to five levels of students (in different courses with different assignments) are taught in the same room at the same time for a single load.

Courses Most Frequently Offered by the Language Arts Division

Course	Description	Units	Hours	Load Factor
CHIN 1	Beginning Chinese	5.0	7.0	.1111
CRWR 40A	Creative Writing Fiction	5.0	5.0	.1111
ENGL 1A	Composition and Reading	5.0	6.0	.1250

Course	Description	Units	Hours	Load Factor
ENGL 1B	Composition and Reading	5.0	6.0	.1250
ENGL 8	Children's Literature	4.0	4.0	.1000
ENGL 14	Contemporary Fiction	4.0	4.0	.1000
ENGL 46C	Survey of English Literature	4.0	4.0	.1000
ENGL 100	Basic Reading Skills	5.0	6.0	.1250
ENGL 110	Basic Writing Skills	5.0	6.0	.1250
ESL 25	Composition and Reading	5.0	6.0	.1250
ESL 156	High-Intermediate Grammar	5.0	6.0	.1111
ESL 176	Applied Editing and Grammar Skills	3.0	3.0	.0667
FREN 6	Intermediate French	5.0	6.0	.1111
GERM 13A	Inter. German Conversation	3.0	4.0	.0675
JAPAN 33	Introduction to Japanese Culture	4.0	4.0	.0889
SPAN 1	Beginning Spanish	5.0	7.0	.1111

Note: Official course units, hours, and load factors are maintained by the Curriculum Specialist in the Office of the VP of Instruction and Institutional Research.

Learning Resources

Library

Librarians meet the library and information needs of the Foothill College Community--students, faculty and staff. To accomplish this goal, librarians may be responsible for a variety of tasks. Librarians' hours are determined by the College to provide coverage to meet the College's needs and educational goals, and to supervise the Library staff and Library functions. Librarians may be expected to be involved in supervision, reference, collection development, library instruction and orientations, technical and public services responsibilities, program, workshop planning, and implementation, decision-making, and other tasks and projects as assigned. The normal workweek is 37.5 hours. Instruction, curriculum development, and preparation can be part of the 37.5-hour weekly load, or, if outside the 37.5 hours, it is then treated as overload. Librarians are encouraged to attend College and District-wide committees, be involved in College and District governance, attend Division meetings and provide coverage for other librarians when necessary. Generally, the library instruction courses are self-paced and must be completed in one quarter. Assisting students in these courses is part of the librarians' professional responsibility. Maximum class size is 30.

Courses Most Frequently Offered by the Learning Resources Division

Library Instruction

Course	Description	Units	Hours	Load Factor
LIBR 1	Principles of Library Research	3.0	9.0	.0856
LIBR 190	Directed Study	0.5	3.0	.0000
LIBR 190X	Directed Study	1.0	5.0	.0000
LIBR 190Y	Directed Study	1.5	7.0	.0000
LIBR 190Z	Directed Study	2.0	9.0	.0000
LIBR 36Y	Special Projects in Lib Science	3.0	3.0	.0000

Course	Description	Units	Hours	Load Factor
LIBR 36Z	Special Projects in Lib Science	4.0	4.0	.0000
LIBR 50	Introduction to Lib Skills	1.0	3.0	.0286
LIBR 36	Special Projects in Lib Science	1.0	1.0	.0000
LIBR 36X	Special Projects in Lib Science	2.0	2.0	.0000
LIBR 90A-H	Library Info Seminars	0.5	0.5	.0111
LIBR 55	Internet Resource Strategies & Critical Thinking Skills	1.0	1.5	.0578
LIBR 56	Internet Resource Techniques & Information Literacy	1.0	1.5	.0289

Physical Sciences, Mathematics, and Engineering

The Physical Sciences, Mathematics and Engineering Division employs a uniform formula for assigning load to all course offerings in the division. The formula allots 0.0222 for one hour of lecture, 0.0185 for one hour of lecture/lab, and 0.0159 for one hour of lab. Using this formula, a mathematics instructor teaching nine five-hour lecture courses per academic year would have a load of 0.9999, or 99.99%.

Nine classes during the academic year is the normal load for a mathematics instructor, and the maximum class size is 35.

Chemistry and Physics loads are not as easily balanced as Mathematics loads. They are organized over the academic year to come as close to 1.000 as possible, with every attempt made to stay within a range of 95 to 105 percent. Laboratory class size varies from 28 in the Physics 4 series to 32 in Chemistry 30A, 30B, and 25.

The same situation prevails in Aviation, Engineering, Geology, and Astronomy, with no combination of classes yielding a "perfect 100," so loads are averaged over the academic year. Class sizes vary within these departments.

Courses Most Frequently Offered by the
Physical Sciences, Mathematics & Engineering Technology Division

Course	Description	Unit	Hours	Load Factor
ASTRO l0B	Gen. Astronomy-Stellar Systems	5.0	5.0	.1111
ASTRO 10L	Astronomy Laboratory	1.0	2.0	.0445
AVIA 51	Ground School Level I	3.0	3.0	.0667
AVIA 52	Ground School Level II	3.0	3.0	.0667
CHEM 1A	General Chemistry	5.0	3.0	.0667
CHEM 8A	Intro to Organic Chemistry	5.0	4.0	.0889
CHEM 25	Fundamentals of Chemistry	5.0	4.0	.0889

Course	Description	Units	Hours	Load Factor
CHEM 12A	Organic Chemistry	5.0	3.0	.0667
CHEM 30A	Survey of Inorganic & Organic Chemistry	5.0	4.0	.0889
GEOL 10	Intro to Physical Geology	5.0	4.0	.0889
MATH 10	Elementary Statistics	5.0	5.0	.1111
MATH 11A	Calculus	5.0	6.0	.1111
MATH 105	Intermediate Algebra	5.0	5.0	.1111
MATH 101	Elementary Algebra	5.0	5.0	.1111
MATH 200	Structure of Arithmetic	5.0	5.0	.1111
MET 10	Weather Processes	4.0	4.0	.0889
PHYS 2A	General Physics	4.0	3.0	.0667
PHYS 4A	General Physics (Calculus)	5.0	4.0	.0889
PHYS 60	Introductory Physics	5.0	5.0	.1111

Note: Official course units, hours, and load factors are maintained by the Curriculum Specialist in the Office of the VP of Instruction and Institutional Research.

Appendix D: The Quarter

Beginning of the Quarter

Class Meetings

First Class Meeting

- Distribute your *"Green Sheet"* (or information sheet), which should contain office hours/phone, books required/recommended, how course is conducted, course grade formula, attendance policy, and any other specific information pertinent to student success. A specific assignment sheet (course syllabus) listing homework and other project due dates is recommended (many students need a visual record of work expected; these can be labeled as "tentative" with a footnote that changes and/or additions may be made at any time).
- Instructors are expected to meet for the full period of the first meeting (unless the class will be canceled due to low enrollment).
- If the class is not full, please add students to the maximum seat count. **Note: Instructors are not responsible for checking any pre-placement requirements; the registration process should block students without the appropriate placement in a sequence course.*
- Department/Division policy should indicate how "no shows" and late "adds" are dealt with.
- If seats are available, students not on your roll sheets should be sent to the registration office with a signed add card or given an add sticker allowing them to add online. You will get a third week census report showing all registered students; division assistants should be able to pull an enrollment list from the SI system at any time if needed.

Class Meetings

- Begin and end on time. Most students expect a full quota of instruction, especially if they have driven a long distance or taken time off from work.
- Classes should meet as scheduled, including finals, and in the assigned room. Instructors must receive permission from the Division Dean before any change is made. If any change is made, please also notify the room scheduler, x7256.

During the Quarter

Assignments, Testing, And Evaluation Of College Level Credit Courses

Assignments and Other Homework

For college credit courses, assignments, testing and evaluation should be consistent with the course outline and reflect appropriate college level work, require critical thinking, and demonstrate skill mastery. Out-of-class assignments can be an important part of the student's learning process, whether an extension of a lesson just covered, preparation for a new topic, or the review of a unit of study. Assignments need to be well thought out as to relevancy to the subject matter and well prepared with step by step instructions with few assumptions. Check that students have been given or already have the skills needed to complete the assignment. Although students may not have questions about an assignment given orally, they often need a written copy for best results. Realistically, courses compete with one another for students' time, and courses in which assignments are infrequent, unclear, or unrealistic will suffer. The general rule for college level credit courses is two hours outside class for each one-hour in lecture class.

Suggestions for Assignments

- Students should know exactly what the assignment requires and when it is due. Clarify the assignment. If an assignment sheet (class syllabus) is not prepared for the students, suggest to students that they keep an "assignment notebook." Unrealistically, students often believe they can remember the specifics of an assignment without writing them down.
- Give the assignment before the last minute of class while there is still time for questions and explanations. Remind students not to "pack up" during the last few minutes and become distracted or distract others.
- Vary assignments to fit different student learning styles; have both exercises from the text and application exercises that require students to extend their skills (e.g., interviews, research, community involvement).
- To show students that there was a reason for doing the work, make it relevant and ***use the assignment*** in some way; for instance, as a basis for class discussion, a way to assess class understanding, or a lead-in for a new lesson.

- If homework is to reinforce skills, the instructor might choose not to collect it but to have students exchange papers or just discuss the answers. If the assignment will be collected and graded, students should be informed ahead of time. If students are told the assignment is to be graded, it should be done in a timely manner and returned with feedback as to student success. The reason a student gave an incorrect answer is much more important than just that he/she made an error.
- Homework may or may not be considered when assigning a final grade. Either way, the policy should be clearly noted on the *"Green Sheet."*
- If homework is collected and used as part of the grade, students should be responsible for turning in work on time and in an organized, acceptable, legible form. Such work encourages successful student behaviors and self-respect.

Testing

There are many forms of testing and other graded tasks that can significantly contribute to the student assessment process and help the instructor assign a final grade. A test is defined as a quantitative observation of a moment in the learning process. The instructor and student should be a team in this evaluation. ***Final examinations are required for every college level credit course and should be given in accordance with the final exam schedule published in the schedule of classes. Any deviation from the published schedule must have prior approval from the Division Dean.***

Note: Students who are registered with Foothill's STEP (Student Tutorial Education Program), x7377, or with the Adaptive Learning Division (ALD) x7332, should be given extra considerations when being tested. STEP students get a 1 1/2-time factor and ALD students may need special apparatus. Instructors will receive a form from each program on the special needs of any student registered in their class. To be fair to all students, only those registered in these programs should be given special testing allowances. If a student says he/she has a special learning problem but no letter has been received, call either program for information.

Some Objectives of Testing are to:

- Evaluate each student's achievement on particular skills.
- Evaluate the instructor's teaching.
- Provide a learning experience in the testing itself and in the discussion of the results/answers.
- Provide a degree of objectivity in arriving at a student's grade.

Suggestions for Preparing and Grading Tests

Note: Software that can scramble test questions or store banks of questions and select some at random is currently on the market. Before spending a large amount of time in writing exams (of any type described below) such software may be worth investigating and/or encouraging your department/division to purchase for faculty use. In addition, educational materials stores sell calculators specifically designed to compute grades.

- Ask other department members or check in the Division Office for sample tests to aid in preparing evaluation material.
- Peruse the ***Classroom Assessment Techniques Handbook***.
- Instructors preparing test questions can easily assume that the question is clear and direct, but students can often misunderstand a word or term and incorrectly respond. Because it is difficult to anticipate every possible interpretation, encourage students to clarify their understanding of the questions as much as possible. If almost every student misses a certain question, it probably should be omitted from the test and rewritten for later versions.
- Copy a student test, correct, mark, and grade it and then request that another faculty member do the same for a comparative evaluation.
- Request a holistic grading session to be offered through your department chair.
- Grading of tests should be objective (the same standards used on all students) and based on a formula or criteria. An explanation of how the grade was determined should be discussed openly with students. Students can benefit most from feedback that identifies the type of error they have made rather than just a score of correct and incorrect responses. If students know the reason for their errors, they then know what to focus and improve upon.
- Tests should reflect what students have learned and were told to review, unless specified as "application" type tests.

- Tests should be returned to students as soon as possible. If a letter grade is given, test answers, especially for midterms and other important tests, can be gone over one-by-one during class as a learning experience (overheads are useful here) or in conference with each student.

Make-up Testing

- Determine whether you will have any alternate (make-up) exams for students who do poorly on a test, and if so, indicate this fact on the Green Sheet.
- You should allow make-up of original tests for students who legitimately miss an exam due to jury duty, work, illness, etc., as much as reasonably possible.
- Your Dean may have a place designated for make-up tests.

Scheduling of Tests

Tests should be noted on the assignment sheet (class syllabus) handed out at the beginning of a quarter. If this isn't feasible, announce a test at least two class meetings prior to the test. The frequency of testing depends upon the course but, generally, a minimum of three 50-minute tests per quarter seems reasonable. Short quizzes, or classroom assessment techniques, either announced or unannounced, can be given during or at the end of any instructional unit.

Types of Tests

Multiple Choice

When multiple-choice tests are used, it is especially important that instructors write them well. These tests are used:

- To access memory of specific information.
- To evaluate higher levels of learning, synthesis skills such as integrating material from several sources, and critical thinking skills, such as evaluating and comparing response choices.
- For diagnostic purposes (identification of skills previously acquired) and, if questions are coded as to specific skill being asked for, helping students see strengths and weaknesses.
- To provide immediate feedback.

Advantages

Multiple-choice tests can:

- Show student learning accurately if questions and choices are well written.
- Facilitate scoring (*Scantron* machine is available in Staff Lounge).
- Measure both memory and judgment.

Disadvantages

- Questions requiring judgment are difficult to construct.
- Inadequate reading ability may cause error rather than lack of knowledge about specific skill.
- Often used for specific but trivial information.
- Time consuming to construct.
- Students can pass on answers to others.

Suggestions for Writing Multiple Choice Items

- Allow sufficient time to write thoughtful, relevant questions and to validate them or at least check for possible misinterpretation. Write one or two a day/week after particular skill lessons that are to be evaluated.
- Use note cards to draft questions on so that they can be sorted easily.
- Create a mix of memory and higher learning (judgment) questions; however if critical thinking is the primary goal, concentrate on questions that ask the student to apply, analyze, synthesize, and evaluate.
- Create a "stem" first—a single, definite problem in the form of a question or incomplete sentence; then, write the correct option and three or four distracting options (the latter should not be "trick" options but require some sort of comparison of key elements).
- State the problem concisely; what the student is to answer must be obvious and discernible without having to read all of the options.
- The stem should include all necessary information to determine the problem but not contain irrelevant material (padding) unless that is part of what is being assessed.
- Avoid unnecessary repetition ("lead-ins") in the answer choices by including as much as possible in the stem.
- State the problem or ask the question in a positive form. The use of negatives can be confusing to even the best students, and poor readers may miss words like "not."

- Avoid making the correct answer obviously shorter or longer than the other choices.
- Distraction options can come from actual student errors on homework or other class work.
- Be aware of "absolutes" (all, never, none); these usually make an option incorrect, whereas, "qualifiers" (sometimes, usually) are more likely to be found in the correct choice.
- Be aware of grammatical inconsistencies between the stem and the distraction options; students can use these to determine the correct answer without understanding the skill.
- Be cautious in using "all of the above" or "none of the above."

Completion Tests

These tests require the student to fill in the "missing" part of a statement either from their own knowledge or from a list of numbered choices.

Advantages

- Little chance to guess correct answer.
- Good when student must recall specific facts, words, or symbols.

Disadvantages

- Measures memory more than judgment.
- Difficult to make only one answer fit.

Suggestions for Writing Completion-Type Questions

- Write out a number of short statements covering the most important information students have been taught.
- Go through these and omit one or two key words; make sure the meaning of the sentence is still clear.
- Omit only words that call for specific information; be sure that only one word will fit, or if more than one is correct, provide for credit for all possible answers.
- Make all blanks the same length so as not to give clues to right word.
- Omit only those words that will test for what students should know; do not omit verbs unless the action of the concept being tested.
- Number each blank space; it works well to have students put answers on a blank page with the same numbers or in a column along the margin.

Identification Tests

This type of test requires the student to name certain objects and is useful for measuring knowledge of such factors as names of tools, materials, locations, or parts. Like completion tests, this type often works best if items are numbered and students write answers on a separate page with same numbers.

True-False Tests

These tests are quite commonly used in college courses but are difficult to write well.

Advantages

- Can be used to cover a wide range of material quickly.
- Easy to score.

Disadvantages

- Guessing correct answer is a 50-50 chance.
- May measure reading ability not knowledge of subject matter.
- Apt to be low in reliability.
- Difficult to write well.

Suggestions for Writing True-False Questions

- Write statements that are 100% true or 100% false. If correct answer must be qualified, discard the statement or rewrite.
- Do not have part of a statement be true, another part be false.
- Make a balanced true-false ratio of questions in total.
- Keep language simple; avoid double negatives.
- Questions should be about major points, not unimportant details.
- Make statements as short as possible without "padding.
- Avoid trick questions, especially beginning with "absolutes" (all, none), if put in to trick students with only one or two remote exceptions.
- Avoid words or construction that may help students guess correct answer.
- Avoid copying sentences directly from the text; some students can recall exact wording but do not really understand the meaning.

Matching Questions

Matching questions involve identifying items listed in one column which have some relationship to items in another column. Usually students are asked to place the appropriate numbers or letters from the right column item next to the corresponding item on the left. Usually there are extra items in the right hand column.

Advantages

- A large number of responses can be obtained in one test item.
- Very objective.
- Good for definitions and simple relationships.
- Easy to construct if matching only words or phrases.

Disadvantages

- Does not measure complete understanding of information.
- Does not measure judgment.
- Difficult to construct if matching complex, long sentences.

Suggestions for Writing Matching Questions

- Use at least four but no more than twelve items in each question.
- The answer column should contain two or more items more than the matching column.
- Do not mix numbers, names, and dates in one list of answers.
- Put numbers and dates in ascending or descending order.
- Put names in alphabetical order.
- Each item should be used only once (unless there are two distinct matches for one item).
- All items for a single question should be on the same page.

Essay Tests

Essays are excellent for determining students' ability to analyze, organize, and to apply knowledge. They also show depth of students' knowledge. They can be short answers (1-2 paragraphs or less) or require many pages.

Advantages

- Relatively easy to correct.
- Perhaps best indication of students' overall understanding.
- Requires students to use higher level cognitive skills, i.e., analysis, synthesis, some form of organization.

Disadvantages

- Knowledge may be obscured by students' poor writing abilities.
- Difficult to score objectively, if not a holistic grading process.
- Will not measure as many discreet items as objective test.
- May encourage bluffing or circular answers.

Suggestions for Writing Essay Examination

- Do not assume students understand essay "prompt words" (compare, describe, explain, etc.); hand out your definitions of these terms and what is being looked for with each before the exam date (or better yet, samples of good answers for each type).
- If more than one part to a question, separate the parts clearly and use a specific prompt word for each part.
- Clearly explain any specific qualifications required, such as length limits, use of key terms, numbering, special formats, reasoning for points, examples, attributing to sources, editing.
- Remind students that only complete sentences are acceptable.

Suggestions for Grading

- Before the test, discuss grading standards with students; ask them what components would comprise an "A" grade for essay answer (on task, examples, clear reasoning, mention of sources, etc.), then a "B" and so on. Use sample answers if possible. Doing this one time during the quarter will give students a better understanding of what will be looked for as well as involve them in the grading process.
- Before looking at the finished exams, list clear grading criteria.
- Grade the first question by looking at all students' answers for that question before going on to the next.
- For better consistency and fairness of grades, separate into piles the potential "A," "B," etc. responses and do a quick comparison of answers in each group before assigning grades; doing this can spot ones that really belong in another grade group.
- Keep essays anonymous, if possible.
- Provide comments that address reasons for errors (doesn't fit task, didn't define terms, answer too narrow or too broad, etc.).
- Be willing to listen to student's interpretation of the questions and his/her answer.
- Be willing to explain scoring to the students.

Problem Tests

Many tests will consist partially or totally of problems of various types. These are particularly common in mathematics, accounting, and science courses and are similar to essay tests but with numbers rather than words.

Other Types of Tests

Illustration	*Performance*	*Field Trips*
Demonstration	*Discussion*	*Lab Reports*
Oral Presentation	*Special Projects*	*Community*
Service Projects		

The particular needs of a particular course may dictate a method of testing other than those described in detail above, for example, in horticulture, the demonstration of grafting processes or in painting, the productions of perspective. Whatever the form, a test should measure the attainment of a unit studied or of specific course objectives. Tests should not be tricks but measures of "works in progress," the student and instructor learning processes.

Grades

- Attendance cannot be used as sole criterion for determining a grade in a college level credit course.
- Activities which will be factored in determining course grade along with the relative weight of each component should be clearly indicated on the "Green Sheet" (course description).
- When final averages are computed according to the policy that has been described on the "Green Sheet," the resulting numbers will generally fall into reasonably well-defined groups with a few scattered intermediate cases. Once a decision has been reached about the clusters, the intermediate cases should be considered individually. Such factors as diligence in doing homework, participation in class discussions, whether the quality of work improved over time, evidence of understanding that is not reflected in the record, etc. can guide decision-making. The reasons for these decisions, however, should be clear in the instructor's mind and in the records so that a student can clearly understand how the grade was determined (so that the Admission and Records department can explain the grade to a student if the instructor is not on campus).

- Final grades can be based on absolute scores or percentages; most instructors, however, find that a slightly more flexible approach is best.
- Design the course with computing final grades in mind. If you want tests to be 70% of the final grade, have seven equal tests of 10% each (maybe eight total to include a " discard" one as well) or two at 30% and one at 10%, etc.
- If you have any alternate exams for students doing poorly on an original exam, determine how these grades will be weighted and calculated.
- A student should know, within reason, what his/her grade is at anytime during the quarter. Encourage students to keep a total of points or letter grades. Be sure students know that a 10 point "A" on a 10% quiz is not the same as an "A" on a 35% quiz.
- After midterms, it is good practice to confer with students about what grade they would get if grades were issued at that time (some colleges actually mail out midterm grades to students). Doing this will allow instructors to assess students' progress and allow students to decide on options (to drop or to put in additional effort). Also, early registration for such programs as EOPS occurs around midterm time and EOPS students doing poorly should be told NOT to register for the next sequence course if they are likely to receive a failing or incomplete grade.

End of the Quarter

Grade Reports and Attendance Records

- Final grade report forms will be distributed prior to finals week. The grade reports and other forms will be due on the date specified on the accompanying instruction letter.
- At the end of the quarter, turn the following into the Admissions and Records Office:
    - Instructor final grade reports (pink colored *Scantron* form).
    - Permanent class lists.
    - Grade/attendance sheet with clearly labeled columns with student grades entered and the permanent class list containing a formula of how grades were calculated (e.g. 70% tests, 20% homework, 20% participation) corresponding to the labeled columns.

    - Positive attendance reports for those classes (blue colored form).
    - Any incomplete contracts (available in division office or Instruction office). (All of these sheets are part of the permanent record of the college and should contain enough data to justify a student's grade in the course, e.g., entry of exam grades, reports, etc.)
- Please turn in keys to the Office of Instruction and Educational Resources if not teaching the next quarter.

Grade Change Card

To change a grade because of clerical or mechanical error or because an incomplete has been made up, the instructor should get the forms from the Division Offices or the Admissions and Records Office. Only the instructor can change a grade and that can only be for correction of an error.

Appendix E: The Classroom Experience

Curriculum

Co-Chairs of College Curriculum Committee

Administrative Co-Chair
The Administrative Co-Chair of the Curriculum Committee is the VP of Instruction and Institutional Research.

Faculty Co-Chair
The Faculty Co-Chair is a tenured faculty member selected by the Academic Senate Executive Committee and appointed to a two-year term with a minimum of 20% reassigned time. The Faculty Co-Chair will mentor his or her successor during the final year of his/her term.

The Faculty Co-Chair is expected to demonstrate the following characteristics:

- Knowledge of the curriculum process at the college and state level.
- Ability to give honest feedback and avoid political pressure.
- Good organizational skills, e.g., ability to adhere to timelines and to detail.
- Ability to assume a college-wide perspective.
- Effective communication and facilitation skills.
- Involved in the college community.

The primary duties of the Faculty Co-Chair are as follows:

- Presides over curriculum meetings.
- Promotes awareness of the curriculum proposal process.
- Plans the curriculum committee meeting agendas collaboratively with the Administrative Co-Chair.
- Is involved in training sessions for new curriculum committee members.
- Acts as a catalyst for curricular and program change.
- Develops new strategies for curriculum implementation.
- Is open to suggestions.

Local Curriculum Committees
Each division has its own curriculum approval process in order to approve individual courses and manage majors and certificates.

General Guidelines for Expanded Description of Format

See *Curriculum Development Handbook,* the Division Dean, or Division faculty curriculum committee representative for help with preparing course outlines. For examples of course outlines, see *Appendix K*.

Prerequisites

State regulations require that all of our prerequisites, co-requisites and advisories--including entrance requirements for special programs and auditions and tryouts--must be established according to a district policy. Please call x7639 if you have questions about how your classes or program may be affected.

The Prerequisite Requirements-- An Overview

What
Title 5 requirements for prerequisites, co-requisites and advisories were expressed in a comprehensive Foothill-De Anza Board Policy adopted in June, 1994. This board document establishes college guidelines for developing policies and procedures related to prerequisites, co-requisites and advisories.

Why
Prerequisites, co-requisites and advisories have the potential of unfairly discriminating against students and/or limiting their access to classes necessary for completion of their educational goals but, without prerequisites, the quality of some classes or programs--as well as student success--may be jeopardized. A properly designed set of prerequisites benefits the student, the instructor, and the college.

Who
The State Model District Policy (which is what our Board has adopted) was developed by a State Chancellor's Task Force consisting of representatives of the State Academic Senate and Chief Instructional Officers. The

Chancellor's Office has charged college matriculation officers with the responsibility of reporting on compliance with the new regulations. College curriculum committees are charged with implementing them in a process that principally involves college academic senates and discipline faculty.

When

All new prerequisites must be established under these regulations. All prerequisites, co-requisites and advisories must be reviewed every six years to establish that each is still supported by the faculty in the discipline and the curriculum committee.

Catalog

The catalog and schedule of classes must provide information on prerequisites, co-requisites and advisories for all classes, as well as procedures for challenging them.

Challenge

If the challenge process takes more than five working days, the college must reserve a seat for the student in the class. The class instructor may not be involved in the challenge process. The student may be subsequently unenrolled if the challenge is failed. If a prerequisite or co-requisite class is not available in a given quarter, the student may cite this circumstance as a justification to be allowed to enroll in the related class.

Curriculum Committee

The Curriculum Committee must be principally involved with the implementation of prerequisites, with its authority delegated by the College Academic Senate. It must make all related approvals, including those pertaining to standards for degree applicable courses, limitations on enrollment, course outlines, and the necessity of communication or computation skills in a course.

Content Review

Content review must minimally involve the following: involvement of faculty with appropriate expertise; consideration of course objectives; a detailed course syllabus and outline of record, tests, etc.; specification of knowledge and/or skills necessary at entry; review of the prerequisite which develops the body of knowledge and/or measures skills so identified; matching of the knowledge and skills in the targeted course and those developed in the prerequisite; and documentation of all of the above.

Satisfactory Completion
Satisfactory completion of a prerequisite is defined as "A, B, C, or CR." A "D" grade does not constitute satisfactory completion of a prerequisite.

Implementation
Implementation must be done in some consistent manner and not be left exclusively to the classroom instructor. If the prerequisite is not enforced (i.e., if there is no enrollment block associated with it), then it is not a prerequisite and may not be identified as such. In addition, once students are placed in a class, they may only be removed due to incorrect placement through the administrative process, and not by the instructor.

Course Outline
Each course for which prerequisites or co-requisites are established must be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying establishment of the prerequisite or co-requisite.

UC and CSU
Prerequisites may be established if, in addition to content review, the college specifies as part of the course outline of record at least three of the campuses of the University of California or the California State University that reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Other four-year college course equivalents do not qualify under this provision.

Computational and Communication Skills
Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum. They may only be established on a course-by-course basis. In addition to a content review, the following must be done to establish such a prerequisite: a list of the specific skills a student must possess in order to be ready to take the course must be included in the course outline of record, and research must be conducted according to specific requirements.

Two-Year Grace Period
A communication/computational prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted to establish it. Up to 20% of the students not having the prerequisite may be admitted to the class research to evaluate the prerequisite.

Cut scores
Data must be collected to substantiate the validity of cut scores on placement tests (scores below which students fail placement). If these data are insufficient to establish cut scores, any related course prerequisites may not be published or enforced until this problem is resolved.

Programs
In order to establish a prerequisite for a program, the proposed prerequisite must be approved with regard to at least one course that is required as part of the program. A college must adhere to the provisions under "Limitations on Enrollment" (see below) if it wishes to establish priorities for admission to a program by requiring that a course or courses be completed before admission.

Recency and Other Measures of Readiness
Other measures may be established as a prerequisite only if, in addition to the review by the discipline faculty, at least one of the following is also done: a survey of students asking their perceptions on the necessity of the prerequisite; comparison of students' performance with prerequisite completion; and a comparison of performance with test scores.

Limitations on Enrollment
Limitations on enrollment may only be established through the curriculum committee by the discipline faculty in the following categories: performance courses (i.e., audition or try-out); honors courses; and blocks of courses or sections. Limitations for performance courses must be reviewed at least every six years to determine whether the audition or try-out process is having a disproportionate impact.

Appendix F: Frequently Asked Questions

ANSWERS TO THE MOST FREQUENTLY ASKED QUESTIONS BY NEW HIRES

Instructional

What if we want to create a workbook, lab manual, or collection of readings for our students?

Foothill College encourages you to publish these for several reasons. First, it reduces the use of the department's copying budget by transferring the expense over to the students. Second, it eliminates last minute flurries to get handouts and readings copied in preparation for class. Take the following steps to:

- Obtain permission from the publishers if materials are not your own and are copyrighted. These forms and the laws which govern copyrighting are available in the Bookstore.
- Make an appointment with the Bookstore manager to discuss where and how the syllabus will be copied. The course reader/syllabus will then be available for purchase at the bookstore along with (or in lieu of) the course texts. However, some publishers refuse permission, and our clearinghouse does not always agree with many of the publishers.

How do we schedule AV equipment? What do they have?

The Technology Center provides equipment such as overhead projectors, slide projectors and screens, video monitors and cameras, tape recorders, etc. You can either call x7329 to make a request over the telephone (at least 24 hours in advance) or you can plan your entire quarter's teaching needs and fill out forms requesting equipment. Forms are available in the Division Offices.

Where can we get transparencies or other unusual classroom supplies?
The District Stores has a catalog that is available in each Division Office. It is best to look through this catalog in advance and order what you need on a purchase requisition. If the need suddenly arises or if you have not prepared sufficiently in advance, you have two options. You can obtain a purchase requisition from your Division Office, have it signed by the Division Dean, and go to the campus bookstore. Or you can purchase what you need either in the campus bookstore or in an off-campus store and save the receipt to be reimbursed through petty cash. (Since each Division has different procedures for allocating the budget, you should check with your Division Dean or Department Chair to see how supplies funds are allocated for your Division to ensure that you will be reimbursed for your purchases.)

How can we propose a new class for the schedule?
This may take two major steps. If the course has not been taught before (i.e., does not exist in the catalog) the course has to be proposed using the standard college format, approved by the department and the Division Curriculum Committee. The second step (once the course has been approved, or if the course already exists) is to discuss the idea with the division dean to see which quarter, day, time, etc. is available and to see if it is possible that you (or someone else) can be assigned that course.

Can we be trained in library reference skills? Can our students be trained?
The campus librarians are happy to guide you through the resources available in the Library. Call them in advance to make an appointment. They will also provide tours and orientations to your students. Again, call to make an appointment. Library staff will also customize a presentation for your class if you call in advance and explain the particular research area or focus you would like your students to explore.

Emergencies

If we are sick, whom do we call? How do we get substitute instructors?
If you are sick, call your Division Office and inform the Division Assistant who will post a sign on your classroom doors notifying your students. If you are sick and it is in the evening or on Saturday, call the Evening Office at x7711 or call the Police at x7313.

The campus has had limited funds for short-term substitutes in recent years. If you know enough in advance, it is best if you can work out an arrangement with a colleague to take over your classes. If not, perhaps you can assign a special film or specific task in the library.

What happens if we have a medical emergency?
If you have a medical emergency, call Campus Police at 911 (or ask a student to go to the nearest office phone and make this call). Campus Police is hooked in to the local emergency system and will be able to get help to you more quickly than if you call the off-campus 911. In addition, if you call directly, you may be liable for the costs of the ambulance, etc.

Dealing with Students

How do we deal with problem students?
The VP of Student Development and Instruction is the primary clearinghouse for dealing with problem students. Refer to the publication provided by the VP of Student Development and Instruction for steps you should take when you encounter a disruptive student.

What if we think a student has learning problems? Where do we start to get help?
The College provides a learning disabilities program to help support instructors and students in the diagnosis and prescriptive plan for the learning disabled. Call x7332.

Facilities

Whom do we call regarding a leak in a classroom roof?
Any facilities needs can be addressed by either calling x6156 or reporting to your Division Assistant or Division Dean. For ongoing needs, obtain a Work Requisition Form from your Division Office and fill out the appropriate information.

Miscellaneous

How do we purchase something?
First, talk to the Dean, or other appropriate person, to make sure there is an adequate budget to cover your needs; then, use one of the following ways to purchase items:

- ***Petty Cash:*** If the item (or combination of items) you want to purchase is under $100.00, a quick way to get it is to:
    - Purchase it yourself (and save the original receipts).
    - Fill out a petty cash voucher.
    - Attach the original receipt.
    - Have your Division Dean sign it, and go directly to the Cashier's Office in the Registration Office for a cash reimbursement.

  Note: Petty cash reimbursements not available on Fridays.

- For standard classroom and office items, order through the division office.

    - ***Ordering from an Outside Vendor:*** To purchase something from an outside vendor, see the Division Office.

- ***Buying something at the Bookstore:*** If you are on campus and simply need some items that are not available in the Division Office, you can get them at the bookstore.

- Because of bookstore policy, you need to ***have a Purchase Requisition signed by your Division Dean*** to purchase something. Then you can go pick up the item.

- ***For a textbook:*** If you wish to get a complimentary copy of your textbook, you need to *purchase it directly from the Bookstore, save your receipt, and then send the publishing company a request for a desk copy of the book.* When the publishing company sends you your text, you can take the original one (which you have kept in good condition!) with the receipt back to the Bookstore for reimbursement.

From whom do we get keys to the classroom?
Obtain a ***Key Request Form*** from your Division Assistant and submit it to your Division Dean, who in turn will send it to the Office of Educational Resources and Instruction. When the keys are ready, you can get them from the Office of Educational Resources and Instruction. When you no longer need the key, return it to the Office of Educational Resources and Instruction.

How do we reserve special rooms or facilities?
Call the Scheduler's Office, x7256, to see which classrooms are available to meet your needs. If you wish to use one of the facilities in the Fine Arts and Communications Division (including the Theater, Appreciation Hall, etc.) call x7252. If you want to use athletic facilities, call x7222. If you wish to use the Campus Center Facility, call Student Activities at x7282.

How do we order food services for special occasions? How do we pay?
Campus Food Services will not be available while the new Campus Center is under construction. Food service for special occasions will have to be arranged through a caterer. The caterer must meet county health regulations (see page 51) by showing their seller's permit and a copy of their health department permit.

What are mentor teachers and how can I get one?
Mentor teachers are senior faculty members who are there to intentionally help "teach you the ropes" and give you answers to questions in a variety of areas. Division Deans can help you find a mentor or you may find one on your own.

How do we get help dealing with the telephone?
Call telecommunication services at x8324 for assistance and training.

What about long distance calls?
Most faculty offices do not have telephones that call outside of the 650, 408, and 510 area codes. To make a long distance call, ask the Division Assistant which telephone to use.

What about the Internet?
All faculty should have access to the Internet, intranet, college administrative systems via their Division Administrative Assistant, and e-mail from within their offices. If you find that your office is not connected

and you would like to have access to these services, contact x8324 for an e-mail account.

How can we get office furniture?
Office furniture is acquired by going down to the district storage areas and perusing the equipment that is in storage. If you find something that meets your needs which is being surplused, you can get it. First, check with the head of district purchasing. New equipment needs to be purchased through capital and requires participation in a division-based process.

The Police. What will the Police do for us?
The Campus Police Office is open until 12:00 a.m. If you need a courtesy-parking sticker for an intern who is working with you, you can go to Campus Police to get one. Campus Police will help you get into your car if you have locked your keys in it, escort you to your car after dark, and also give you a ticket if you park incorrectly.

What should I know about parking on campus? What are resources or concerns when I teach at night?
Currently there are only limited resources. Stay in well-lighted areas. Campus Police provides an escort service. There is an office for the Evening Program in the Administration Building with limited support staff. If you need any assistance, call x7711.

Paychecks - who has them?
Call the District for paycheck procedures. Most paychecks are mailed to your home address listed in the HR system. You are encouraged to have your check directly deposited in your bank account.

What is PAA/PGA in real language?
Refer to Article 38, the salary schedule in the District/FA Agreement.

How do we get something copied?
For over 21 copies, use on-campus "Quick Copy." This generally takes from 24 to 48 hours. "While you Wait" hours are available as well. Fill out the requisition for Quick Copy which is available in your Division Office.

Many Divisions have their own copiers, and you should **consult with the Division Assistant** on your Division's policy for use. Most Division Offices are closed in the evening. See the Evening Secretary for help.

Appendix G: Statement on Professional Ethics

Adopted by Foothill College Academic Senate, Spring 1988

The Statement on Professional Ethics was adopted by the Council of the American Association of University Professors in April 1966 and endorsed by the 52nd annual meeting as association policy.

I. Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end, they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, those interests must never seriously hamper or compromise their freedom of inquiry.

II. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect the academic freedom of students.

III. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.

IV. As members of their institutions, faculty members seek above all to be effective teachers and scholars. Although they observe the stated regulations of their institutions, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of their decisions upon the program of the institution and give due notice of their intentions.

V. As members of their community, faculty members have the rights and obligations of all citizens. They measure the urgency of these obligations in the light of their responsibilities to their subject areas, to their students, to their profession, and to their institutions. When they speak or act as private persons, they avoid creating the impression that they speak or act for their colleges or universities. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

(The text of the AAUP statement has been modified to reflect today's concern for non-sexist language).

Appendix H: Common Foothill Acronyms

A & R	Admissions and Records
ALD	Adaptive Learning Division
AMA	Administrative Management Association
BSS	Business and Social Sciences Division
CSEA	California School Employee Association
CTIS	Computer Technology and Information Systems Division
ETS	Educational Technology Services
FA	Faculty Association
FRS	Financial Resource System
HRS	Human Resource System
I of I	Improvement of Instruction
ISC	Instructional Support Center (also known as the Media Center)
ISW	Instructional Skills Workshop
KCI	Krause Center for Innovation
LRC	Learning Resource Center (Library)
MERS	Monthly Expense Report Summary
MAUI	Macintosh Assisted User Interface
PAA	Professional Achievement Award
PDL	Professional Development Leave (sabbatical)
PG(A)	Professional Growth Award
PIO	Public Information Office (Marketing & Com)
SEIU	Service Employees International Union
SIS	Student Information System
STEP	Student Tutorial Program (through ALD)

Appendix I: Course Outline Samples

Course Outline Sample 1

Foothill College
Biological and Health Sciences Division

COURSE OUTLINE

Applicable to Degree
Winter 2000

Biology 41

1. Catalog Description
BIOL 41 MICROBIOLOGY

5 Units

Prerequisite: High school chemistry or CHEM 30A.
Advisory: Critical reading skills and knowledge of English sentence structure and ability to comprehend naturally spoken English in academic context; or ESL 25 and ESL 165 recommended.

Three hours lecture, two hours instruction for laboratory, four hours laboratory.

Morphology and physiology of bacteria, fungi and viruses. Mechanisms of pathogenicity, host parasite relationships, the immune response and principles of disease transmission. Techniques of microbial control, including sterilization, aseptic procedures, use of disinfectants, antiseptics and chemotherapy.

2. Expected Outcomes

The student will be able to:

A. explain the relationship between structure and function of microorganisms.
B. compare and contrast eukaryotic and prokaryotic organisms.
C. explain the role of microorganisms in the disease process.
D. apply principles of sterile technique.
E. compare and contrast antimicrobial drugs used to treat bacterial, viral, and fungal diseases.
F. identify the role of the host organism in resisting infectious diseases.
G. explain the transmission of infectious diseases.
H. use the light microscope to examine microorganisms.
I. perform staining techniques used to identify microorganisms.

J. understand how practices in different cultures have led to transmission and prevention of disease.

3. Special Facilities and/or Equipment Needed

Laboratory coats, safety glasses, texts, and notebook. Laboratory equipped with good microscopes (oil immersion capacity), gas outlets at each station, autoclave, hot-air sterilizer, two incubators, refrigerator, media-preparation area with glass washing facilities.

4. Expanded Description of Course Content

Unit 1: Introduction to Microbiology
- a. History of microbiology
- b. General cell functions
- c. Microstructure of eucaryotic cells

Unit 2: Procaryotic Cells
- a. Anatomy and physiology of prokaryotes
- b. Methods of study: microscopy and staining techniques
- c. Cultivation of prokaryotes: aseptic and pure culture techniques
- d. Nutrition, enzymology and metabolic studies
- e. Bacterial genetics - DNA replication, transcription, and translation

Unit 3: Fungi and Fungal Diseases
- a. Anatomy and physiology of fungi
- b. Representative fungal diseases - ringworms, systemic mycoses, and opportunistic mycoses

Unit 4: Viruses and Viral Disease
- a. Structure and replication of viruses
- b. Representative viral diseases -colds, influenza, herpes simplex, viral hepatitis and AIDS

Unit 5: Microbes and Disease
- a. Host-parasite relationships
- b. Epidemiology of disease
- c. Virulence factors
- d. Nonspecific and specific host resistance
- e. Relationship of genetic diversity and susceptibility to disease

Unit 6: Immunology
- a. Humoral and cellular branches of immune system
- b. Classes of immunoglobulins
- c. Immune response
- d. Hypersensitivity
- e. Active and passive immunity

Unit 7: Control of Microorganisms
- a. Sterile technique
- b. Chemical and physical methods of control
- c. Antimicrobial drugs

5. Repeatability Criteria

Not repeatable

6. Methods of Evaluation

A. Demonstration of mastery of lecture material by written quizzes, midterm exams, and a comprehensive final,
B. Demonstration of mastery of laboratory material by written quizzes, practical exams, and comprehensive laboratory final.

7. Text(s)

Tortora, Gerard, Funke, Berdell R., and Case, Christine E., Microbiology, an Introduction, 6th edition, Menlo Park, CA, Benjamin/Cumming Publishing Company, Inc., 1998.

Johnson, Ted R., and Case, Christine, Laboratory Experiments in Microbiology, Brief Edition, 5th edition, Menlo Park, CA, Benjamin/Cumming Publishing Company, Inc., 1998.

8. Authorized Discipline(s)

Biology or related fields

Course Outline Sample 2

Foothill College
Fine Arts and Communications Division

COURSE OUTLINE

Applicable to Degree
Summer 2000

Photography 68

1. Catalog Description
PHOT 68 SPECIAL TOPICS IN PHOTOGRAPHY

1 Unit

Advisory: PHOT 1 or 65A recommended.

May be taken six times for credit.

One hour lecture.

Investigation of a specific aspect or topic of photography through discussion and demonstration by the instructor(s).

2. Expected Outcomes

The student will be able to:

A. gain in-depth understanding of one specific aspect or topic of photography.
B. learn to use the equipment or technique demonstrated.
C. apply techniques and approaches learned to other class assignments in photography.
D. gain an appreciation of contributions from diverse cultures and backgrounds to the topic of photography being explored.

3. Special Facilities and/or Equipment Needed

A lecture room equipped for listening to audio tapes and viewing motion pictures, slides, and video tapes; access to camera equipment and functioning laboratory areas for instructor demonstration and student experimentation; chemicals and facilities for mixing and storing same; access to computer hardware and software for instructor demonstrations and student experimentation.

4. Expanded Description of Course Content

A. Detailed explanation of the topic or aspect of photography.
B. Comprehensive demonstration of the uses of equipment.
    1. Testing and/or experimentation by student as appropriate.
    2. Field sessions to use or demonstrate equipment as appropriate.
C. Applications of equipment used and skills demonstrated
    1. Fine arts applications.
    2. Guest lectures by visiting artists as appropriate.
    3. Commercial and industrial applications.
    4. Sessions to commercial/industrial sites as appropriate.

D. Practical use of equipment or technique demonstrated
    1. Availability and costs of equipment.
    2. Risks associated with technique or equipment demonstrated.
    3. Toxic waste, environmental concerns.

5. Repeatability Criteria

Because of the vast range of specific photographic topics that may be productively explored in depth, the student can benefit from investigating different topics successively. This course may therefore be taken six times for credit by studying topics that are mutually independent of one another.

6. Methods of Evaluation

Quizzes and hands-on examinations as appropriate. A written paper analyzing the topic is required as a summation of the course experience,

7. Text(s)

Texts and references will be recommended by instructor.

8. Authorized Discipline(s)

Photography

Appendix J
Load Factor Calculation Table Instructions

To determine the load factor for a course using the Load Factor Calculation Table, find the appropriate number of hours per week in a twelve week quarter the course will meet in the Hours column. Move to the right across the page to the appropriate column (Lecture, Lec/Lab, Lab). The value noted where the row and column meet represents the load factor for the course.

Pay attention to the information noted at the bottom of the columns. This information will help to decide which Lec/Lab and Lab columns to use for each division. Also note the information contained in the box at the lower left-hand corner, identified as "Heavy Load Courses." Load factor values for these courses are not included in the Load Factor Calculation Table. Load factors for these courses are determined by the department and the Curriculum Committee (CC).

Load Factor
Load Factor is determined using a quotient of contact hours and a number that has been determined by past practice of the department. Refer to the Faculty Handbook for a detailed report on load factor by department. The formulas used to derive the figures in the Load Factor Calculation Table are as follows:

Lecture classes: 45 hours per year are equivalent to a full contract. Load Factor figures for lecture classes equal to contact hours divided by 45.

Example: A lecture course with 4 contact hours divided by 45 yields a load factor of .0889.

Lecture-laboratory classes: depending upon past practice in a department, a full contract for lecture/lab classes will either be 54 hours or 56.25 hours. Load factor figures for lecture/lab classes equal contact hours divided by either 54 or 56.25.

Example: A lecture/lab course with 4 contact hours divided by 54 (in a department where past practice dictates that 54 hours constitutes a full load) yields a load factor of .0741; a lecture/lab course with 4 contact hours divided by 56.25 (in a department where past practice dictates that 56.25 hours constitutes a full load) yields a load factor of .0711.

Laboratory classes: depending upon past practice in a department, a full contract for lab classes will either be 60 hours, 63 hours, or 67.5 hours. Load factor figures for lab classes equal contact hours divided by either 60, 63, 67.5.

Example: A lab course with 4 contact hours divided by 60 (in a department where past practice dictates that 60 hours constitutes a full load) yields a load factor of .0667; a lab course with 4 contact hours divided by 63 (in a department where past practice dictates that 63 hours constitutes a full load) yields a load factor of .0635; a lab course with 4 contact hours divided by 67.5 yields a load factor of .0593.

Further information may be obtained for the Faculty Handbook, your Division Dean, CCC Division Faculty Representative, and Division Assistant.

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