

SANTA CLARITA COMMUNITY COLLEGE DISTRICT

Adjunct Faculty Handbook



Valencia Campus: (661) 259-7800 • 26455 Rockwell Canyon Road, Santa Clarita, CA 91355
Canyon Country Campus: (661) 362-3800 • 17200 Sierra Highway, Santa Clarita, CA 91351

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I. WELCOME TO COLLEGE OF THE CANYONS

Welcome New Faculty!

It gives us great pleasure to welcome you to College of the Canyons. Our College offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce skills development, and the attainment of learning outcomes supporting to their educational goals. College of the Canyons embraces diversity, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge. The College faculty and staff are committed to creating a successful, enriching environment for all our students. As a new faculty member, you play a key role in helping our students meet their scholastic and career goals.

The College strives each day to inspire all our students to reach higher and dream bigger. Since its beginnings in 1969, College of the Canyons has been providing transfer academic and career-focused education to an ever-increasingly diverse student population in the Santa Clarita Valley. Just as the College is committed to helping students achieve their personal, professional and academic goals, it is also committed to you, as faculty, to assist you in being the best teacher you can be. To that end, the College provides a wide variety of professional development and enrichment opportunities to help you grow as a teacher and as a leader.

College of the Canyons is an exciting place to work, offering moments of both challenge and reward. Please know that your instructional team is here for you as you weather those challenges and reap those rewards. We hope you reach out to all your colleagues throughout your journey here at the College. Whether you are celebrating triumphs in the classroom or puzzling through difficult problems, we look forward to working with you throughout your career here at College of the Canyons, as educators committed to student success.

Welcome to the team!

Sincerely,

Dr. Thea Sweo Alvarado

Dr. Thea Sweo Alvarado

Interim Assistant Superintendent/Vice President of Instruction

College of the Canyons

Dr. Jennifer Costello Brezina

Dr. Jennifer Costello Brezina

Associate Vice President of Instruction

College of the Canyons

(For more information, please visit [College of the Canyons Instruction Webpage](#))

II. KEY CAMPUS PERSONNEL DIRECTORY

Your primary points of contact will be your department chair, school dean, and the Office of Instruction. Inquiries about scheduling, classroom issues, and most other matters should be directed to your department chair first. On occasion, you may need to contact Student Services, Admissions and Records, and other departments.

VALENCIA CAMPUS A-Z INDEX CONTACT INFORMATION

OFFICE	LOCATION	PHONE
Interim Assistant Superintendent/ Vice President of Instruction	CHCS-244/243	Ext. 3431, Ext. 3410
Associate Vice President of Instruction	BONH-230	Ext. 3035, Ext. 3525
Admissions	CHCS-127	Ext. 3281, Ext. 3280
Bookstore	STCN-134	Ext. 3250, Ext. 3255
Campus Safety	X-8 Emergency	Ext. 3229, 3239 Dial 7 (Valencia)/ Dial 6 CCC)
Communication Center and Mailroom	CHCS-105	Ext. 0
Counseling	CHCS-155 (CHCS-212)	Ext. 3288
Academic Accommodation Center (Formerly DSPS)	SCOH -103	Ext. 3341
Emergency	X-8	Ext.7
Human Resources	UCEN-352	Ext. 3427
Library	LIBR-103	Ext. 3361
Online Education	LIBR-246-248	Ext. 3600
Payroll Services	UCEN-367	Ext. 3096
Reprographics	BONH-125	Ext. 3325, Ext. 3133
Student Conduct Issues	CHCS-202	Ext. 3261
Student Health Center	STCN-122	Ext. 3259, Ext. 5243
The Learning Center (TLC) (Tutoring and Student Testing)	LTLC-136	Ext. 3443

CANYON COUNTRY CAMPUS CONTACT INFORMATION

OFFICE	LOCATION	PHONE
Administration	SSLRC/4 th Floor	Ext. 3802
Admissions & Records	CCSS-202/2 nd Floor	Ext. 3819
Campus Safety	CCC-511	Ext. 3977
Communication Center (Switchboard)	CCSS-335/3 rd Floor	Ext. 3831
Counseling	CCSS-122/1 st Floor	Ext. 3811
Emergency	Dial 6	Ext. 6
Canyon Country Campus Dean	CCSS-411/4 th Floor	Ext. 3253
Library	CCSS-302/3 rd Floor	Ext. 3854
Reprographics	CCSS-336/3 rd Floor	Ext. 3831
The Learning Center (TLC) (Tutoring and Student Testing)	CCSS-315/3 rd Floor	Ext. 3857

INSTRUCTION: SCHOOLS AND DEPARTMENTS

<u>Personal and Professional Learning</u> <i>Dianne Avery, Dean</i>	
College Success Skills (Basic Skills)	NC.BCSK; NC.TUTR; NC.COUN
Short Term Vocational	NC. CAWT; NC. CONS; NC.CSKL; NC.NURS
English as a Second Language	NC.ESL; NC.VESL
Citizenship	NC.CITZ
<u>Applied Technologies</u> <i>Dr. Monica Shukla-Belmontes, Dean</i>	
Architecture	ARCHT
Automotive Technology	AUTO
Bachelor of Science Building Performance	BSBP
Construction Management and Construction Technology	CONST
Electronic Systems Technology	ESYST
Interior Design	ID
Land Surveying / Engineering Technology	SURV
Manufacturing Technology	MFGT
Network Technology	NETECH
Water Systems Technology	WATER
Welding Technology	WELD

<u>Business</u> <i>Dr. Monica Shukla-Belmontes, Dean</i>	
Business	BUS
Computer Applications and Web Technologies	CAWT
Culinary Arts, Hospitality, & Wine Studies	CULARTS
Economics	ECON
Paralegal Studies	PARLGL
Real Estate	REAL
<u>Career Education / Integrative Learning</u> <i>Harriet Happel, Dean</i>	
Work Experience Education (WEE)	WEE
Integrative Learning	IL
<u>Education Technology, Learning Resources and Online Education</u> <i>James Glapa-Grossklag, Dean and Chloe McGinley, Associate Dean and Director of the Learning Center</i>	
Library	LMTECH
Online Education	OE
The Learning Center (TLC)	TLC
<u>Enrollment & Student Services</u> <i>Clinton Slaughter, Dean</i>	
Counseling	COUNS
General Studies	NC.GENSTU
Transfer Center	
<u>Health Professions/Public Safety</u> <i>Dr. Nadia Cotti, Dean</i>	
Clinical Laboratory Science	CLS
Certified Nursing Assistant	CNA
Diagnostic Medical Sonography	DMS
Emergency Medical Technician	EMT
Medical Laboratory Technician	MLT
Nursing	NURSNG
Pharmacy Technology	PHARM
Phlebotomy	PBT
Administration of Justice	ADMJUS
EMT	EMT
Fire Academy	FA
Fire Technology	FIRETC
Health Sciences	HLHSCI
<u>Humanities and Visual & Performing Arts</u> <i>Andy McCutcheon, Dean</i>	
Art/Dance	ART/DANCE
Graphic & Multimedia Design	GMD
Media Entertainment Arts	MEA
Music	MUSIC
Photography	PHOTO
Theater	THEATR

Cinema	CINEMA
English	ENGLISH
English as a Second Language	ESL
Humanities	HUMAN
Modern Languages and Cultures:	
Chinese / French	CHNESE / FRNCH
German / Italian	GERMAN / ITAL
Spanish	SPAN
Linguistics	LING
Philosophy	PHIL
Sign Language	SIGN
<u>Kinesiology, Health & Wellness, Fitness, and Athletics</u> <i>Chad Peters, Dean and Acting Dean/OTA and PTA</i>	
Kinesiology & Physical Education	KPEA, KPEI, KPET
Occupational Therapy Assistant	OTA
Physical Therapy Assistant	PTA
Recreation Management	REC
<u>Mathematics, Sciences, & Engineering</u> <i>Dr. David Vakil, Dean</i>	
Biological & Environmental Sciences	BIOSCI & ENVRMT
Chemistry	CHEM
Computer Science	CMPSCI
Astronomy	ASTRON
Geographic Information Systems	GIS
Geography	GEOG
Geology	GEOL
Physical Science	PHYSICI
Engineering	ENGR
Mathematics	MATH
Mathematics, Engineering, Science Achievement	MESA
Physics	PHYSIC
<u>Social & Behavioral Sciences</u> <i>Dr. Deanna Riveira, Dean</i>	
Anthropology	ANTHRO
Communications Studies	COMS
Early Childhood Education	ECE
Ethnic Studies	ETHNST
History	HIST
Political Science	POLISCI
Psychology	PSYCH
Sociology	SOCI
<u>Student Services</u> <i>Dr. Jasmine Ruys, Vice President Student Services</i>	
Academic Accommodation Center (formerly DSPS)	AAC
Extended Opportunities Program & Services	EOPS
Student Health & Wellness Center	SHWC

III. FINDING YOUR WAY ON CAMPUS

College of the Canyons has two campus locations: Valencia and Canyon Country. The Valencia Campus is located off Interstate 5, at Valencia Boulevard and Rockwell Canyon Road. The Canyon Country Campus, often referred to as CCC, is located off Sierra Highway and Soledad Canyon Road. There are also many off-campus sites, especially in non-credit and dual enrollment.

Your employment assignment will have the course information as to location. Please note, many services are provided on both campus locations. However, there are some services that are specific to the Valencia Campus; these services are identified in this section of the handbook.

CAMPUS MAPS

<https://www.canyons.edu/about/campusmaps.php>

ADJUNCT FACULTY OFFICE

A group office for adjunct faculty is located in Room Bonelli-312 on the Valencia Campus. Space is also available on the Canyon Country Campus in Quad 2, Room 204 and in Quad 5, Room 507. To obtain a key, contact your Dean and their administrative assistant or Department Chair.

CAMPUS MAIL

A mailbox is assigned to you at the beginning of the semester. It is located behind the Communication Center (switchboard) on the Valencia Campus in the Student Services & Learning Resources Center, Room 335 at the Canyon Country Campus. Mailboxes are only assigned at the Canyon Country Campus if that is the only campus you are teaching at. If you teach at both the Valencia and the Canyon Country Campus, a mailbox will be assigned to you at the Valencia Campus. You need to check your mail frequently, as this is one of our main methods of communication. Daily mail service will be provided to and from the Canyon Country Campus.

EMAIL

Once hired and through an automated process, Human Resources notifies IT to set up a College of the Canyons email account. The new email account information will directly be emailed to the Department Chair and or Dean/Administrative Assistant. You must ensure that you are set-up with a College of the Canyons email account, which will have generally taken the form: first.last(names)@canyons.edu. For example, John Smith will have an email address: john.smith@canyons.edu. If you have not received a COC email account for your use, while you are employed by the District, please contact your Department Chair, Dean and/or Administrative Assistant. If you need further help, please contact Human Resources (661) 362-3129.

KEYS

Key Requests are processed through the administrative assistant in your **School Dean's office**. Please contact your Dean or Administrative Assistant for assistance with this.

PARKING

Parking lots 1, 2, and 3 on the Valencia Campus are reserved for employees' vehicles identified with a parking permit. Staff parking areas are designated in lots 2A, 3, 4, 4B, 5, and 6 (Dr. Dianne G. Van Hook Drive) on the upper road on the Canyon Country Campus (staff may also park in student spaces). Parking in the reserved areas is by permit only. Cars parked in these areas without permits are subject to citation.

Parking permits for both campuses are obtained from the Campus Safety Office located in X-8 on the Valencia campus (extension 3229). Faculty who are unable to obtain a permit from the Valencia campus can make arrangements to have a permit sent to the Canyon Country Campus Communication Center (switchboard) or mailed to their home address. Permits must be prominently displayed. Disabled parking permits are issued via the Department of Motor Vehicles. However, physically disabled employees who have not yet received a DMV permit, or who have a short-term disability should contact the Academic Accommodation Center (formerly DSPS, now AAC) office for a temporary disabled permit.

For after-hours requests, please call the Campus Safety office at 661-362-3229 or 3239, give them your vehicle license plate number, make and model of car, and cell phone contact information, and they will leave your permit at the Valencia or Canyon Country Communication Center (switchboard). Also note that the beginning of any semester or term will inevitably feature parking challenges as students, faculty, and staff strive to arrive to their destination in a timely manner. Please be mindful of this, especially during the first few weeks of any semester or term, as students may be tardy, trying to find parking. With potential and ongoing construction, the number of available parking spots might also be reduced, so plan on arriving early when possible.

PRINTING AND COMPUTER ACCESS

Printing – Adjunct faculty can freely print documents at the adjunct office in BONH-312 (Valencia) or on CCC-204, CCC-205, and/or CCC-507. However, please note that faculty should use the Reprographics department on the Valencia and Canyon Country Campus for large volume printing.

Please visit the Tech Centers on both the Valencia Campus (BONH-106) and Canyon Country Campus (CCC-204 and CCSS-403) to use district computers and printer.

REPROGRAPHICS

Copy requests should be submitted to our Valencia Reprographics Center via the [Copy/Design Request form](#). For Canyon Country, orders can be emailed to cccrepro@canyons.edu

You can also stop by the Reprographics in BONH-125 (Valencia) or the CCC Communication Center (switchboard) in CCSS-335. Larger copy volumes (greater than 15 pages) may be requested with a paper request obtained in reprographics. Make sure not to wait until the last minute to submit copy requests, as they take time to process. In addition, certain departments may have their own copier for small quantities.

SUPPLIES

You can obtain classroom instructional supplies (whiteboard markers, erasers, pens, etc.) from your School office or department chair.

TECH SUPPORT

Computer Support is located at the Valencia Campus in Room BONH-106/BONH-107 and at the Canyon Country Campus in Room CCC-205 and CCSS-403. If you need technical support using your smart classroom technology, please call x3953 (VLC) or x3533 (CCC) from any classroom phone for assistance. Wi-Fi capable projectors are available in many of the classrooms, allowing you to wirelessly pair your laptop or device to the overhead display. Also note, cell phone call and data features are enhanced by the Wi-Fi network on campus. Simply enable “Wi-Fi calling” on your phone (if supported) and connect to the wireless network (ccc-students or ccc-faculty). Please call x3533 for questions or instructions.

<https://www.verizon.com/support/wifi-calling-faqs/>

<https://www.att.com/features/wifi-calling/>

<https://www.t-mobile.com/support/coverage/wi-fi-calling-from-t-mobile>

<https://www.samsung.com/us/support/answer/ANS00077652/>

<https://support.apple.com/en-us/HT203032>



Cell Phone Coverage Update

By Jim Temple

Good news for campus cell phone users! If you have experienced trouble in the past, we think we have a solution. All major providers offer Wi-Fi Calling on several of their smartphones. Over the summer, IT added Wi-Fi Calling to the services accessible on our campus wireless network. Simply enable Wi-Fi Calling on your phone (if supported) and connect to our wireless network. As an added bonus on the Valencia campus, Verizon has installed a new tower on the top of the Bonelli elevation that has dramatically improved Verizon coverage on campus.

Please visit the [Information Technology Website](#) for additional information.

TEXTBOOKS

In order to help students plan for success, instructors shall notify the college bookstore of their selected instructional materials. Further, instructors will be asked to report the cost of those materials, as part of the state Chancellor's Office requirement that colleges report the cost of instructional materials such as textbooks, lab manuals, access codes, etc. Textbooks must be ordered for courses well in advance of the semester. Your department chair or course

coordinator can help you with the textbook ordering process. All textbooks can be ordered via the Bookstore's AIP Service: <https://aip.bncollege.com>. For more information on how to use "AIP," please visit the COC Bookstore homepage.

If you require desk copies or ancillary materials for the course(s) you will be teaching, please check with your department chair along with course coordinators or other full-time faculty members for any necessary materials. These can also be obtained directly from the Publisher. The Campus Bookstore can no longer lend faculty textbooks.

IV. STUDENT SERVICES

There are several key student services that will assist you during your employment at COC. Familiarizing yourself with these services and their policies will be very helpful to you; in many cases, you will want to include student services information on your course syllabus.

Below are Important Links to Student Services:

Student Services Homepage	Basic Needs Center (BaNC)	Student Health & Wellness Center	Information about Self Service
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ADMISSIONS AND RECORDS

[CLICK HERE](#) for access to
MyCanyons

ADDING AND DROPPING STUDENTS

Procedures for Adding (in closed Classes):

We have an automated "add" process for students adding closed classes. Faculty has the ability to authorize students to add to a class by issuing an Add Authorization through My Canyons. The following information explains enrollment procedures for the first few weeks of school.

Closed Classes: Instructor permission required for students to enroll.

1. Each approved student is Add Authorized by the instructor if there is availability in the class once the class section is closed the night before the section start date.
2. In addition, waitlisted students will appear under the Permissions tab. The Add Authorization method may be used for students that appear on the waitlist.
3. Once faculty members identify the students that wish to add, they will Add Authorize the student under the Permissions tab.
4. The instructor will email the student with the appropriate section number to let them know they have been authorized to add and should proceed with going to My Canyons to register themselves for the class and pay for their fees at the time of registration.
5. The add deadline for each class section is in the Deadline Dates of the Section Details.
6. **Concurrently enrolled high school students** are able to register online.

Students must process their approved add authorization by the add deadline to appear on your roster. If they are not on your roster they will not receive credit for the class.

These resources below are available for all staff and faculty, located on the intranet site, under Admissions. Please feel free to share the links with your students via email and your canvas sites.

"[Recorded How to Guide](#)" for students and faculty to use add authorizations and waitlist:

*There is also a [PowerPoint presentation](#) on Add /Drop / Audit Classes Page on the Intranet

Add/Drop/Audit Classes:

<https://www.canyons.edu/student-services/admissions/registration/add-drop.php>

The faculty handbook is also located on the intranet site, under Admissions.
<https://intranet.canyons.edu/departments/admissions/>

Please contact Linda DeLeon linda.deleon@canyons.edu with questions.

Procedures for Dropping Students:

You must process your no-show, census and withdrawal drops online. Log onto My Canyons any time during the drop periods and drop a student at your convenience.

1. Go to <http://my.canyons.edu>
2. Enter your **User Name** and **Password**.
3. Click on **“Log In.”**
4. Select the **“Faculty”** profile.
5. Click on **“Rosters, Grading & Contracts”**
6. Select the term you wish to drop students from.
7. Select the section you wish to drop students from.
8. Select the **“Drop Roster”** tab. The system will automatically choose which drop period we are in. Click on the **Drop** button next to the student’s name to drop them. You will see a pop-up notification for the successful drop.
9. Refresh the screen to see your updated class roster.
10. You will then see your new class roster.
11. If you would like to drop other students from other class rosters, please click on **“Back to Courses”** at the top left-hand corner.
12. If you are done with your My Canyons session, please click on **Sign Out**.

The college catalog states, “Any student absent for any reason, for more than 10% of the class meetings, may be dropped from the class prior to 75% of the course.” Exception: You should drop no-show students during the first day of class (and thus allow waitlisted students to enroll instead). You should also clear your roster of students not in regular attendance prior to Census. That is the date on which the State counts the number of students we have in class and allocates money to the college accordingly; this is also helpful in combatting fraudulent enrollments. Please check with your department chair along with course coordinators/lead faculty for more specific information.

If a student who is on your roster does not attend on the first day of class, you are required to drop them using your “no-show drop.” Submit drops via the MyCanyons website. You must process your no-show, census and withdrawal drops online. You may log onto MyCanyons using your Username and Password any time during the drop periods and drop a student at your convenience. Students may not be dropped after the drop deadline. You will have another opportunity to withdraw students who stop attending by using MyCanyons on or before the withdrawal deadline.

Meaning of the three types of drops:

No-Show Drop:

You will be able to select a no show drop during the first week of your course. This drop is used for students who did not show up on the first day of class. **(Required)**

Census Drop:

This drop is used for a student who has stopped attending prior to the census. The state requires us to report this. This drop period will end on the drop deadline of your class. **(Required)**

Withdrawal:

This drop is used for a student who has stopped attending prior to 75% of the term. This is the last opportunity you will have to drop this student from your roster. Once the W deadline passes you must assign all students on your roster a final grade. **(Optional)**

CLASS CANCELLATION

If a decision is made to cancel a class due to low enrollment, you will be informed as quickly as possible. If your class is canceled, you may be paid for canceled classes according to the terms of the negotiated agreement.

CLASS HOURS AND BREAKS

Class time is based on a fifty-minute hour. Classes meeting for two consecutive hours or more are expected to provide a ten-minute break for each hour of instruction, with the caveat that a ten-minute break should not be taken during the last full or partial class hour, and multiple breaks cannot be accumulated so that a class can end early. Arrangement of break time in classes of more than two hours is at the prerogative of the instructor. Instructors are expected to hold class for the full length of the session as indicated in the class schedule. Early dismissal of classes prevents students from obtaining their full learning experience. If you dismiss your class early, you should also report your absence immediately to your School Dean, Administrative Assistant, Department Chairperson, and the Communication Center (switchboard).

CLASS ROSTERS

You can now access your class roster anytime using “Canyons ID/Self-Service.” See online class roster for more information.

To have the most up-to-date roster go to <http://my.canyons.edu>. The roster lists course information, student names, student ID numbers, and student emails.

Credit classes will close on the first day of the section start date. For sections that are waitlisted, select your class and then go to the Permissions tab to begin approving add authorizations starting with #1 from the waitlist.

Attendance is taken at the first class meeting and you must complete the No-Show/Drop (Census) online. Any available seats should be offered first to students on the Wait List.

Students will need an approved Add Authorization to enroll in your class if your class is closed. Once a student is authorized to add, they may self-enroll through My Canyons. These add authorizations are no longer valid once the add deadline has passed.

After reviewing your roster, if you discover students who have been attending class but do not appear on the roster, chances are they have never enrolled for the course. You should direct them to the online registration systems to enroll in your course. It is important to instruct students to correct this situation quickly, as they should not continue attending class if they have not officially enrolled. Also, as you know, the college will not receive funding for students not enrolled by the Census deadline. Students should provide a printout showing they have enrolled in your class shortly after the Add deadline.

Be sure to check your roster before 75% of the class term is over. If you have students who still do not appear on your roster, they are not enrolled in your class. All students on the final roster must be assigned a grade, and they can no longer withdraw from the course. *To view the section deadline dates, click on the Deadline Dates hyperlink in your section details.

Class Roster Printing Instructions:

Log onto the My Canyons portal and follow these steps:

1. Go to <http://my.canyons.edu>.
2. Select the “**Faculty**” profile.
3. Enter your **Username** and **Password**.
4. Click on “**Log In**.”
5. Click on “**Faculty Overview**” and select “**Class Roster, Add Authorizations, Waitlists, & Class Schedule**.”
6. Select the section you would like to print your roster from and click on the print icon on the right-hand side.

If you have any questions regarding printing rosters, please feel free to contact Linda De Leon by email at linda.deleon@canyons.edu.

Please remember to check your roster after each deadline to ensure you have an accurate student count. It is vital faculty review their rosters regularly to ensure that all students attending the class (whether in-person, Online or OnlineLIVE) are registered. Everyone who is on your roster after the withdrawal deadline must be graded. If you need help at any time during the term, please contact Linda De Leon by email at linda.deleon@canyons.edu or by phone at 661-362-3629.

Waitlist Rosters:

If all seats for a course were filled during the registration process, a waitlist will exist. For sections that are waitlisted, go to your Permissions tab to view the students who are on your waitlist.

Students are listed in the order they were placed on the waitlist. The waitlist includes student's names, ID numbers, and student emails.

Once you have taken attendance on the first class meeting, open seats for students who didn't show should be given to students who are listed on the waitlist.

You will need to approve an Add Authorization for each student whom you would like to add to the class. The student must then process the add by accessing My Canyons and pay fees to be enrolled in your course. The Add Authorization will be valid until the add deadline for your course.

FINAL EXAM SCHEDULE

COC does not have a separate final examination week. Final exams for all classes are given during the last scheduled class meeting of the term, at the same time the class regularly meets. If more than one class session is needed for evaluation, the final two class sessions may be used for assessment.

FINAL GRADE CORRECTIONS

There are only four conditions that allow you to change a student's final grade in a class after it has been posted: mistake (either in calculating the grade or entering it), fraud, bad faith, and incompetence. You should not allow for grade changes after the due date by accepting late work or extra credit. In order to change a grade, you will need to visit the Admissions and Records office at the Valencia or Canyon Country Campus to fill out a grade change form.

ONLINE GRADE SUBMISSION

For the most current information, please see the Faculty Handbook from Admissions and Records. The deadline for final grades is 48 business hours after your last class meeting, not including the weekend. You will need to submit your grades online. In order to submit your grades online you go to Self Service and enter your "single sign on" username and password. Please have all your grades ready prior to entering them in the system. Again, please see the Faculty Handbook.

INCOMPLETES

A student may request an Incomplete (I) grade after the last day to withdraw only in verifiable cases of emergency when the student is unable to complete the course due to extenuating circumstances that occur during the final week of the course. Approval to receive an "I" grade and assignment of a replacement grade are at the discretion of the instructor. The student must sign an Incomplete Grade Contract with the instructor before the end of the current semester. Please note that an incomplete cannot be given to a student once s/he has taken the final exam. Incompletes are for students that fall seriously ill or have another emergency during the end of the term and miss a significant amount of class and graded work because of it. Students may not submit work after the term has ended (unless they have been given an incomplete). If a student is falling behind and finds that s/he cannot catch up, s/he should drop the course. Incomplete contracts are located on the intranet at www.canyons.edu/intranet.

PRIVACY CONCERNS

FERPA (Family Educational Rights and Privacy Act) - Student Privacy and the Family Educational Rights and Privacy Act (FERPA) - FERPA is a federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education. Once a student reaches 18 years of age or enters a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records to anyone other than the student.

In the classroom setting, instructors should be careful when passing back exams, quizzes, reports, and/or any other graded assignments. Student privacy should be maintained at all times. For example, it is not appropriate to stack graded assignments and allow students to sort through the stack and obtain their graded paper(s) while simultaneously viewing other student scores. Regardless of a student's grade on a particular assignment, we have a duty to ensure that we maintain the confidentiality of these records at all times, especially in our day-to-day interactions with students.

On occasion, a parent or other outside person may inquire about a student's progress in a class, especially if the student is less than 18 years of age. Please note that you should NOT disclose any information to this parent or outside person under any circumstances; in fact, one should not even formally acknowledge that the student is enrolled at the college. Once more, the privacy and confidentiality of the student must be preserved at all times.

If a student and accompanying parent, guardian, or outside person request a conference with the instructor (to discuss the student's grade), you must first obtain written permission (FERPA waiver) from the student to include the accompanying parent, guardian, or outside person in the dialogue.

PETITIONS

Petition – Contract for Overlapping Classes: A Contract for Overlapping Classes is used when a student wishes to enroll in two or more classes whose class time overlaps and creates a conflict. This form is required for any overlap in time. Any contract received which has an overlap of more than five (5) minutes per class meeting, per week, will not be accepted and will be denied. The student will need to submit this form, signed by the instructor, along with an informal written contract between the instructor and student, as to how the missed time will be made up each week to Admissions & Records before the Add Deadline for the classes. Forms will NOT be accepted by Admissions and Records without the accompanying contract. Once received, the packet is forwarded to the dean for approval.

COUNSELING

Counselors and program advisors are available to assist your students with educational programming problems. Please encourage your students to consult with counselors in order to complete educational planning and set transfer goals. You may also wish to refer them to the COC Transfer Center. The Transfer Center provides assistance to students considering transfer to a four-year institution. In addition, the center hosts visits by representatives from four-year institutions. Each fall semester, the Transfer Center sponsors Transfer Day, which brings representatives from a variety of public and private four-year colleges and universities to the campus.

LIBRARY

The College Library serves students, staff, faculty, and the community. Services at the Valencia campus include reference assistance, orientation, copy machines, group study rooms, course reserves, open computer lab (with internet access and word processing available), and interlibrary loans. Many of the same resources are available on the Canyon Country Campus. Materials include books, pamphlets, magazines and newspapers, audiovisual media such as videotapes, DVD's, cassette tapes, CDs and CD ROMs are available. A number of online databases are accessible to students, faculty, and staff on campus and at home, these include ProQuest (a large full-text periodical database), Biography Resource Center, NetLibrary and CQ Researcher. Materials and resources can be ordered from the Valencia Campus for next day delivery to the Canyon Country Campus.



THE LEARNING CENTER (TLC)

The Learning Center (TLC) is a dedicated resource for academic success, offering free tutoring, workshops, guided learning activities (GLAs), and testing services for all students in a comfortable and welcoming atmosphere, both in-person and online.

The Center offers the following services:

- Tutoring: Expert support in Math/Science, English/Humanities, and Computer Science/Multimedia courses.
- Embedded Tutors: Collaborative in-classroom assistance, both face-to-face and online.
- Workshops: Led by experienced tutors and faculty to enhance study sessions and test reviews.
- Guided Learning Activities (GLAs): Self-paced computer tutorials for reinforcing learning.
- Athletic Academic Coordinator: Dedicated mentorship for student-athletes, connecting them with valuable resources.
- Test Proctoring: Secure and distraction-reduced environments for paper-based testing and computer-based testing.
- Certification Test Proctoring: Administering various exams, including PearsonVUE tests from over 200 providers. (Only Available at Valencia Campus)
- Canvas Support: Technical assistance for students in online or hybrid classes.
- Study Spaces: Equipped with whiteboards, laptops, computers, and conference tables.
- Club Room: A dedicated space for campus clubs to hold meetings and foster collaborative learning. (Only Available at Valencia Campus)
- Instructors may arrange for students to take exams through the TLC Testing Center. Exams must be submitted electronically through the Testing Proctor Request webform at <https://drupal.canyons.edu/tlctesting>. Please get in touch with the TLC Testing Center at 661-362-3194 or TLCTestingCenter@canyons.edu for any questions or concerns. Students are required to make their appointments before taking an exam <https://canyons.starfishsolutions.com/starfish-ops/dl/instructor/serviceCatalog.html?bookmark=service/97177/schedule>. Exams requested to be returned to the Communication Center (switchboard) will be placed in their box Monday through Friday during regular business hours the day after the exam is completed.

Situated next to the library in TLC-126 on the Valencia Campus and 3rd floor of the Students Services & Learning Resources Center at Canyon Country Campus, TLC has consistently proven its impact on student success. Regardless of the tutoring received, students participating in TLC outperform their peers in retention and success rates.

V. INSTRUCTIONAL INFORMATION

College of the Canyons offers a variety of credit and noncredit courses designed to meet the mission of the California Community College. As an instructor at College of the Canyons, you are expected to provide an enriching education to all students. The following information will help you meet the goals of the College's mission and vision for high- quality education.

SCHEDULING

Once the full-time faculty members have received the assignments for an upcoming semester, the Department Chair will

send a complete list of the available course sections or other work assignments via email to the canyons.edu email addresses of the department's unit members by the deadline outlined in section 6.6 of the AFT contract. Adjuncts will be assigned based on a Pool system. Please consult the AFT contract for further information regarding scheduling processes.

OFFICE HOURS

Part-time faculty members are required to maintain office hours per week, based on their lecture hours (reference chart below). Please check the AFT contract for more information (available from the Human Resources page). Office hour compensation can be found in the AFT contract. There are several places on both campuses where you can meet with students for office hours, including the Valencia adjunct office in BONH-312 (extension 3315), the TLC, CCC-204, CCC-507, etc. Please check with your department chair along with full-time faculty members for more suggested meeting locations. Office hours/location should be posted on your syllabus as well as communicated to your school dean via the office hours form.

The instructor may make permanent changes in his/her office hours with notification to their Dean. The instructor's students are to be notified by email of any temporary change in scheduled office hours.

On-Campus (or Site) Units per week	Number of Scheduled Office Hours (minutes)	Number of Unscheduled Office Hours (minutes)	Total Office Hours per Week (minutes)
3	30	30	60
4	40	40	80
5	50	50	100
6	60	60	120
7	70	70	140
8	80	80	160
9	90	90	180
10	100	100	200
11	110	110	220
12	120	120	240
13	120	120	240
14	130	130	260
15	140	140	280
16	150	150	300

ABSENCES AND SUBSTITUTE REQUESTS

In the event of an absence, please notify your Department Chair, copying the Dean and their administrative assistant for your School both electronically and via telephone. You should keep the email and phone number for the administrative assistant handy for easy access. The administrative assistant will notify students of the canceled class via email. You should also email students via your My Canyons account and post a notice in your Canvas shell regarding any missed classes. If you are teaching before 9am or after 5pm Monday-Friday, or an evening or weekend class, please contact the Communication Center (switchboard) at your respective campus to notify them of your absence and class cancellation.

As noted, it is also helpful if you contact your department chair and school dean. Otherwise, it is assumed that you will attend each class session during the assigned class hours in the normally assigned location as stipulated in your signed contract with the district. Upon return from your absence(s), you must fill in the appropriate absence form and submit it to your instructional dean. They will sign-off on the absence(s) and submit the paperwork to Payroll for processing.

If you know that you will be absent from more than one of the same classes (or laboratory sessions that only meet weekly), please request for a substitute through your department chair. Your department chair will contact the dean for the required approvals; once the dean approves, you should arrange for a substitute through your department chair. Upon return from your absence, please make sure you submit your absence form in a timely manner, so that your substitute

can also be paid. The substitute should obtain a timesheet to request payment for the hours subbed, available from your School office.

ROOM CHANGES

If you need to change rooms for specific accommodation reasons during the semester, this request must be made through your department chair, who will contact the dean for approval. Faculty should not simply move students to a different room without confirming first the availability of the room first. Please note: both our Valencia and Canyon Country Campuses are densely booked throughout the academic year. Requested room changes may not be possible given the volume of classes that are offered.

COURSE SYLLABI

Please remember that the syllabus is an official agreement between you and your students. All instructor expectations including grading,

SLOs, classroom protocol, listing of required versus recommended materials, absence policy, lecture and lab schedules, make-up policy, Academic Accommodation Center (AAC) statement indicating the procedure for students with disabilities to obtain accommodations and Appropriate student etiquette should be clearly described and outlined. Please see Appendix II for further guidelines. Your division dean, department chair, and/or course coordinator will collect a copy of your course syllabus each semester.

[CLICK HERE](#) for access to the
Course Outline of Record

It is essential that your course syllabus is accurate and conforms to course outlines and objectives. The catalog contains a listing of all courses offered at the college. A course outline for each course is available through an online curriculum management system, eLumen (<http://canyons.elumenapp.com/public/>). Instructors are required to teach to the content and utilize evaluation methods as specified in the course outline. Your COC contract requires you to acknowledge you read the course outline of record for the course(s) you are scheduled to teach.

The official course information for all of the active courses offered by College of the Canyons is available for viewing and printing from the College of the Canyons eLumen site. (Please go to <http://canyons.elumenapp.com/public/> to download the official course outline of record for your class.) The Curriculum Office staff implements approved changes to the curriculum database each term as the Curriculum Committee approves changes. Instructors should consider accessing the course outline for the class being taught.

Please also review the Academic Freedom Report: What are the rights and obligations in the construction of a course syllabus:

<https://www.canyons.edu/documents/administration/academicsenate/committees/academicfreedomcommittee/CommitteeonAcademicFreedom10523.pdf>

COURSE OUTLINE OF RECORD

All faculty members should review the official [course outline of record \(COR\)](#) for the course(s) that they are teaching. If you have not received a copy of the COR for the course(s) you are scheduled to teach, please either contact your department chair or go online via eLumen (<http://canyons.elumenapp.com/public/>) to download a copy. The course outline of record states what content is to be included in your course, what the instructional methodology is, what assignments are expected, evaluation methods, etc. This is the official document that the college sends to the 4-year institutions, so that our students receive credit from the transfer institution. The COR is a legally binding document between College of the Canyons and the transfer institutions. Therefore, it is imperative that you cover all the content found in the course outline as well as meet any other outlined expectations.

Instructors determine the grading policies for the classes that they are teaching as long as they are consistent with the methods of evaluation present in the course outline of record. All grades are due 48 hours after the scheduled final examination is administered. Admissions and Records sends out a reminder to submit grades each semester. Faculty should ensure that all grades are submitted by the posted deadline each term.

Under Title V regulations, instructors should *not* use attendance as a part of student evaluation and grade

determination. An earned grade reflects student mastery of the course objectives. A student does not necessarily demonstrate mastery through attendance but may demonstrate mastery through graded participation activities. Therefore, each student's grade is not a reflection of how hard they tried or their effort in the course, but rather an assessment of their mastery of content. Similarly, "participation" grades that are not attached to specific graded activities are strongly discouraged.

Depending on your classroom policies, if a student is allowed to make-up any lecture exams or quizzes, this can be handled through the TLC in the library (Valencia) and/or CCSS-315 (Canyon Country). It is at the discretion of the instructor to allow for such make-ups. Please note the following official college attendance policy: Any student absent for any reason, for more than 10% of the class meetings, may be dropped from the class prior to 75% of the course. Exception: If a student is subpoenaed, you MUST allow the student to make-up all missed work.

REQUIRED TEXTBOOK COST REPORTING

In order to help students plan for success, instructors shall notify the college bookstore of their selected instructional materials. Further, instructors will be asked to report the cost of those materials, as part of the state Chancellor's Office requirement that colleges report the cost of instructional materials such as textbooks, lab manuals, access codes, etc. Textbooks must be ordered for courses well in advance of the semester. Your department chair or course coordinator can help you with the textbook ordering process. All textbooks can be ordered via the Bookstore's AIP Service: <https://aip.bncollege.com>. For more information on how to use "AIP," please visit the COC Bookstore homepage.

If you require desk copies or ancillary materials for the course(s) you will be teaching, please check with your department chair along with course coordinators or other full-time faculty members for any necessary materials. These can also be obtained directly from the Publisher. The Campus Bookstore can no longer lend faculty textbooks.

FRAUDULENT/UNVERIFIED STUDENTS

Please be aware of an ongoing and growing concern affecting California Community Colleges, including our own: fraudulent student enrollment, often referred to as "BOT enrollment." This issue impacts course integrity, enrollment availability, financial aid disbursement, and student services. Your awareness and vigilance are critical in identifying and addressing these cases.

What You Need to Know:

1. This is Not New – But It's Escalating. The presence of fraudulent (BOT) students is not new to our system, but their tactics have become increasingly sophisticated. These enrollments are primarily intended to fraudulently obtain financial aid.
2. High-Risk Indicators. Some course sections show higher concentrations of suspicious, unverified enrollments. These students may:
 - a. Complete first-day assignments using AI or copied content
 - b. Request extensions or participate minimally in discussions
 - c. Disappear after initial disbursement of financial aid
 - d. Share identical or similar personal/contact information with others
3. Financial Aid Fraud. Many of these individuals are actual people using stolen identities (via the dark web) and valid social security numbers. They often appear at the Financial Aid Office to verify identity in person and complete only what's necessary to receive their first disbursement.
4. Instructional Impact. These fraudulent students take up spots in high-demand courses, particularly those beginning with the letter "A" or that have hybrid/in-person requirements—blocking access for real students. This is especially problematic in impacted programs.
5. Warning Signs & Faculty Responsibilities. Please watch for the following behaviors:
 - a. Multiple students from the same address or IP/email domain
 - b. Students who complete first-day tasks but disappear shortly after
 - c. Repeated requests for extensions with minimal participation

- d. AI-generated discussion posts or suspiciously perfect grammar
6. Recommended Actions for Faculty:
- a. Implement varied check-in assignments. Examples: brief video introductions, personalized prompts, or in-person ID checks.
 - b. Drop no-show students promptly to free space for legitimate students.
 - c. Report suspicious activity immediately to your Dean, Instruction Office, or Student Services.
 - d. Avoid predictable patterns in assignments from term to term to reduce BOT targeting.
 - e. Maximize waitlists where possible to prioritize real students.
7. Collaborative Response Across Departments
- Student Services, Admissions & Records, Financial Aid, and Instruction are actively working together to identify and block fraudulent activity. However, detection often comes too late—after enrollment and financial aid have already been processed.

SHORT TERM AND ALTERNATIVE DELIVERY COURSES

Short-term classes begin and end at various times throughout the semester. Please confirm with your class roster and/or college website to ensure you are beginning and ending the semester according to the official published college schedule. Also remember that these classes have their final exams during the last class meeting and NOT during a formal finals week. Moreover, these classes are expected to meet the entire time throughout the semester as noted via the short-term date range (with the exception of official holidays as noted by the college's Board-approved calendar). Lab classes (both regular and late-start) meet until the last scheduled week, where a final exam may or may not be administered (in addition to the lecture final), depending on your department. Please check with your department chair along with full-time faculty members for more specific information.

STUDENT LEARNING OUTCOMES

The Western Association of Schools and Colleges (WASC) and Accrediting Commission for Community and Junior Colleges (ACCJC), the accreditation agencies for California Community Colleges, requires Student Learning Outcomes (SLO) and assessment as part of the accrediting process. California community colleges are specifically required to:

- Identify student learning outcomes for courses, program, degrees, certificates
- Assess progress toward achievement of the identified student learning outcomes
- Use assessment results to make improvements.

Student learning outcomes (SLOs) for all courses have been devised with regularly-occurring assessments. [Please check the COR for any specific student learning outcome\(s\)](#), and make sure that these are listed on your syllabus (as this is an Accreditation requirement). Your department chair along with full-time faculty members will have more specific information on specific course and program SLOs to be assessed as well as how/when, the timeline for the assessment cycle, faculty data compilation protocol, and more.

ONLINE INSTRUCTION

IMPORTANT: Please refer to the [Online Education website](#) for full details regarding certification requirements.

Below is general information about the certification process. However, please refer to the link above for up- to-date, accurate information.

In order to teach distance education courses at College of the Canyons (Online, Hybrid, OnlineLIVE, HyFlex), you must first become certified to do so with the College.

Online/Hybrid Certification

In September 2006, the Academic Senate approved a set of Online Instructor Qualifications. In brief, these qualifications require that, prior to teaching online, an instructor must complete the following, or the equivalent:

1. Intro to Teaching with Canvas & Online Accessibility course
 - This training provides an overview of Canvas, including layout and settings, how to build, organize, and edit content, effective online communication tools, and Canvas assessment tools, as well as how to make web pages and electronic content compliant with state and federal laws ensuring accessibility.
 - This is an online, self-paced course.
 - Complete the [Request Form](#) found on the Online Education website to enroll in the course.
2. Introduction to Online Instruction (IOI) course
 - This course is offered through the Center for Excellence in Teaching and Learning (CETL) and explores the application of learning theories for online learners; differences between face-to-face and online learning; resources for online teaching and learning; course management systems and online learning tools; and best practices for online learning.
 - This is an online, facilitated course offered over 5 weeks (36 hours).

Online/Hybrid Certification Renewal

In order to continue teaching distance education classes, instructors must refresh their Online and Hybrid Instructor Qualifications **every three years** by completing a self-paced online training (approximately two hours), which includes updates on technology, regulations, accreditation requirements, effective practices, and resources.

OnlineLIVE Certification

In April 2021, the Academic Senate approved training requirements to support instructors teaching synchronous, online courses, and acknowledges that such instruction is distinct from asynchronous instruction. Those requirements include:

1. Intro to Teaching with Canvas & Online Accessibility course
 - This training provides an overview of Canvas, including layout and settings, how to build, organize, and edit content, effective online communication tools, and Canvas assessment tools, as well as how to make web pages and electronic content compliant with state and federal laws ensuring accessibility.
 - This is an online, self-paced course (approximately 5 hours).
 - Complete the [Request Form](#) to enroll in the course.
2. Intro to OnlineLIVE & HyFlex Instruction course
 - This course is offered through the Center for Excellence in Teaching and Learning (CETL) and prepares instructors to lead inclusive, engaging live online instructional sessions, utilizing active learning strategies while complying with student privacy and accessibility requirements.
 - This is an online, facilitated course with required synchronous meetings offered over 2 weeks (approximately 9 hours).

HyFlex Certification

In February 2022, the Academic Senate approved a policy defining the HyFlex modality locally and outlining required training to support pedagogically sound instruction. Those requirements include:

1. Intro to Teaching with Canvas & Online Accessibility course
 - This training provides an overview of Canvas, including layout and settings, how to build, organize, and edit content, effective online communication tools, and Canvas assessment tools, as well as how to make web pages and electronic content compliant with state and federal laws ensuring accessibility.
 - This is an online, self-paced course.
 - Complete the [Request Form](#) to enroll in the course
2. Intro to OnlineLIVE & HyFlex Instruction course.
 - This course is offered through the Center for Excellence in Teaching and Learning (CETL) and prepares instructors to lead inclusive, engaging live online instructional sessions, utilizing active learning strategies while complying with student privacy and accessibility requirements.
 - This is an online, facilitated course with required synchronous meetings offered over 2 weeks (approximately 9 hours).

3. HyFlex Tech Training

- This technological training session prepares instructors to effectively utilize and manage the required HyFlex video and audio equipment.
- This is an in-person training with IT, lasting approximately 1 hour.

FIELD TRIPS

If you are taking your class on a field trip, please make sure to obtain the appropriate [field trip forms](#) from the college intranet website, allow for ample processing time for final Board approval (this takes at least 4 weeks), noting that all excursions must be Board-approved prior to the actual event. Please check with your department chair and dean for more specific information.

GUEST LECTURER FORMS

If you would like to have a guest lecturer from outside the district present in your class, please make sure to complete and submit a “Request for Unpaid and Paid Guest Lecturer/Speaker” form at least three weeks in advance of the scheduled presentation. Please be aware that the district does not usually pay for guest lecturers in classes. Any request for payments for Guest Lecturers must be coordinated through your dean prior to securing a paid guest lecturer. Arrangements with the Guest Lecturer should not be finalized until approval has been obtained.

COMPUTER SUPPORT

Most COC classrooms are equipped with “smart” technology (computerized instructor workstation, projector, and document camera). If you have need for immediate assistance with classroom technology and/or audio visual during your class period, contact the Help Desk at extension 3953 (Valencia) or extension 3533 (CCC) for immediate help. Additionally, Computer Support Staff provide ongoing technology training as part of FLEX.

CLASSROOM EFFECTIVE PRACTICES

At College of the Canyons, we believe that each student possesses the potential to succeed. As such, student success is the cornerstone of every aspect of the college’s mission. Through a commitment to effective teaching, the talents in each student can be realized. Faculty, staff, and students all play a role in fostering student success. Please refer to the Appendix to this handbook for information. This will hopefully provide you with a wide range of suggestions for enhancing the classroom experience and promoting student success.

VI. STUDENT CONDUCT RESOURCES

CLASSROOM DISRUPTIONS

In the event a student is being disruptive in class, you should first inform the student that their behavior is disruptive and negatively impacting the academic process. Typically, such a conversation occurs away from the rest of the class. If the student continues with the behavior, you may exclude the student from the remainder of the class period and the following class period (if deemed necessary). If there is a need to refer the student, please complete the [Online Referral Form](https://cm.maxient.com/reportingform.php?Canyons&layout_id=100) https://cm.maxient.com/reportingform.php?Canyons&layout_id=100

Should the student refuse to leave the classroom, contact Campus Safety for assistance. To contact Campus Safety in an emergency, **dial 7 (or 661-362-3229)** from a campus/classroom phone or **dial 6 (or 661-362-3977)** when teaching on the Canyon Country campus. The Communication Center (switchboard) will connect you, or radio for assistance.

Important: All matters related to the exclusion of a student from class must be submitted using the Online Referral Form.

BEHAVIORAL INTERVENTION TEAM

The Behavioral Intervention Team (BIT) offers resources for students and faculty in order to proactively support students in distress. If you have a concern about a student in one of your classes, please speak with your department chair and/or dean early to evaluate the situation. Your department chair or dean will be able to assist you in determining if an BIT

referral is needed. The Behavioral Intervention Team process was being created for the following purposes:

- Foster a campus environment that promotes safety and support to the campus community.
- Focus on the training and education of safety standards throughout the campus.
- Increase awareness of services available to students who need access to health support services.
- Promote a clear understanding of how, what and when to report changing behaviors.
- Develop a strategy to support safety awareness in every classroom or student gathering areas throughout the campus.
- Increase depth of knowledge of safety and behavioral standards around the campus by training and education for faculty and staff.

Please feel free to contact BIT for any questions or concerns throughout the school year. Please also note that if you have an immediate concern, you can also contact anyone on the Behavioral Intervention Team who will be more than happy to consult with you and assist in any way we can. In addition, you can place the Suicide Hotline in your cell phone so that you have it handy in case you need it 24/7. That number is **988**.

The following campus personnel can be contacted for a BIT question or intervention:

Behavioral Intervention Team (BIT)

- John Lejay- 661-362-3945- john.lejavii@canyons.edu
- Jeremy Patrich- 661-362-3768- jeremy.patrich@canyons.edu
- Sarah Cox- 661-362-3326- sarah.cox@canyons.edu
- Reinhardt Schuerger-661-362-3977- Reinhardt.Schuerger@canyons.edu
- Priscilla Benites- 661-362-3145 - Priscilla.Benites@canyons.edu
- Miranda Zamudio- 661-362-3423- Miranda.Zamudio@canyons.edu

Student Health & Wellness Center

Additionally, the College makes every attempt to inform students that if they are having issues related to management of stress and mental health, or they know someone who is, they can contact the **Student Health & Wellness Center** for information and/or **free personal counseling services**. One important thing you can do to help is to consider placing something like the below in your syllabus this coming session as an effort to inform students who may not reach out to you directly when they are in distress. The text below is a variation of similar syllabi additions being used across the nation to address the issue of student suicide and violence on campuses:

Sample Syllabi Statement: MANAGEMENT OF STRESS AND MENTAL HEALTH

Often the pressure on our students is very strong, involving academic commitments, relationships, outside jobs and family pressure to name a few. The staff and faculty of College of the Canyons are here to see you succeed academically and care about your emotional and physical health. You can learn more about the broad range of confidential student services, including counseling and mental health services available on campus by visiting the Student Health & Wellness Center in the Student Services Building (across from the bookstore) or by clicking on <https://www.canyons.edu/studentservices/health/>. The phone number is 661-362-3259. At the Canyon Country Campus, the Health Center is in CCSS-124.

Another useful resource for students is the **Links and Community Referral Resources** located on the Student Health and Wellness Center website: <https://www.canyons.edu/studentservices/health/reslinks/>

CHEATING AND PLAGIARISM

If a student reports cheating by another student to you, acknowledge and thank the reporting student. However, the institution cannot support any action you take, unless you have direct knowledge of the cheating, by witnessing it yourself

or evidential (i.e., plagiarized or AI assignment). At COC, we define plagiarism as follows: Plagiarism is the submission of someone else's work or ideas as one's own, without adequate attribution. When a student submits work for a class assignment that includes the words, ideas or data of others, without acknowledging the source of the information through complete, accurate, and specific references, plagiarism is involved. This may include dual submissions of a similar work for credit for more than one class, without the current instructor's knowledge and approval.

Please review the [Academic Senate Statement on Academic Integrity](#) at College of the Canyons, approved on May 25, 2023.

Academic integrity is a core value of the academic community. It is essential for maintaining the quality of higher education, for the development of critical thinking skills, and for ensuring that academic achievements are based on merit. College of the Canyons defines academic integrity as the ethical and honest pursuit of knowledge, scholarship, and intellectual growth. It involves upholding the values and principles that guide ethical behavior in academic work, including honesty, fairness, trust, and respect for the intellectual work of others.

At College of the Canyons, we believe that academic integrity is one of the most important qualities college students need to develop and maintain. Conversely, academic dishonesty is any practice or behavior, whether intentional or unintentional, that undermines the integrity of material submitted for academic credit. Academic dishonesty violates the principles of academic integrity and can have serious consequences for both the individual and the academic community. Common types of academic dishonesty fall into one of three categories:

1. Plagiarism or self-plagiarism

- a. Plagiarism is submitting someone else's work as one's own, or without adequate or proper attribution, including unauthorized use of AI-generated material
- b. Self-plagiarism is resubmitting the same work from a different class without the current instructor's knowledge and approval (*e.g.*, using the same term paper in more than one class)

2. Cheating. Examples of cheating include (but are not limited to):

- a. copying from someone else's test, or any evaluated assignment
- b. using an unauthorized aid during a test (*e.g.*, phone, smart watch, notes or browser)
- c. unauthorized collaboration or communication with others during a test or an independent assignment, including downloading, uploading, sharing or duplicating course material.
- d. unauthorized use of generative AI or other web-based application

3. Fraud. Examples of fraud include (but are not limited to):

- a. having a test or an assignment completed by someone else
- b. buying, selling or otherwise obtaining or distributing term papers, assignments, or tests
- c. falsifying, misrepresenting or forging an academic record or supporting documents (*e.g.*, submitting a fake doctor's note, misrepresentation of identity)
- d. improper access/obstruction of materials/systems (*e.g.*, stealing a term paper or test)
- e. misrepresentation, falsification, or fabrication of data presented for surveys, experiments, and reports including authors, data or falsely claiming attendance at a class event

It is the responsibility of all members of the academic community to uphold the principles of academic integrity and to prevent instances of academic dishonesty. Cases of alleged academic dishonesty may be referred to Student Conduct for investigation. Relevant disciplinary action policies can be found in the Student Conduct Code.

If you have direct knowledge of cheating or plagiarism, please use the following website to submit any student conduct-related forms, including those concerning academic dishonesty, plagiarism, or violations of academic integrity: <https://www.canyons.edu/studentservices/conduct/>. Please also report it to your division dean and department chair, and request institutional support/intervention. If blatant cheating is observed during classroom quizzes, examinations, the instructor should tactfully and quietly handle the situation without creating disruption to the other students present.

ARTIFICIAL INTELLIGENCE (AI)

Please review the [Academic Senate Statement on Artificial Intelligence](#) at College of the Canyons, approved on May 15, 2025.

The rapid development and proliferation of Artificial Intelligence (AI) tools bring significant changes and considerable challenges for higher education. As generative AI becomes increasingly integrated into the tools and workflows used by students and professionals, College of the Canyons recognizes its lasting impact on the educational landscape. This statement from the Academic Senate serves to articulate **guiding principles** for our faculty community as we navigate this evolving environment.

Principle: Recognizing AI's Role and Responding Thoughtfully

Artificial Intelligence is not a passing trend but a development with considerable effects on academia and the future workforce. Regardless of individual perspectives on its merits or drawbacks, AI tools are now accessible to our students and are influencing how information is generated, accessed, and utilized. Consequently, the Academic Senate asserts that all faculty should engage thoughtfully with AI's presence and proactively develop pedagogical strategies and clear course policies to address its use. This requires a commitment to balancing the potential benefits AI may offer for learning and efficiency with the critical need to mitigate risks to academic integrity, including heightened challenges related to plagiarism, cheating, and ensuring the authenticity of student assessment and grades.

Principle: AI Literacy and Life-long Learning

Effective engagement with AI necessitates AI literacy among faculty. The Academic Senate strongly encourages and supports the principle of life-long learning, recognizing that understanding AI is now an essential component of ongoing professional development. **AI Literacy**, in this context, involves understanding not only the capabilities and functionalities of current AI tools (particularly Large Language Models) but also their inherent limitations, potential biases, and the broader ethical considerations surrounding their use, including issues of data privacy, intellectual property, environmental concerns, and equity. This literacy is fundamental for making informed pedagogical decisions, designing relevant learning experiences, and guiding students responsibly.

Principle: Academic Freedom and AI Policies

The Academic Senate underscores that academic freedom is a cornerstone of higher education, affirming the right and responsibility of individual faculty members to determine the specific policies regarding AI use that are most appropriate for their courses, disciplines, and learning objectives. This includes the freedom to prohibit, restrict, permit with conditions, or integrate AI tools into coursework. This freedom is coupled with the crucial responsibility to develop **clear, unambiguous AI policies** for each course. Furthermore, these policies should be **communicated effectively and consistently** to students through syllabi, assignment instructions, and classroom discussion. Clearly articulated expectations are essential for avoiding confusion, preventing misunderstandings, and upholding academic integrity.

Principle: Upholding Educational Goals Through Adaptive Teaching

Across disciplines, College of the Canyons faculty strive to cultivate intellectual curiosity, foster creativity, and develop students' capacity for critical thinking, rigorous analysis, and effective communication. The emergence of AI does not alter this fundamental goal; rather, in light of the challenges AI presents to verifying original student work and ensuring authentic assessment, it requires us to adapt our methods to ensure these essential skills are developed authentically. Faculty are encouraged to design assessments and learning activities that prioritize higher-order thinking, process over product, and the application of knowledge in ways that AI cannot replicate, thereby ensuring that technology serves rather than subverts our educational objectives.

Principle: Preparing Students Through AI Literacy Education

Parallel to developing our own literacy, faculty have a vital role in fostering AI literacy among students. This includes educating students on the definition, capabilities, limitations, and ethical dimensions of AI tools they will encounter both in academia and their future careers. Students should be guided on how to use AI effectively, responsibly, and ethically (if permitted under course policy), how to properly cite AI assistance when required, and how to critically evaluate AI-generated content. Preparing students to navigate an AI-influenced world and leverage these tools appropriately in their professional lives is an essential aspect of their education at College of the Canyons.

Principle: Providing Institutional Support and Fostering Collaboration

Navigating the complexities of AI in education is a collective endeavor. The Academic Senate, in partnership with our district and statewide colleagues, is committed to supporting faculty through professional development opportunities, access to resources, and ongoing dialogue. We encourage faculty to engage with these opportunities and with colleagues to share best practices, challenges, and innovative approaches.

Conclusion

The integration of Artificial Intelligence into education requires proactive, informed, and ethically grounded engagement from the College of the Canyons faculty. Embracing life-long learning, developing AI literacy, establishing clear course policies within the framework of academic freedom, adapting pedagogy to foster critical thinking while addressing integrity challenges, and educating our students responsibly for their future are all essential steps. Through these commitments, faculty can successfully navigate the complexities and leverage the opportunities presented by AI to fulfill our core educational mission. The Academic Senate encourages all faculty to approach this evolving landscape thoughtfully and collaboratively.

In addition, Online Education offers regular training for faculty on using AI. Information can be found under [Online Educator Workshops & Professional Development](#).

VII. CAMPUS SAFETY AND EMERGENCY PROCEDURES

<https://www.canyons.edu/studentservices/campussafety/>

CONTACTING CAMPUS SAFETY

The campus has uniformed, unarmed Campus Safety officers to monitor the parking lots and maintain order. Valencia Campus (661-362-3229 or 3239); Canyon Country Campus (661-362-3977). Campus Escorts are available upon request from the Campus Escort Offices, Monday - Friday 8:00 am – 4:30pm. Valencia Escort office: 661-259-7800 x 0, Canyon Country Campus Escort office: 661-362-3831. In case of an emergency either in or out of class, always dial "7" from any Valencia campus phone or "6" from any CCC phone.

EMERGENCY PROCEDURES

<https://www.canyons.edu/administration/pio/prepare.php>

Safety is a top priority at College of the Canyons. An important element that contributes to our outstanding safety record is the concern and involvement of all parts of our campus community, especially our faculty. Please consider familiarizing yourself with the Campus Emergency Operations Plan, available online on the Campus Safety Website. You should also familiarize yourself with the evacuation plans and designated evacuation site for each classroom and building in which you work (See posters near building and room entrances). The college may conduct safety drills during instructional hours. You must participate in these drills. If the fire alarm sounds or you are directed to evacuate, please assemble as a group with your students at a designated evacuation site for your building. Wait for instructions from campus personnel. Do not leave campus unless directed to do so. When evacuating your classroom or office please turn off all gas burners and faucets and bring your class roster with you to the evacuation site. Take roll of attending students. Further information about campus emergency procedures is available at the above website. You can also find a brief review of Campus Emergency Procedures in the new College of the Canyons' Telephone Directory and Resource Guide.

The College is committed to provide a variety of training for faculty and staff. There are a number of short "Take a Second" videos located at <https://www.canyons.edu/administration/pio/prepare.php>. These videos cover everything from Active Shooter situations to Earthquakes to Emergency Notifications. There may be face-to-face workshops scheduled throughout the term. Please refer to the FLEX schedule to learn more about when and where these training are offered.



VIII. PROFESSIONAL DEVELOPMENT AND CAMPUS ENGAGEMENT

<https://www.canyons.edu/administration/pd/index.php>

PROFESSIONAL DEVELOPMENT PROGRAM

The Professional Development (or FLEX) program is offered to promote technological advancement, institutional effectiveness, student support, the development of modes of academic and professional programs as well as promoting and supporting excellence in teaching and learning. Professional Development week occurs one week before the start of each regular semester, and several workshops occur during this week that provide a great way to meet people and learn new skills. Workshops take place throughout the semester as well.

Did you know that adjunct faculty can be compensated for up to NINE hours of professional development?

Adjunct instructors are encouraged to attend Professional Development workshops and other professional development opportunities that will contribute to their professional growth. Adjunct faculty will be paid their regular hourly rate for up to five hours per semester for College sponsored and approved department professional development activities. This is in addition to four hours of professional development at the non-instructional rate per semester. Therefore, adjunct faculty can be compensated for up to nine hours of professional development per semester. If an adjunct faculty member is not teaching during the semester in which they attend a FLEX Workshop, they will not be paid for attending the FLEX workshop.

In addition to short-term professional development workshops, adjunct faculty may also enroll in a more intense, long-term professional development training program. Information for these can be found on the Professional Development webpage and may include the Management Academy, the Skilled Teacher Certificate Program, the Online Instructor Certification Program, and the Leadership Education in Action Program (LEAP)

Adjunct faculty are encouraged to offer to **teach** a professional development workshop. If you have an expertise that others would benefit from, consider sharing it with your colleagues. Register your idea at <https://login.visionresourcecenter.cccco.edu/login>. The Professional Development Committee will review it and help you schedule a date and reserve a room.

CAMPUS ENGAGEMENT

Becoming engaged in the greater College of the Canyons community is a great way to get to know your colleagues, learn about academia, collaborate with others, be included in the decision-making process, and contribute to the growth and development of the college. Everyone's input is valued at College of the Canyons and opportunities to serve our students in meaningful ways outside of the classroom are plentiful. Efforts to create a rich and rewarding environment for our students is a top priority at College of the Canyons and one that is shaped in many ways. Consider how you might wish to be a part of these endeavors.

The following is a list of areas where faculty, including adjuncts, can get involved. In some cases, these activities are compensated, either via professional development hours for which adjuncts receive pay, or via stipends, and in some cases, participation is on a voluntary basis. Adjuncts are not required to take part in these activities but are always welcomed.

- Attend department and school meetings – get to know your colleagues!
- Serve on a committee – There are many committees at COC and each has a unique purpose. Most are open meetings and new members are welcome. The district compensates adjuncts (one adjunct per committee/team) for service on select committees such as: Accreditation Committee and Teams, Educational Technology, Enrollment Management, Health and Safety, President's Advisory Council on Budget (PAC-B) and Curriculum Committee.
- Participate in Faculty Inquiry Groups (FIG's), Special Task Forces, PAC-B or other Workgroups – occasionally an opportunity will arise whereby a special need requires a group of faculty to work on a time limited project. Sometimes a stipend is included.

- Serve on the Academic Senate; take part in shared governance. There are three peer-elected adjunct representatives that serve on the senate.
- Participate in the Mentor Program – either as a Mentee or a Mentor. There are very knowledgeable and helpful people at COC who are happy to serve as mentors, including experienced adjuncts. Anyone can be a Mentor or Mentee at any time in their career.
- Tutor students in the TLC/EOPS/MESA – students benefit from additional help from caring instructors.
- Give a scholarly presentation to students/community.
 - COC Scholarly Presentation – share expertise with the whole community at the PAC
- Host an event – Whether solo or via collaboration with others, be creative and take initiative to make it happen. Talk to your Department Chair about your ideas.
- Be a club advisor or co-advisor.
- Read a Book – every semester the Humanities Department leads discussions about the “book of the year”. Includes getting together to discuss the book on a regular basis.
- Mind Body Wellness – each semester faculty and staff get together to support each other in efforts to promote health and well-being.
- Collaborate with others to write an OER textbook or assist your department in updating existing OER. Contact OER@canyons.edu for more information.
- Attend Graduation – Seeing faculty from their discipline can be very meaningful to graduates. Faculty can obtain caps and gowns from the bookstore for no cost and rent a hood for a nominal charge.
- Join your union – As a member, or by serving on the board, union membership can be a way to meet new people and participate in the process of fighting for changes at your college through your union.

IX. HUMAN RESOURCES

Additional information can be found on the [Human Resources Resource Guide](#):

CONTRACTS

Your assignment for the semester or term along with hourly rate and computed salary for the assignment will be made available to you from the Office of Instruction prior to the start of the term. Contract information and contract agreements are found on your My Canyons account. Notification emails that contracts are ready will be sent to your canyons.edu email address and are accompanied by a payment schedule and informational memo. Faculty should review their contract online and click the “accept” button on the page for processing by the due date on the memo. Please note: If your contract is incorrect, you should contact your School dean immediately. Do not contact the Office of Instruction to make changes to your contract. All contract change requests must first be approved by your dean.

EVALUATION

Adjunct instructors are evaluated during the first semester of employment and at least one time every four semesters of employment. At the option of the department chair or dean, an adjunct faculty member may be evaluated more often and/or when he or she is assigned to teach a new course.

The negotiated agreement describes the evaluation process and includes evaluations by students and either a full-time faculty member, part-time faculty member, dean, or department chair in the appropriate department, as well as a self-reflection. For convenience, a sample of the classroom evaluation form and a guide for completing a self-reflection are included in the appendix of this document and in the negotiated agreement. These forms are also available online by going to the [COC intranet \(requires a COC email address\), Office Directory, Instruction](#). See the Appendix for samples of the evaluation forms. For further information regarding the evaluation process and other negotiated matters, please consult Article 8 of the part-time faculty collective bargaining agreement, which can be found on the Human Resources website. All evaluation forms can be found on the Instruction Office Intranet site.

SALARY AND ASSIGNMENTS

All adjunct faculty are initially placed on Step 1 of the Adjunct salary schedule (see link above). Advancement to

additional steps is outlined in the negotiated agreement. Please refer to the contract for specific information on salary and how and when you are eligible to advance on the salary schedule. Teaching adjunct faculty will be paid by the course and will usually receive four or five equal salary installments. A schedule of payroll dates is distributed at the start of each term. Teaching classes in winter or summer session or teaching classes often meet less than a full semester will have the payment schedule adjusted accordingly. Since payment is based on the course, time sheets are not required for teaching faculty. Librarians, counselors or other faculty who work on an hourly basis will need to complete a timesheet each month. Timesheets are also required if you substitute for another instructor or to claim compensation for a cancelled class. Please note that permission from your department chair and dean is required in order to substitute for another faculty member.

EMPLOYMENT RECORDS

Please notify the Human Resources Office promptly of changes in name, contact information, dependents (withholding tax purposes), emergency contact or other relevant information. Email has become the primary means of contacting faculty, so it is important to have a current email address. If you do not have a personal email account or you prefer to use one provided by COC, you may request an email account by referring to the instructions found earlier in this document. Please notify your department chair and dean of any changes to your contact information.

TUBERCULOSIS (TB) EXAMINATION

Upon employment and every four years thereafter, all employees are required to have a TB Risk Assessment and/or TB exam and submit the results to the Human Resources Office. You will be notified by Human Resources when you need to complete your TB Risk Assessment or exam.

X. APPENDICES

APPENDIX I - CLASSROOM BEST PRACTICES GUIDE

Leading Research in Classroom “Best Practices”

Seven Principles for Good Practice in Undergraduate Education (Chickering and Reisser, 1993)

- a. Encourage student-faculty contact in and out of class
- b. Encourage cooperation among students through collaborative assignments and in-class, group exercises
- c. Encourage active learning by having students apply course content to real-world situations
- d. Provide prompt feedback throughout the term
- e. Emphasize time on task by indicating how long students should spend on an assignment
- f. Communicate high expectations
- g. Respect diverse talents and ways of learning by providing a variety of learning modes (written, oral, visual) that are culturally relevant

Eight Characteristics of an Effective Teacher (Langlois & Zales, 1992)

- a. Promotes high expectations of student achievement
- b. Provides careful delineation of course methods and routines
- c. Uses varied and appropriate teaching methods and materials
- d. Creates a supportive, cooperative atmosphere
- e. Shows enthusiasm, energy, caring, and maintains a nonthreatening atmosphere
- f. Manifests a belief that their subject is important
- g. Relates instruction to student interests
- h. Demonstrates content expertise

Growth Mindset (Dweck, 2006)

Carol Dweck has demonstrated that students who adopt a fixed mindset tend to respond to academic setbacks with a sense of helplessness. Alternatively, those with a growth mindset typically respond to setbacks with a commitment to master the material and succeed. Students with a fixed mindset tend to believe that something is “wrong” with them, and often express these defeatist traits in their academic career:

- a. Thinking “what’s the point?”
- b. Over-representing past failures and underrepresenting successes
- c. Decreased enjoyment
- d. Decreased motivation
- e. Increased anxiety

Those adopting a growth mindset seem to believe that intelligence is changeable, and that people can improve with hard work and perseverance, and moreover, that failure is a natural, healthy part of the learning process.

APPENDIX II - HIGH-IMPACT EDUCATIONAL PRACTICES

Research has shown that high-impact practices have considerable benefits for students and can foster student success. Below are just a few selections of high-impact practices you might consider employing in your teaching:

Writing-Intensive Courses

These courses employ writing assignments and projects across the curriculum. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. Such courses foster critical thinking, quantitative reasoning, enhanced communication, and improvements in research skills. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative assignments attempt to bring together diverse groups of students in an effort to broaden our understanding by listening to the viewpoints of peers. This can be done through study groups, team-based projects, and cooperative presentations. Such assignments can also be broadened to include global learning projects, which study racial, economic, gender, and other differences found throughout the world.

Community-Based Learning

This type of practice entails experiential learning in local communities, working and learning alongside experts in a wide range of fields. Service learning provides opportunities for students to gain work experience, while often adding value through community outreach, organization, and partnerships. This type of learning also conforms to the broader mission of the college. Please contact our Office of Community-Based Learning for more information on how to incorporate service learning into your class.

Internships (Cooperative Work Experience Education)

Internships are increasingly valuable in today’s competitive job market, and offers hands-on experience in a student’s projected career field. Internships allow students to gain not only experience but also networking skills while working closely with professionals in their field. As part of a course, instructors could assign a paper or presentation that relates what has been learned. Please contact our internships office for more information on the process for offering students and internship.

Capstone Courses and Projects

These projects involve summative experiences, often assigned at the end of a semester, or a student’s college career. Capstones emphasize application of learning, often via research papers, or portfolios.

For more information high-impact practices, see this chart, provided by the American Association of Universities and Colleges, 2008, https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf

APPENDIX III - STRATEGIES FOR ENGAGING STUDENTS AND IMPROVING RETENTION

Most students decide whether to continue enrollment within the first 6-8 weeks of their first semester. What happens on the first day of class frequently sets the learning climate for the entire semester and may help a student decide whether to stay or flee. The following is a list of suggested classroom activities for the first week that classes that so many faculty members have found to be useful:

- a. Begin building connections with your students by introducing yourself. Tell students what you would like them to call you and how you can be reached outside of class. Tell them how you chose your field of study and your educational background. If you went to a community college, be sure to let them know that as well. Tell them why you are teaching at COC.
- b. Learn about your students. Ask students to complete an information sheet listing name, address, phone number, e-mail address, major, work information, how many hours a week they work outside of class, why they are taking this class, what other courses they are taking, what grade they expect to earn, how much time they expect to study outside of class, their strengths and weaknesses, previous related courses, etc. Ask students to let you know if they have special needs of which you should be aware.
- c. Learn student names as quickly as possible, and use them when addressing students in class (and out of class). The following suggestions may help you quickly learn names:
- d. Ask students to introduce themselves (a great way to take attendance without you worrying how to pronounce names!) and share something that will help you and the rest of the class learn their names. This can also be done as a paired-activity with students introducing each other. This will encourage student participation and classroom interaction.
- e. Take pictures and paste them on index cards. Use them as “flash cards” to help you learn names.
- f. You may want to use name tags or name tents to help class members get to know each other’s name.
- g. Be enthusiastic. If you act bored or lack passion for teaching or your subject matter, you will impart that attitude to your students. Why would students want to learn your subject if you don’t seem interested or interesting?
- h. Help students connect with classmates. Encourage students to have an in-class-buddy, study partners, or learning teams, and have them exchange phone numbers and e-mail addresses.
- i. Set a positive tone that focuses on student success. When students see your syllabus and course requirements, they may feel overwhelmed. Be reassuring. Let students know that you believe they can succeed, and let them know you will help them. The purpose of the first class session should set up an expectation for success—not scare students away!
- j. Involve students and encourage participation in first-day activities so that they become active learners early in the course. You may ask students to discuss what they already know about the subject matter of your course or why they signed up for your course.
- k. Don’t just read the syllabus. Students find that as uninteresting as faculty do! Instead, design a group activity for students to understand both the syllabus and course policies. In this way students will get to know their classmates and begin to make connections as well as learn about the syllabus. When forming groups, use something class related. For example, in a computer programming class, you might ask students to line up according to their birthdays. You can then explain that they just demonstrated the process of “sorting” and as part of the course they will learn how to write programs so that the computer can automate such a task. You can also give a take-home quiz on the syllabus (a great homework assignment for the first class and a great way for students who miss the first class to learn about the requirements!). Scoring the quiz will help you learn what students understand and don’t understand about your expectations and allow you to focus on just those points of the syllabus in the second class session.
- l. Determine students’ goals and objectives while discussing your goals and objectives. Let students know how your course can fit in with their personal or career goals and objectives.
- m. Explore students’ fears and apprehensions. In your class, and perhaps in the college setting, there are students who are entering an unfamiliar environment that carries with it a new set of performance expectations and different social principles. Acknowledge these factors, address students’ apprehensions, and encourage their academic performance.
- n. Communicate what students can expect of you and what you expect of them. This can be done orally or by writing students a short letter or memorandum.
- o. Help students understand the amount of work that goes into being successful. Explain that being successful in college is less about “brains” and more about willingness to work hard and spend many hours outside of class reading, reviewing, doing assignments, and studying. Help students budget their time by informing them how much time they will need to devote to study outside of class.
- p. Don’t dismiss class early on the first day. If there is time remaining after your syllabus activity, begin communicating the content of your course, provide an overview of course material and content, explain

the relevance and usefulness of the course material (i.e. transferability, prerequisites, vocational applications, etc.)

- q. Build a sense of community in and out of the classroom. Provide opportunities for students to get to know and learn from other students in the class. Integrating academics and social opportunities increases retention. Use collaborative/cooperative assignments to foster social and academic integration.

Many of these suggestions are not just for the first day. You may want to review these suggestions whenever you are starting a new topic, explaining a difficult assignment, or periodically throughout the course.

APPENDIX IV – EFFECTIVE SYLLABUS DESIGN

Effective teaching and learning require a partnership between you and the students. Consider the syllabus a contract between you and the students: it provides a binding agreement stating your expectations, how the student should proceed, and how you will evaluate the student.

Ideally, the syllabus is a description and plan for a course and should facilitate student learning. Thus, the course syllabus forms the backbone of a course offering:

“The syllabus functions as a major communication device that provides details of how student learning will be assessed and about the roles of both student and instructors in the learning and assessment process.”
(Habanek, DV. An Examination of the Integrity of the Syllabus, College Teaching, 2005; 53:62–4)

Additionally, the Office of Instruction recommends that all faculty review their syllabus to ensure they are developing this important document with an equity minded focus. Please see the resources below to help you develop your syllabi with an awareness of the diverse experiences of our students:

- <https://cue-equitytools.usc.edu/>
- https://www.cuesta.edu/about/documents/vpaa-docs/Syllabus_Review_Protocol_CUE.pdf
- <https://studentexperienceproject.org/wp-content/uploads/2020/10/Syllabi-Resource-October-2020.pdf>

As such, the Academic Senate recommends the following elements for all course syllabi:

Required:	Strongly Recommended	Recommended	Optional**
College Name	Instructor(s) Name	Course Description	Academic Integrity
Official Course Title	Office Hours and Location	Missed Exam Policy	Course Objectives
Course Prefix and Number	Instructor(s)' Contact Information	Grade Scale to Determine Final Grade	Department Grading Policies
Term	Schedule and Location(s) of Class Meeting(s)	List of Graded Assignments and Value in Relation to Final Grade	Units
Section Number(s)		Late Policy for Assignments	Outline of all Content covered in course
SLO(s)		Absence/Tardy Policy	Prerequisites
		List of Class Meetings & Relevant Assignments	Submission Policy
		Schedule Change Policy	Revision of Assignments Policy
			Classroom Courtesy
			Add/Drop Deadlines

** There may be additional Optional items to consider, such as lab safety or information about field trips. The Academic Senate further recommends that common Addendum of Services be created and accessible on the Instruction webpage.

APPENDIX V – SELF-REFLECTION AND FACULTY EVALUATION MATERIALS

Guide for Self-Reflection

As a part of the evaluation process the part-time faculty contract states, “Each part-time instructor shall complete a written self-reflection to be used to improve instruction and not as a determinant of employee status.” Faculty frequently have requested assistance in completing this process. The following is meant as a guide to assist in the reflective process and to serve to improve teaching. The examples provided are not meant to be an exhaustive list. Likewise, it is not meant to imply that all examples must be addressed.

The Self-Reflection shall include, but not be limited to:

- a. **Objectives for improvement, change or maintenance of methodology based on the results of the student survey, a self-examination of teaching methods, and whatever other factors are deemed relevant.**
 - Reflect and respond to feedback from the students.
 - Take a look at retention and success rate of the students.
 - What teaching techniques have you used? What has been effective?
 - Are there external barriers that affect the quality of instruction?
 - What can you change and improve?
 - What training, materials, resources, etc. would assist you?
- b. **A review of the objectives for improvement, if any, from the last evaluation.**
 - Review what you have done.
 - What has worked? What is still a challenge? Why?
 - What support do you need?
 - What is your plan to implement changes?
- c. **A summary of professional growth activities.**
 - What professional growth activities are you involved in, or have you completed?
 - Have you attended or presented at conferences or workshops, taken additional course work or been involved in relevant community activities?
 - Do you participate on committees?
 - How have these activities impacted your teaching?
- d. **A listing of reasonable resources that can be provided by the District to help improve instructor teaching.**

B. Clear Lesson Objectives

1 2 3 4 5 N/A

- 5 – Instructor demonstrates thorough preparation and provides clearly defined objectives (examples: syllabus, online, PowerPoint, on board, verbal)
- 3 – Instructor demonstrates preparation for class; some objectives apparent.
- 1 – Instructor demonstrates no evidence of preparation for class and/or objectives not apparent.

Comments:

C. Clear Written and Oral Communications

1 2 3 4 5 N/A

- 5 – Models clear, enthusiastic, excellent and appropriate vocabulary and mannerisms. Written materials clear, accurate and fitting to subject.
- 3 – Verbal and written materials of average quality.
- 1 – Poor quality in spoken or written communication, lacks enthusiasm; inappropriate or inaccurate vocabulary.

Comments:

D. Teaching Methods

1 2 3 4 5 N/A

- 5 – Uses teaching method(s) appropriate for the subject and to the diversity of student learning styles. (Evaluator may review syllabus for evidence of teaching methods.)
- 3 – Uses limited but adequate teaching method(s) for the subject.
- 1 – Uses teaching method(s) that are inadequate to address the variety of students learning styles.

Comments:

E. Organization of Presentation and Activities 1 2 3 4 5 N/A

5 – Clearly organized and easy-to-follow patterns.

3 – Discernible organizational pattern.

1 – Apparent lack of organization.

Comments:

F. Good Time Management 1 2 3 4 5 N/A

5 – Time is managed well, and instructor began and/or ended class in a timely manner.

3 – Some parts of lesson go beyond time allocated or necessary and/or class began/ended inefficiently.

1 – No apparent awareness of time and poor use of time.

Comments:

G. Student Assessment Methods 1 2 3 4 5 N/A

(Suggestion: Request syllabus and, if appropriate, a quiz or test before the classroom visitation.)

5 – Assessments are of ample and variety to recognize differing learning styles and to determine mastery of student learning outcomes.

3 – Some methods of assessment are adequate to assess most student learning styles and student learning outcomes.

1 – Assessments are insufficient to accurately measure differing student learning styles and student learning outcomes.

Comments:

H. Overall Assessment of Instructor's Classroom

Performance (Must be the true mathematical average of the above ratings A-G):

Additional Comments by Evaluator:

Signature of Evaluator: _____ Date: _____

Signature of Evaluatee: _____ Date: _____

Signature of Department Chair: _____ Date: _____

Signature of Instructional Dean: _____ Date: _____

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written response within ten calendar days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

COLLEGE OF THE CANYONS
Online & Hybrid Visitation and Evaluation Report
For Part-time Teaching Faculty

Instructor _____ Visitation Date _____

Course Number, Section Number, and Title

The number of observations should be approximately 50 minutes in duration.

Instructional Techniques Being Used

(Video lectures, other lecture materials, discussion boards, small group activities)

Name of Evaluator _____

(Circle one: Content Evaluator, Distance Learning Evaluator, Both)

Name of Evaluator _____

(Circle one: Content Evaluator, Distance Learning Evaluator, Both)

Directions:

Circle the appropriate number for each item evaluated. Comments should detail specific items in support of your numerical assignment and may include suggestions for improvement. Evaluation should include review of class materials and assessment instruments.

Content – Items A through C

A. Knowledge of Subject Matter 1 2 3 4 5 N/A

5 – Instructor demonstrates a command of the material taught.

3 – Instructor demonstrates an understanding of the material taught.

1 – Instructor does not appear to have an adequate background for the material taught.

Comments:

B. Clear Communication

1 2 3 4 5 N/A

- 5 – Instructor models clear and appropriate language and style in all media used and provides well-defined lesson objectives. Instructions, interaction, and feedback are accurate, easy to understand and sufficiently specific and detailed.
- 3 – Communication in one or more media used is of average quality and may contain some errors or lack of specificity. Lesson objectives are provided in general terms.
- 1 – Poor quality communication in one or more media used; language vague, unclear, or containing significant errors. No lesson objectives are provided.

Comments:

C. Student Assessment Methods

1 2 3 4 5 N/A

(May reflect input from both evaluators if two evaluators required)

- 5 – Assessments are of sufficient quantity and variety to address differing learning styles and to determine mastery of student learning outcomes.
- 3 – Some methods of assessment are adequate to assess a variety of student learning styles and student learning outcomes.
- 1 – Assessments address only a single learning style and are insufficient to accurately measure student learning outcomes

Comments:

Comments:

F. Organization and Presentation of Activities 1 2 3 4 5 N/A

5 – Course elements are clearly organized and easy to locate. All links function properly and dates are accurate for the term.

3 – Discernible organization of course elements, though some items may be initially unclear. There may be some minor errors in links or dates.

1 – Apparent lack of organization, course elements difficult to locate. May contain multiple broken links or incorrect dates.

Comments:

G. Course Pacing 1 2 3 4 5 N/A

5 – Course materials are presented at an appropriate pace, including timing of units and release of materials and assignments.

3 – Course units, materials, and assignments, are generally presented at a reasonable pace, but there may be some inconsistencies.

1 – Course materials and assignments are presented late or in an erratic manner that does not give students sufficient time to meet deadlines.

Comments:

H. Overall Assessment of Instructor's Classroom Performance
(Must be the true mathematical average of the above ratings A-G):

Additional Comments by Evaluator:

Signature of Evaluator: _____ Date: _____

Signature of Evaluatee: _____ Date: _____

Signature of Department Chair: _____ Date: _____

Signature of Instructional Dean: _____ Date: _____

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written response within ten calendar days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

COLLEGE OF THE CANYONS
Visitation and Evaluation Report
For Part-time Non-Instructional Faculty

Non-Instructional Faculty _____ Visitation Date _____

Work Setting/Position _____

Evaluator Arrival Time _____ Evaluator Departure Time _____

Name of Evaluator _____

Directions:

Circle the appropriate number for each item evaluated. Please provide comments to detail specific items in support of your numerical assignment and include suggestions for improvement. Evaluation should include review of materials and assessment instruments if appropriate.

A. Knowledge of Subject Matter 1 2 3 4 5 N/A

5 – Demonstrates a command of the material including professional technology, resources, and college policies/procedures.

3 – Demonstrates an understanding of the material for the assignment.

1 – Demonstrates a lack of understanding regarding aspects of the assignment.

Comments: _____

B. Clear Objectives 1 2 3 4 5 N/A

5 – Demonstrates thorough preparation and provides clearly defined objectives.

3 – Demonstrates preparation for the assignment; some objectives are apparent.

1 – Demonstrates lack of preparation for the assignment and/or objectives not readily apparent.

Comments: _____

(Must be the true mathematical average of the above ratings A-G)

Additional Comments by Evaluator:

Signature of Evaluator: _____ Date: _____

Signature of Evaluatee: _____ Date: _____

Signature of Department Chair: _____ Date: _____

Signature of Instructional Dean: _____ Date: _____

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written response within ten calendar days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

APPENDIX VI – PROFESSIONALISM REPORT

PROFESSIONALISM REPORT

Part-time faculty at College of the Canyons are professionals who are respectful of students and college staff and handle responsibilities in a timely manner. The following report assesses the evaluatee's professionalism and execution of responsibilities during the time period specified.

This report can be requested by the member, the member's department chair, or the member's division dean. It must be requested and completed within the same semester as the member's comprehensive evaluation. It can be completed by the member's department chair or division dean. If Appendix D is completed, the member should be notified via e-mail by the division dean ten (10) days in advance of the final review conference. The Professionalism Report should be submitted to the member within twenty-eight (28) calendar days from the observation date and will become part of the member's comprehensive evaluation report.

For this section of the Professionalism Report, whenever an evaluator records a need for improvement score (1, 2 or 3), the evaluator is to provide both supporting evidence and suggested remedies for improvement.

Evaluation Standard:

5 – Always complies

4 – Often complies

3 – Usually complies

2 – Occasionally complies

1 – Seldom complies

N/O – Not observed

A. Professionalism

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Responds with clarity, promptly
and with discretion when working
with colleagues, staff and students. | 1 | 2 | 3 | 4 | 5 | N/O |
|--|---|---|---|---|---|-----|

Comments:

2. Follows appropriate division, department and FERPA guidelines. 1 2 3 4 5 N/O

Comments:

3. Observes the proper use of facilities, equipment and supplies. 1 2 3 4 5 N/O

Comments:

B. Responsibilities

1. Maintains clear records and submits necessary documentation in a timely manner such as final grades, positive attendance roster where applicable, absence forms, field trip request form, guest lecturer form, etc. 1 2 3 4 5 N/O

Comments:

2. Is accessible to students and maintains contractual office hours. 1 2 3 4 5 N/O

Comments:

Additional Comments by Division Dean/Department Chair:

Signature of Evaluator: _____ Date: _____

Signature of Evaluatee: _____ Date: _____

Signature of Department Chair: _____ Date: _____

Signature of Instructional Dean: _____ Date: _____

Note: Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written response within ten calendar days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

APPENDIX VII – AFT MEMORANDUM OF UNDERSTANDING



Memorandum of Understanding Between Part-Time Faculty United, AFT Local 6262 and the Santa Clarita Community College District

This memorandum of understanding establishes an agreement between the Santa Clarita Community College District (“District”) and the Part-Time Faculty United, AFT Local 6262 (“AFT”). We hereby confirm that that we have negotiated, in good faith, the following language effective as of the date signed below.

Academic Expectations for all semester and session assignments:

- a. Unit members must accept their teaching assignment, found through MyCanyons (<https://my.canyons.edu>) via the Contracts icon, before the start of the semester/session or risk losing their assignment. If the contract is not available before the start of the semester/session, the Unit Member should email their Instructional Dean. Unit members are encouraged to save a copy of their signed contract.
- b. Upon acceptance of their teaching assignment, unit members shall order textbooks, through the district’s online bookstore system (confirming if no textbooks are needed for the class). The Unit Member may also work through their department chair or curricular coordinator for textbook ordering. Textbook orders are to be submitted for each section to be taught by the appropriate deadline communicated by the district.
- c. Unit members shall fully adhere to the official Course Outline of Record when teaching their class(es).
- d. Unit members shall conduct class(es) for the full, required contact hours per established modality in the assigned classroom (where applicable) as noted in the official published Schedule of Classes. Once the semester or session has begun, any requested changes by the Unit Member to what is noted in the official published Schedule of Classes (e.g., location change) must be confirmed with and approved by the respective district administrator (e.g., Dean) in advance.
- e. All learning management system course shells must be activated by the first day of instruction for online, hybrid, onlineLIVE, online/onlineLIVE, and HyFlex classes.
- f. All syllabi must be made available to students by the first day of instruction. Copies of all syllabi must be distributed to the respective district administrator (e.g., Dean) by the end of the first week of classes. Adjuncts will work with the district to ensure all syllabi are 508 compliant (accessible for disabled students) as quickly as possible.

- a. Absences must be reported to the Dean before the scheduled class meeting (whenever possible), and the Unit Member shall coordinate with the substitute instructor any planned assignments for their students during the absence period, to ensure continuity of instruction, and in alignment with Administrative Procedure 4024 on Substitute Instructors.
- b. Unit Members shall record the results of all graded assessments for all students using the district's learning management system (e.g., Canvas Gradebook). If the unit member is not officially certified via the district's learning management system (e.g., Canvas), the adjunct must not publish the learning management system course shell.
- c. Unit Members shall grade assignments in a timely manner so that students may monitor their progress throughout the semester or term.
- d. Final grades for all students must be submitted by the Unit Member no later than 48 hours after the last day of instruction per the Schedule of Classes, not including the weekend.

The above is agreed to by both AFT and the District.



For the District: Diane M. Fiero

Jun 30, 2023

Date



S. Warren Heaton Jr. (Jul 1, 2023 12:54 PDT)

For AFT: Warren Heaton

Jul 1, 2023

Date