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Important Dates

**Fall Full-Term Classes**
These dates apply to regularly scheduled classes meeting the full length of the term.

- **Friday, March 1**: First day to submit an Application for Admission (Apply Online)
- **Tuesday, July 16**: Registration for classes begins
- **Tuesday, July 16 – Friday September 13**: Filing period for Fall Graduation
- **Monday, August 10 – Sunday, September 1**: Parking Permits not required in Student Lots
- **Monday, August 26**: Classes Begin
- **Monday, September 2**: Labor Day Holiday (Sat/Sun classes will meet Aug 31 & Sept 1)
- **Tuesday, September 3 – Friday, December 13**: Parking Permits required in all Student Lots
- **Friday, September 6**: Last day to file Audit and P/NP forms
- **Friday, September 13**: Last day to apply for Fall graduation
- **Sunday, September 8**: Last day to drop classes and qualify for refunds
- **Last day to add classes**
- **Last day to drop classes without a “W”**
- **Wednesday, November 13**: College Hour – Homecoming Celebration (12 – 1pm)
- **Monday, November 11**: Veteran’s Day Holiday (Sat/Sun classes will meet Nov 9 & 10)
- **Friday, November 16**: Last Day to Increase/Decrease Variable Unit Classes
- **Sunday, November 17**: Last day to withdraw from classes
- **Thursday, November 28 – Sunday, December 1**: Thanksgiving Holiday (Sat/Sun classes will not meet Nov 30 & Dec 1)
- **Saturday, December 14**: Last day of term

*All Registration, Adds, Drops and Withdrawals are to be completed ONLINE through myGateway*

**Short-Term/Open Entry Classes**
These are regularly scheduled classes meeting less than the full length of the term, or self-paced classes in which students may enroll at various times throughout the term.

▶ Refer to the comment line under the CRN in the printed Class Schedule for add, drop and refund deadlines.

**Final Grades**
Available on myGateway approximately 3 weeks after the class ends.

**Transcripts with Final Grades**
Transcripts can be requested online through myGateway. Students must check to see that all grades are posted before requesting transcripts. Login to myGateway, click Student Records, click View Unofficial Web Transcript.

- **Holidays**: September 2, November 11, November 28 to December 1

- **ALL DATES SUBJECT TO CHANGE WITHOUT NOTICE**
Campus Map

Fullerton College
FALL 2013

DIRECTIONS FROM FREEWAYS
TO FULLERTON COLLEGE:
From St Freways Call Chapman Ave,
From 91 Freways Exit at Lemen St.,
North to Chapman Ave.

601 NORTH SCIENCE
MATHEMATICS & COMPUTER SCIENCE
DIVISION OFFICE

701 TECHNOLOGY & ENGINEERING
TECHNOLOGY ENGINEERING
DIVISION OFFICE

801 LIBRARY-LEARNING RESOURCE
CENTER
ACADEMIC SUPPORT CENTER,
ADAPTIVE COMPUTER LAB, LIBRARY,
STAFF DEVELOPMENT, STUDY AREA

841 DISABILITY SUPPORT SERVICES/
MAILROOM
FOOD BANK, STRATEGIC CAFÉ

901 AUTOMACHINING/PRINTING

1010 FINE ARTS/ART GALLERY

1110 MUSIC
FINE ARTS DIVISION OFFICE

1210 PHYSICAL EDUCATION
FACULTY LOUNGE, HEALTH SERVICES,
PHYSICAL EDUCATION DIVISION OFFICE,
WELLNESS CENTER

1310 THEATRE ARTS
BOX OFFICE, CAMPUS THEATRE

1410 CLASSROOM OFFICE BUILDING
TEACHING LAB, SOCIAL SCIENCES DIVISION OFFICE

1610 CAMPUS SAFETY

1610 HORTICULTURE CENTER

1710 FIELD HOUSE

1810 CHILD DEVELOPMENT/
TEMPORARY CLASSROOMS
1820 TO 1830 CHILD DEVELOPMENT

1910 CLASSROOMS
1911 - 1914 CLASSROOMS
1935 - 1945 CLASSROOMS

2010 STUDENT SERVICES/TV
ADMISSIONS & RECORDS, BOOKSTORE,
SURFACE, CAREER & LIFE PLANNING,
COUNSELING, DISTANCE EDUCATION,
ESOL, STUDENT SUPPORT SERVICES,
OFFICE, WORKFORCE CENTER

2110 SCULPTURE/ARTS

2210 MICRO COMPUTER LAB

2310 MEDIA SERVICES/ACADEMIC
COMPUTING 610 & 615 SHOPS

3010 BERKELEY CENTER
FACILITIES, MAINTENANCE & OPERATIONS

3110 ACADEMIC COMPUTING

Updated: MAY 2013 RG
North Orange County Community College District Administration

BOARD OF TRUSTEES
President ..................................................................................................................................... Donna Miller
Vice President ....................................................................................................................... Jeffrey P. Brown
Secretary ............................................................................................................................ M. Tony Ontiveros
Member ..................................................................................................................................... Dr. Barbara Dunsheath
Member ............................................................................................................................... Leonard Lahtinen
Member ................................................................................................................................... Michael Matsuda
Member ................................................................................................................................... Molly McClanahan
Student Trustee, Cypress College ............................................................................................. Claudia Peña
Student Trustee, Fullerton College ............................................................................................. Don Lundy

ADMINISTRATION
Chancellor ............................................................................................................................ Dr. Ned Doffoney
Vice Chancellor, Finance and Facilities ..................................................................................... Fred Williams
Vice Chancellor, Human Resources ........................................................................................ Jeffrey Horsley
District Director, Equity and Diversity ...................................................................................... Kenneth Robinson
District Director, Information Services .................................................................................... Deborah Ludford
District Director, Public Affairs ............................................................................................. Kai Stearns Moore
President, Cypress College ............................................................................................. Dr. Robert Simpson
President, Fullerton College ............................................................................................. Dr. Rajen Vurdien
Provost, School of Continuing Education ................................................................................ Dr. Greg Schulz

ANAHEIM CAMPUS
1830 W. Romneya Drive
Anaheim, CA 92801
(714) 808-4500

CYPRESS COLLEGE
9200 Valley View Street
Cypress, CA 90630
(714) 484-7000

FULLERTON COLLEGE
321 E. Chapman Avenue
Fullerton, CA 92832 (714) 992-7000

SCHOOL OF CONTINUING EDUCATION
Anaheim Campus
1830 W. Romneya Drive
Anaheim, CA 92801
(714) 808-4999

Cypress College Center
9200 Valley View Street Cypress, CA 90630
(714) 484-7038

Wilshire Center
315 E. Wilshire Avenue Fullerton, CA 92832
(714) 992-7700
Anaheim Campus Phone Directory

AI DEC employees can be reached directly or by dialing “80” followed by the 5 digit extension number.

ANAEHA CAMPUS: 800-4500 - TELEPHONE EXTENSIONS AND FAX NUMBERS
EMPLOYEES LISTED ALPHABETICALLY BY LAST NAME

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Revised 5/7/13
Employee Organizations

Asian American/Pacific Islander Faculty and Staff Association
President: Jane Ishibashi; (714)992-7378; jishibashi@fullcoll.edu

Black Faculty and Staff Association
President: Queen Peterson; (714)992-7249; qpeterson@fullcoll.edu

Gay and Lesbian Association of District Employees
President: Vincent White; (714)732-5528; vwhite@fullcoll.edu

Latino Faculty and Staff Association
President: Dr. Therese Mosqueda-Ponce; (714) 484-7180; tmponce@cypresscollege.edu
Faculty Contracts

Agreement between NOCCCD and United Faculty
This is the official contract between the full-time Faculty and the District. A copy is on file in each Division Office, and is mailed to each full-time faculty member.

Agreement between NOCCCD and Adjunct Faculty United.
This is the official contract between the Adjunct Faculty and the District. A copy is on file in each Division Office, and is available to each adjunct faculty member.

Contracts are online at http://www.nocccd.edu/Departments/HR/UnionContracts.htm.
Faculty Evaluations

New adjunct faculty shall be evaluated in either the first or second regular semester of paid service with the preference that this evaluation occurs in the first semester of service. The frequency of evaluations is then at least once every six regular semesters. Details about the evaluation process can be found in Article 9 of the Agreement with the American Federation of Teachers (AFT) Local 6106, Adjunct Faculty United AFT/CFT. If you have questions about evaluations or Article 9 in the Agreement, please see your dean.
Absence and Sick Leave Policy

Absences
All instructor absences, both planned (such as a conference) or unplanned (such as illness or other emergency), must be reported to the Division Office before the time of the class meeting. A sign will be posted outside the classroom so that students will know that the class will not be meeting. If you call to report your absence after your Division Office is closed, leave a message on the division/dean line and contact Campus Safety at (714) 992-7080.

Substitutes
All substitutes must have the approval of your Division Dean. (A guest lecturer, or any individual who is not employed as a faculty member at Fullerton College, or in the District, may not substitute for your class.) It is important to provide detailed instructions to the substitute regarding the material students expecting to cover in class.

Class Schedule
If you know well in advance that you will be missing a class, it is a good idea to either build it into your class schedule so that students have a specific assignment to work on during the time that the class would have normally met.

Sick Leave Policy
Each faculty member earns sick leave each semester on a pro-rata basis depending upon the percentage of contract. (See Adjunct Faculty Contract for full sick leave policy.)
Academic Honesty

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty. These include, but are not limited to, the following areas:

1. Students shall not plagiarize, which is defined as:
   - Stealing or passing off as one’s own the ideas or words of another.
   - Using a creative production without crediting the source.
   - The following cases constitute plagiarism:
     - Paraphrasing published material without acknowledging the source.
     - Making significant use of an idea or a particular arrangement of ideas, e.g., outlines.
     - Writing a paper after consultation with persons who provide suitable ideas and incorporating these ideas into the paper without acknowledgment.
     - Submitting under one’s own name term papers or other reports which have been prepared by others.

2. Students shall not cheat, which is defined as:
   - Using notes, aids, or the help of other students on tests or exams in ways other than those expressly permitted by the instructor.
   - Misreporting or altering the data in laboratory or research projects involving the collection of data. Students shall not furnish materials or information in order to enable another student to plagiarize or cheat.

3. Instructors may deal with academic dishonesty in one or more of the following ways:
   - Assign an appropriate academic penalty such as an oral reprimand or point reduction.
   - Assign an “F” on all or part of a particular paper, project, or exam.
   - Report to the appropriate administrators, with notification of same to the student(s), for disciplinary action by the College. Such a report will be accompanied by supporting evidence and documentation.
Add/Drop Procedure

Adding Students

All classes close when the seat count is met or at 12:00 midnight on the evening prior to the first day that a class meets. After that time, all students whom you wish to add to your classes must be provided with an Add Authorization Code (AAC). The AAC is a CRN specific code that will override a closed class message on WebStar. Students who have an AAC will be able to add a closed class online.

In sections that have seats available, in agreement with the Faculty Senate, instructors will issue add codes to wait list students and/or qualified petitioners. Only if an instructor is unavailable to issue the add code will the Division Offices issue AACs, and only through the open enrollment period.

Adding Students

1. Log onto WebStar and access the Faculty Services Page.

2. Click on “Printable Attendance Roster.” AACs are included on the “Printable Attendance Roster” page below the roster of names. Initially 45 codes will be provided for each CRN; however, this number can be increased by the Division Office.

3. When you provide a student with an AAC, write the student’s name on the AAC roster to verify later that the appropriate student has used that code. Also impress upon students that to be officially enrolled in the class, they need to access myGateway immediately, add the class in the normal fashion, and then enter the AAC when prompted.

4. Students must have met prerequisites to add the class. AACs will not override prerequisites.

5. Information on AACs is available on the college website and the class schedule.

Note: Throughout the semester you will receive emails listing students who have added or dropped your class on the previous day. Use this email to verify students have used the AACs you provided.

Dropping Students

You can drop students electronically using WebStar. Both “No-Show” and “W” drops will be accepted, but late drops will not be permitted in WebStar. Deadlines for “No-show” drops and “W” drops are posted on the printable attendance rosters and appear on the drop/withdraw page. As a reminder, you will get an automatic email approximately one week before the drop deadline for each section.

To drop students:

1. Log onto WebStar, and access the Faculty Services Page.
2. Click on the link entitled “Drop Students from a Class List”. Select the term and CRN. A roster of enrolled students will be displayed.

3. Click in the Drop/Withdraw box for any students you wish to drop and click on “Submit Changes”. A confirmation message will be displayed. Click YES to confirm drops.

4. To access a list of all student adds and drops from a given CRN, click on the link “Add/Drop Listing”. You may view a list of activity since the start of registration or the first day of class. By clicking on the envelope icon, you can access the student’s email and send students a message informing them that they have been dropped.
Attendance Policy

Attendance in all class meetings is mandatory. No absence, even an excused absence, excuses a student from making up missed work. Students should realize that every absence may adversely affect their grade due to missed lectures and missed assignments.

An excused absence is one in which a student must miss a class due to a field trip, a musical performance, or an athletic event which involves another Fullerton College class. The student must have an Authorized Absence Excuse signed by all instructors whose classes will be missed as a result of the outside activity. The Authorized Absence Excuse must be signed in advance of the absence. In addition, it is the responsibility of the student to make arrangements to make up any work which is missed as a result of the absence.

Students who do not attend the first class meeting of the semester may be automatically dropped by the instructor, particularly if the class is full and students want to add the class.

It is the responsibility of students who are absent for a prolonged period to contact the instructor to explain the reason(s) for the absence and to discuss the possibility of continuing the class.

A student who accumulates more than one week's worth of absences, consecutive or non-consecutive, may be automatically dropped by the instructor.

However, it is the student's responsibility to officially withdraw if the student decides that he or she is unable to continue to attend the class. The student must drop the class on the web.

If you are uncertain whether or not a student is planning to come back to your class after several absences, it is a good idea to use the email or telephone information provided in WebStar to contact the student in order to provide encouragement to come back to the class. The email and telephone information is strictly confidential and for the use of the instructor only.

It is important to keep accurate attendance records throughout the semester.

In addition, it is a good idea for you to know who is coming to class, and who has been absent. Take a few minutes to call or email students who have been absent in order to encourage them to continue their involvement class.

If you feel it is too cumbersome to spend time calling roll at the beginning of each class meeting, particularly in larger classes, you may choose to send around a sign-in sheet to all students so that you can enter the absences later in your attendance record.
Auditing a Course

Students may audit a course only if they have previously taken the course at Fullerton College and received a passing grade and/or taken the course the maximum times allowable. Not all courses may be audited so check with your division office prior to the start of the semester.

A “Petition to Audit” form must be filed in the Admissions and Records office by the student (not the instructor) no later than the add deadline of the course. Once the request has been made, students will not be permitted to change from an audit to a credit status.

Students must adhere to all rules and regulations established for the class, including attendance. Instructors shall not distribute test materials to auditors.

Auditors may not change to credit status, and may not be permitted to earn credit by examination for audited courses. No record of auditing or grade will be recorded on the student's record.

There is a fee for auditing a course.
Changing Meeting Location

All classes are to meet in their scheduled rooms as shown in the class schedule. Do not make any changes in your class meeting place, even for one session, without notifying your Division Office. Students sometimes forget that their class meeting location has been changed for one meeting, and they will often call the Division Office for assistance in locating their class.
Class Hours and Class Meeting Length

The number of lecture and lab hours for each class can be found in the Course Description section of the College Catalog. The standard is 54 hours per semester in class for a three unit lecture course or a one unit lab course. On the 16-week calendar this equates to 3 hours and 25 minutes per week.

- **Student Homework and Preparation Time.** The College Catalog states that for each one unit of credit, students should expect to spend at least three and a half hours per week (one hour and 10 minutes in class and two hours and 20 minutes outside class).
- **On the 16 week calendar a three-hour and 25 minute per week lecture class is worth three units of college credit because students are expected to spend three hours and 25 minutes in class, and six hours and 50 minutes in outside preparation and homework each week. This totals 162 hours of instruction and there should be 54 hours of instruction per unit.**
- **A three-hour and 25 minutes per week lab class is worth one unit of college credit because it is expected that students will do all of their lab work during the lab class. This totals 54 hours of instruction which equates to one unit.**
- **Lecture Hours:** Although called "lecture" hours, this does not mean that the only teaching method which may be used is a lecture delivered by the instructor. A lecture hour should incorporate a variety of teaching techniques that stimulates active learning by the students.
- **Lab Hours:** Lab hours are distinguished from lecture hours in that the primary mode of learning is a hands-on experience for the students. During lab classes there should be a minimum of presentation by the instructor, and a maximum of time for students to actually do a project-based learning or practice hands-on skills. Many of our lab classes are tied to a lecture class: students learn the theory in the "lecture" class, and have an opportunity for the practical application of the theory in the "lab".
- **Arranged Lab Hours:** The Class Schedule, College Catalog, and Course Outline of Record (COR) may indicate that some of our courses have "arranged hours." This means that some of the “in class” instructional time is completed by students outside of the scheduled class meeting times (usually in an open lab); these “arranged hours” are required class hours. For this reason, State attendance rules require that the College meet specific criteria if a course contains “arranged hours.” If you are teaching a class with “arranged hours" you should check with your dean the various requirements that must be followed to be in compliance with the State.

The California Education Code and Title 5 of the California Code of Regulations specify a 10-minute break or passing time period per class hour. It is important to hold to the scheduled class meeting length for the greatest benefit to your students, to meet your contractual responsibility, and to assure that the College is in compliance with State regulations. The following guidelines should be followed for various class lengths:

- **One-hour class meetings:** A one hour class meeting which starts at 9:00 a.m. will end at 9:50 a.m.
- A 90-minute class meeting may take a 5-minute "break" at about the forty-five minute point, and conclude at ten minutes before the 90 minute mark. It is not legal to take no break and end the class at the end of one hour and fifteen minutes.
- **Two-hour class meetings:** A two-hour class which starts at 7:00 p.m. should include one hour and forty minutes of instruction, with a 10 minute break in the middle (at about 7:50), and a class ending time of 8:50 p.m.
• Three-hour class meetings: A three-hour class meeting which starts at 7:00 p.m. should have a total of 2 hours and 30 minutes of instruction, with a 20 minute break in the middle (at about 8:15 p.m.) and an ending time of 9:50 p.m. Or the instructor may choose to take a 10-minute break at the end of each hour, and end at 9:50 p.m. It is not permissible to take a 15-minute break in the middle and then end class at 9:45 p.m.
Classroom Environment

Eating, drinking, and smoking are not permitted in any Fullerton College classroom or in the hallways of buildings. Fullerton College is a smoke-free campus.

Housekeeping
The classroom should be left clean and orderly after your class. Desktops and tabletops should be left clean, chairs should be left in their normal arranged order, boards should be erased, lights turned off, and doors locked. When you dismiss your class, try to leave the room in good order for the next instructor who is assigned to the room.
Course Catalog & Class Schedule

The College Catalog is a handy reference guide to all of the courses and programs offered by the College as well as all general policies. A new Catalog is published in July of each year. It is available only online at http://www.fullcoll.edu/academic-programs/college-catalog

The Class Schedule is a listing of that semester's classes which includes the meeting days and times, the instructor, and the course number for registration. In addition, the Class Schedule includes a listing of all deadlines for adding and dropping classes, and a calendar which includes all college holidays. Class Schedules are available online and hard copies are distributed free of charge to all full-time and adjunct faculty through the campus mail as soon as they are available. They are available to students for a fee in the Bookstore. It is best to keep your Class Schedule with you at all times when you are on campus so that you may refer to it as questions arise. http://www.fullcoll.edu/class-schedule
Course Outlines

Course Outlines are available through CurricUNET for the class you will be teaching by going to http://www.curricunet.com/fullerton/ and clicking on “Fullerton College Course” under “Search To.”

- This outline provides more detail than the outline of the courses provided to students in your syllabus.
- This course outline meets Title 5 guidelines: such as several methods of grading, and fostering critical thinking.
- Use it in planning your syllabus.

Course Outline Development

1. Talk to other faculty (full-time and part-time) in your department who teach this class or related classes. Ask your dean or department chair for contacts.
   - Is there a pre-developed syllabus used by all faculty who teach this class?
   - Is there a specific schedule for all faculty who teach this class?
   - (If the answers to the above two questions are "Yes," you may not need to do all of the extensive course planning listed below.)
   - Talk to faculty in the department who teach the same class to gain insights into the organization and teaching methods that work well in this class.
   - Talk to other faculty who teach advanced classes for which this is a prerequisite to find out which skills or information are particularly important for students to have mastered in order to be successful in the next class.

2. Consult the current College Calendar.
   - Note holidays which affect your class meetings.
   - Note the Final Exam Schedule. Classes are in regular session up to the start of finals. Once finals begin, classes meet only for their assigned final exam time.

3. Develop your own class calendar.
   - Count up the number of class meetings.
   - Make a list of all of the dates of your class meetings. This may be used when you develop your class schedule.
   - Take into account the following time periods for your class meetings:
     - Each hour of class is actually 50 minutes
     - Students in lecture classes are expected to do two hours of out-of-class assignment, (homework, studying, or other preparation) for every hour spent in class. For instance, in a 3-hour lecture class students will be doing about 6 hours of homework and preparation each week.

4. Develop a list of general topics to be covered over the semester.
   - Break them down into more detailed, smaller topics.
   - Slot the topics into the class calendar you have developed.
   - Make decisions about approximately how much class time you plan to spend on each topic. The amount of class time will depend on the difficulty or the relative importance of the topic.
5. Decide which teaching methods you will use to present each topic for maximum student learning.
   - Plan to use a variety of teaching methods, to vary the learning mode at least every 20 minutes, and to provide time and opportunity for feedback from students.
   - Plan each topic with the following cycle:
     - Class presentation/discussion, and reading assignment.
     - Opportunities (homework, etc.) for students to use the new information or skill independently, outside of class.
     - Review of topic, and review of homework experiences in next class meeting. Immediate feedback and an opportunity for discussion and questions are critically important to learning.
     - Testing: usually best if done while the topic is fresh, rather than waiting for a major exam.
     - Review of test: may be done immediately following the test during the same class meeting, or may be done at the very next class meeting. Immediate feedback is critically important!

6. Now develop a Semester Class Schedule for your class which includes:
   - Class meeting dates
   - Topics for each class meeting
   - Weekly reading assignments
   - Quiz and exam dates
   - Due dates of major assignments

7. Be Flexible!
   - A class is a living, breathing entity. No two classes are ever alike -- even in the same semester!
   - Some groups are filled with highly motivated students who catch on quickly and need more challenges. Other students may take longer to develop their skills, but with encouragement and nurturing they can also master the material.
   - For this reason, plan to make changes and adaptations in your Semester Class Schedule. With a good, detailed class schedule it is normal to make one revision around the middle of the semester, and possibly another revision in the last quarter of the semester. Students appreciate receiving printed copies of revised schedules rather than having to scribble on their own original.
   - If you plan topics fairly loosely by allowing more time than you think you'll need for each topic, you should not have the problem of having to "cover" too much material in the last two weeks of the semester.
Course Prerequisites

**ENROLLMENT IN CLASS WITH PREREQUISITE**

1. **Prerequisite class completed at FC or CC, or took placement test**
   - No block
     - Student enrolls
   - Mark SEPP as approved
     - Clearance in Banner
     - Student enrolls
   - Assist SCHC, TES, Catalogs

2. **Class completed at another college or university**
   - See a counselor
   - Not found in current resources
     - Student completes Prerequisite Course Evaluation Request Form
     - Counselor sends completed form to A & R
     - A & R
     - Review by Evaluators
     - If they can clear it
       - Clearance in Banner
       - Email Student
       - Student enrolls
     - If they can’t clear it
       - Send form to Division Dean
       - Reviewed
       - Return w/decision to A&R
       - Evaluator will clear or not clear and notify student

3. **No class taken - challenge prerequisite**
   - Challenge Form
     - Available in Counseling, A&R, Division Dean, J-Drive
     - Division Deans
     - Review and Approve or Deny
     - Return to A & R
     - Evaluator will clear or not clear in Banner
     - Student will be notified
     - Student enrolls
Field Trips

Depending on the type of class you are teaching, an occasional field trip related to your subject may be a valuable aid to your instruction.

- If your class will be taking a field trip, a Field Trip Authorization form must be filed with your Division Dean and the appropriate President’s staff member at least two weeks in advance of the field trip so that it may be approved by the college. Forms are available in Division Offices and on the J drive.
- If transportation in school vehicles is required, requests must be made through the Facilities Office at extension (714)992-7024.
- If transportation on a private bus needs to be rented, contact the Business Office at extension (714)732-5025.
Grade Changes

If an incorrect grade has been inadvertently assigned to a student, the instructor must visit the Admissions and Records office in person to complete a Grade Change form. Instructor signatures are required for all grade changes.
Grade Inputting

Click on the Input Final Grades link in WebStar. Select the term and CRN from the drop-down menu. You will see the Final Grade Worksheet. The columns in the worksheet are as follows:

1. Record Number — Sequential Number, starting at 1, for each student in your class.

2. Student Name — Click on student’s name to view address and phone information. If you plan to look up transcript or other student information, be sure to note student’s Banner ID (i.e.@00123456)

3. Credits — Class credits

4. Registration Status — Displays student’s registration status, as well as method and date of registration. You will receive an explanation of these codes from A&R.

5. Grade — Select the appropriate grade from the drop-down menu. Please note that the District does not use + or - in assigning grades.
   - P and NP grades can only be assigned if the course is designated as PASS/NO PASS or PASS/NO PASS/LETTER GRADE OPTION.
   - Students who wish to receive a P/NP grade in a PASS/NO PASS/LETTER GRADE OPTION course must file a request form with Admissions and Records before the add deadline of the class. A copy of this form will be mailed to you. Only these students can be assigned a P/NP grade.
   - If the class has more than 25 students, you must click on the links to enter the remaining grades. You must submit the grades for each group of 25 students before selecting the next group.
   - Students who have withdrawn will be listed on the roster with a W grade. Contact Admissions and Records if there are any discrepancies.

6. Rolled — This field indicates whether grades have been rolled from the Web into Academic History. Once rolled, grades cannot be changed over the Web. Instead, you must go to A&R in person. During finals week, grades are rolled daily so that students can see their grades. If you are unsure of any grades, you may enter some of the grades and leave others as NONE until a later time.

7. Last Attend Date (MM/DD/YYYY) — You DO NOT need to complete this field.

8. Registration Number — The order in which students registered.

9. Incompletes — If you wish to assign an Incomplete, leave the grade as NONE. Submit all the other grades on the Web, and go to A&R to record the Incomplete.

Grade Inputting Errors
If an incorrect grade has been entered and rolled, you must go to A&R to complete a Grade Change form. Instructor signatures are required for all grade changes.

Positive Attendance Hours
This item refers to the Input of Final Grades on WebStar for Positive Attendance (PA) type courses ONLY.
• If a grade is entered, then PA hours must also be entered. If not, the grade is NOT posted to the database, and an error message is displayed. The error message is:
  *You have entered grades without entering positive attendance hours. You must enter either a zero or other number indicating the number of positive attendance hours for each student. Some of your grades were NOT saved.*

• If a grade other than W or F is entered, then the PA hours must be greater than 0. If not the grade is NOT posted to the database, and an error message is displayed. The error message is:
  *You have entered zero positive attendance hours for a passing grade. Grades other than “W,” “F,” and “NP” are not allowed to show zero positive attendance hours. Some of your attendance hours were NOT updated.*

• If a grade and PA hours have already been posted, then the PA hours can be changed before grades are rolled, but they cannot be deleted. If this is attempted, the hours will not be deleted and an error message will be displayed. The error message is:
  *You have entered an empty value for positive attendance hours where a grade has been entered. You must enter either a zero or other number indicating the number of positive attendance hours for each student. Some of your attendance hours were NOT updated.*

• The number of PA hours entered cannot be greater than the total contact hours for the course as specified in Banner. The error message is:
  *Hours cannot be greater than the section’s total contact hours.*

• You can (and should) assign PA hours for students whom you have assigned with a grade of “W.” You should calculate hours when the student was in class before they were dropped.

• Check with your division office for the number of maximum hours for your course.
Guest Speakers

All faculty members are encouraged to invite guest speakers to their class meetings. Students enjoy hearing from practitioners in the field and from others who have specialized expertise in the subject. Guest speakers should have the prior approval of your Division Dean.

When a guest speaker is invited, a request for a parking permit should be made either through your Division Office, or the Facilities Office. Having a guest speaker does not excuse the instructor from responsibility to the class. The presence of the instructor is required at all times.
No-Shows

Students who do not come to the first class meeting, and who do not otherwise contact you prior to the first class meeting to request that you keep them in the class (even though they are unable to come to the first class meeting) are considered "No-shows".

- No-shows may be dropped from the class to make additional space for those who wish to add the class at the first class meeting.
- You will receive an e-mail from the district instructing you to input your No-Show students prior to the semester deadline.
Syllabus Guidelines

In an earlier section of this handbook, there is a description of the Course Outlines. An important aspect of Course Outlines is the assurance that that each course be taught under a set of mutually agreed upon instructional objectives and that anyone that teaches this course will cover these objectives. In order to insure this goal is met, the Faculty Senate passed a resolution that every instructor is required to prepare and distribute a syllabus at the beginning of each course. The goals in the syllabus must conform to the goals in the curriculum approved course outline. Careful development of the syllabus is critical. The clear delineation of course objectives and requirements not only contributes significantly to student success and retention but also protects faculty in cases of petition and possible litigation by students.

Campus Requirements

1. List course objectives as indicated in the curriculum approved Course Outline:
   • Must be preceded by the statement, “Upon completion of the course the student will be able to:”. A list of measurable verbs is available on the J drive in the Curriculum folder. The Student Learning Outcomes for the course may be used.
   • Title 5 guidelines can be accessed at: http://curriculum.fullcoll.edu/resources.htm.
   • Special Note: Specific divisions, accredited by outside agencies, must provide unit objectives rather than, or in addition to, course objectives.

2. Course-level Student Learning Outcomes (SLO)
   • The course SLOs must be included in the syllabus. This is a requirement of the Accrediting Commission of Community and Junior Colleges (ACCJC). The SLOs are in the Course Outline that is available in CurricUNET (see the section on the Course Outline for an explanation of how to obtain).
   • Some Divisions may also have Division SLOs that they would like included in the syllabus.
   • Check with your dean for more information on the inclusion of SLOs in the syllabus and where you can obtain the correct information.

3. Class assignments:
   • List of required student assignments including such things as: reading, worksheets, essays, oral presentations, research papers, projects
   • List of the number and kind(s) of tests, including such things as: objective and/or essay; quizzes, tests, midterm(s), final- comprehensive or not
   • Schedule of due dates

4. Grading policy:
   • Statement of grade weight and grading criteria for student assignments
   • Statement clearly indicating if and how grading criteria includes class attendance and/or class participation
   • Statement of policy on make-ups, late assignments, and extra credit
   • Statement of criteria for final grade

5. Other items:
- A reference to, or attachment of, College Policy on Academic Honesty as well as the Fullerton College Standards of Student Conduct and Discipline Policy
- For online or hybrid courses, the syllabus should state the following:
  Students enrolled in Distance Education courses at Fullerton College are expected to conform to the established Standards of Student Conduct and Discipline Policy the same as all other students who are enrolled at the College. As cited in BP5500, "A student who violates the standards of student conduct shall be subject to disciplinary action including, but not limited to, the removal, suspension or expulsion of the student." You are in violation of the Standards of Student Conduct and Discipline Policy any time you allow someone else to login and/or complete your coursework on your behalf.
- Statements on classroom guidelines and policies (clearly defined classroom expectations and guidelines serves to minimize the number of student complaints, grievances, and appeals)
- Emergency Response
- ADA Statement:
  Fullerton College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. Verification of the disability must also be provided. The Disability Support Services office functions as a resource for students and faculty in the determination and provision of educational accommodations.
- Academic Support Center Statement:
  Academic Support Center
  The Academic Support Center at Fullerton College offers various forms of services to students including free tutoring, workshops, group tutoring, writing consultation, and computer access to assist students in their academic development and success. The Academic Support Center includes three centers located in the LLRC each designed to address specific subject needs. The Math Lab is also available in the LLRC and provides similar services for students directed at Math.

  Math Lab                       Room 807      (714) 992-7140
  Skills Center          Room 801                   (714) 992-7144
  Tutoring Center                      Room 806                   (714) 992-7151
  Writing Center                            Room 801                    (714) 992-7153

  Call the Centers or consult the college website at http://academicsupport.fullcoll.edu/ for more information.

6. Other Important Inclusions:
- Course Identification: Should appear at the top of page one of the syllabus and include instructor’s name, instructor's office hours, course title, course number, semester, prerequisite, catalog description.
- Schedule of lecture topics - may vary in detail but should include dates, preparation, and work due.
- List of supplies and other expenses - required textbooks, blue books, Scantron sheets, pencils, pens, lab fees, materials, photocopying of papers, attendance at plays or concerts, special equipment etc.
- List of resources - textbooks, supplementary reading, worksheets, reserved readings, software, videos, CD’s, websites and annotated bibliographies.
**Waitlists**

Waitlists are available to students for all classes. Courses will have a minimum waitlist of 5. Division deans, in consultation with faculty coordinators, may choose to increase the size of a waitlist by class section. Exceptions will be made through the Vice President of Instruction.

**Before the first day of the semester**

Once a class is full, registering students will be presented with the option of adding their names to a waitlist. If a registered student drops the class or is dropped for non-payment, the first student on the waitlist will be sent a personal announcement via myGateway and given 48 hours to register for the class. If that student does not register in the class, a personal announcement via myGateway is sent to the next student on the waitlist.

**Once the semester begins**

Instructors’ roll sheets will list the registered students and the students currently on the waitlist. The waitlist students will have their waitlist priority number next to their names.

**On the first day of class**

If the instructor chooses to add any non-enrolled students to the course, he or she will first use the waitlist. If students appear on the waitlist but are not present on the first day of class, they will lose their place on the waitlist and the next person on the waitlist may be given an add code. Once all waitlisted students who are present have been given an add code, any others may also be given an add code.
Campus Mail

- New mailbox assignments are given to all faculty members at the beginning of each school year. A card which indicates your new mailbox number and the combination may be picked up in the Mail Room during the first week of the semester.

- Most part-time faculty share a mailbox with another part-time faculty member. Be sure to take only the mail addressed to you. When there are two copies of a flier or announcement or newsletter, take one and leave the other copy.

- Check your mail every time you come on campus! Often students leave messages in your campus mailbox in the Mail Room. All campus communication about new policies and procedures, staff development opportunities, and special events are sent to you in your campus mailbox in the mailroom. In addition, much of your communication with your Division Dean will be done through the campus mail: notices of upcoming division meetings, announcements about department and division activities, etc.

- Go to the Mail Room before you go to your class. It is best to arrive sufficiently early to have a chance to glance through your mail for any urgent messages: messages from your students; messages from your Division Dean about something which should be done while you're on campus, etc.

- Keep all of your mail, and take it home with you or back to your office so that you may read through your mail carefully when you have more time. Although part-time faculty are invited to all on-campus events, opportunities for staff development workshops or campus events are often missed simply because the mail items are not read carefully or are not read while the item is still current. In addition, any new policies or procedures are always distributed to all staff, including part-time faculty. It is best to keep your own file of these information items for your future reference.

- Some divisions also have a second mailbox in the Division Office for each full-time and part-time faculty member. If this is the case in your division, always check both mailboxes every time you come on campus, before your class.
Computer Labs

FCNet accounts allow faculty, staff and students access to the computing resources of the College including email, data storage, web space and the wireless network. Forms to establish an account are available at [http://fcnet.fullcoll.edu/staffi.htm](http://fcnet.fullcoll.edu/staffi.htm).

The Teaching Effectiveness Center Computer Lab is located in room 800, on the southwest corner of the LLRC. It is available to faculty and staff during the hours of operation posted at [http://staffdev.fullcoll.edu/](http://staffdev.fullcoll.edu/).

Academic Computing Technologies operates four open computer labs on campus. Two of the labs, (2200 and 511) are PC based, general purpose computer labs. Lab 2038 is geared towards CAD and mechanical engineering students. A Mac based computer graphics lab is located in room 1024.

The 611 Lab is available by reservation for instructors with classes. Please read the [Lab Utilization Policies](http://fcnet.fullcoll.edu/labpolicies.htm) prior to making a request. There are 50 PCs in the 611 lab. Reservations for the 611 lab can be made via the Outlook public folders. If you have questions on how to place a reservation or where to find the 611 lab schedule, please call the Help Desk at 714-992-7111 or Gabriel Rodriguez at 714-732-5577.
Emailing Your Class

Option One – WebStar Class Roster
Clicking on the link at the bottom of the Class Roster in WebStar launches a 'mailto:' action that strings together all the student email addresses, separated by commas, into the 'BCC:' field of an email launched by the web browser's default email program. This is not the recommended way to email your class, as it does not work if the class size is too large.

Option Two – myGateway Faculty Dashboard
Clicking the 'envelope' next to the class launches a window where the user can input the email text (plain or rich text), add recipients, with no limitation on class size, no issue with email delimiter, and the addresses are populated in the BCC field of the email.

Option Three - myGateway Course Studio
The primary benefit of this method is that you can pick and choose which students to send the message to (utilizing a check box in front of each name). Emailing the entire class automatically sends an email to the instructor (since the instructor is a member of the class). The instructor can also see those students who have no email account (there will be no 'check box' next to their name). This is the preferred method.
Emergency Procedures

Emergency procedures for earthquakes, fires, medical emergencies, and other emergencies are outlined in the "Emergency Procedures" document located in each classroom. Copies can also be obtained from the office of the Vice President of Administrative Services.

Emergency telephones are located in every classroom and on each floor of each building on campus. These phones may be used to call Campus Safety to respond to emergencies. Campus Safety is at extension 27777 or (714)992-7777.

Security Escort Service: The College provides a service in which faculty and students may be escorted to their cars during evening hours. This service may be requested by using the emergency phones, or by calling extension 27777 or (714)992-7777.
Keys

General Guidelines

- With the approval of the dean, classroom and office keys are distributed to faculty, regular classified staff, adult hourly workers, and Associated Student officers.
- Keys are not issued to students.
- Possession of keys mandates responsibility for securing classrooms and offices.

Requests for Keys

- Deans may request keys for faculty by submitting a list of faculty and keys needed. This works well prior to the beginning of a semester.
- Keys may be requested by using the Service Request System (SRS) on the FC homepage.
- The SRS has been upgraded and will allow you to use your FCNet account information for login. This removes the need to maintain a separate user name and password. (See “Service Request System”)

Distribution

- Requests should indicate one of two pick-up options: 17
  - Keys may be picked up at the Facilities Office during working hours (7:30am-4:00pm).
  - At the request of the dean, keys may be picked up from the appropriate Division Office.
- Individuals are required to sign the key card indicating receipt of a campus key.

Faculty and staff should return keys they no longer need to the Facilities Office. These keys will be removed from the individual’s key card.
Multimedia & A/V Resources

Audio-Visual Equipment may be ordered through Media Services using the Service Request System (SRS) located on the Fullerton College homepage. It is generally best to order audio-visual equipment a few days in advance. Many classrooms have demo stations with VCR/DVD players and computers. It is sometimes possible to have a standing order for a piece of equipment. In other words, if you plan to use a slide projector in every class meeting, you may want to request a standing order so that you will not need to order the slide projector every week.
Parking

- Parking permits are required by all staff to park in campus parking lots. All faculty will receive a free parking permit before the start of the semester. Follow all parking rules and regulations in the brochure attached to your parking permit. See the Campus Map for the location of the Staff Parking lots.

- Parking rules and regulations are strictly enforced 24 hours/7 days a week.

- If you leave your class late in the evening, it is generally best to arrange to walk to the parking lot with other faculty members or with your students. In addition, encourage your students to walk to their cars in groups during evening hours. If you would like an escort, or should an incident occur, locate an emergency telephone and dial # 27777, a blue light box (press emergency button), a campus pay telephone and dial *81 or from a cell phone, call (714)992-7777.
Paychecks

Pay Schedule for Adjunct Faculty and/or Overload
During the fall semester, four paychecks are issued, each on the last working day of September, October, and November, and on the first working day of January. During the spring semester, four paychecks are issued, each on the last working day of February, March, April, and May. If you teach winter intersession, you will be paid on the last working day of January (adjunct). Summer school paychecks are issued based on the dates of the class(es) taught. All paychecks are distributed to the faculty mailboxes in the Mail Room, or you can arrange for Direct Deposit with District payroll.

For questions regarding all payroll matters, contact the District Payroll Office at (714) 808-4754.

Salary Schedule
Salary is based on your placement on the salary schedule according to Class and Step. Changes in class and step go into effect at the beginning of the academic year, in the fall semester. If you do not have a copy of the current salary schedule, you may request one from the District Human Resources Office at (714) 808-4810 or download it from http://www.nocccd.edu/Employment/SalarySchedules.htm.
Production Center (Copying)

While some divisions and departments have copy machines in their offices, as much as possible, all requests for copying services should go to the Production Center, located in the Campus Mailroom.

Service Requirements
All service request forms must be completed by a regular full/part time employee. Student workers are not authorized to fill out or sign request forms.

Any material that is “copyrighted” MUST follow copyright guidelines.

All copies requested must be limited to school business only. Any personal or personal business material will be returned. Any work requested for other institutions will be returned.

Photocopier Service Options
Copy requests are made using a Production Request Form and may be submitted at any time for routine processing. The requestor should allow at least two (2) full business days for completion. There are two (2) options to request production services:

1. **Drop off** your request using a hard copy form available in the mailroom.
2. **Email** your request using the Word file Email Production Request Form - 2013 located on the J: Drive. To access the form:
   a. Access the J: Drive.
   b. Click on the Forms and Procedures folder.
   c. Click on the Production Center – Mailroom folder.
   d. Open the Word file named Email Production Request Form - 2013.
   e. Fill out your request and email it to Mailroom@fullcoll.edu.

Copyright Law and Guidelines
1. **An Instructor may not:**
   - Make a copy of “consumable” materials, such as workbooks.
2. **An Instructor may:**
   - Make multiple copies for classroom use only.

**NOTE:** When use goes beyond “fair use”, permission must be granted by the copyright owner in writing. The letter granting permission to copy any material must be on file.

**PLEASE CONTACT THE PRODUCTION STAFF FOR MORE DETAILS**
**IN ROOM 841, OR CALL EXTENSION 27023**
Service Request System

The Service Request System (SRS) is accessed from the Fullerton College main web page, under the Faculty & Staff link.

If your FCNET account has been linked with the SRS system:

On Campus
The system acts like a single sign on and attempts to log you in with your network sign on. If it can’t, it will present you with a login screen for you to use your FCNET username and password.

Off Campus
The system will present you with a login screen. Enter your FCNET username and password. To ensure correct login, preface your username with the Domain name (FC), i.e. FC\username.

If your FCNET account has NOT been linked with the SRS system:
Call the helpdesk at (714)992-7111 and they will provide you with a special first time code and walk you through the process.
Staff Development

The Fullerton College Staff Development Committee and the Office of Staff Development provide a comprehensive staff development program for managers, faculty and staff. Staff Development funds allow the college to offer on-campus events and workshops designed to improve teaching, technical, leadership and other workplace skills. Funds for travel to conferences may be available through travel procedures established by each division’s travel committee. Faculty planning to attend conferences must fill out a Travel Request Form, which is available on the Staff Development website, http://staffdev.fullcoll.edu, as well as the J:Drive.

Staff Development also maintains a Teaching Effectiveness Center. Staff development resources and training are available here to all members of the Fullerton College community including:

- Computer lab
- Teaching and learning library
- Small group planning and project meeting room
- Technology assistance and training
- Workshops on topics of interest to staff and faculty including Blackboard 9.1, diversity, management skills, pedagogy, web page development, Microsoft Office and more
- Equipment checkouts

Location: Teaching Effectiveness Center (TEC), 800 Building, Room 800.
Contact: Wendy Bailey, Administrative Assistant
Phone/Email: (714)992-7062; staffdev@fullcoll.edu
Website: http://staffdev.fullcoll.edu/
Student Discipline

Students are expected to respect and obey civil and criminal law and shall be subject to the legal penalties for violations of the city, county, state, and national law(s). Students are also required to conform to the NOCCCD Board Policy and college regulations and procedures. As cited in BP5500, “A student who violates the standards of student conduct shall be subject to disciplinary action including, but not limited to, the removal suspension or expulsion of the student.”

It is the instructor’s responsibility to maintain a classroom environment where students can learn and participate without unnecessary disruptions. Disruptive behaviors are those that cause you concern as an instructor and prevent you from being able to effectively perform your duties. Preventing such behaviors is the best way to maintain the civility of your classroom.

You may want to take some time during the first class meeting to set the tone of the class by identifying students’ rights and responsibilities and letting students know your expectations regarding behavior. This might include:

- Eating, talking, sleeping, reading, chewing gum, wearing hats, or anything you deem important
- How to address you as the instructor
- How to be recognized in class
- Negotiable items such as breaks
- Attendance and punctuality
- Use of cell phones

Some methods of encouraging civility include:

- Clarifying expectations by including a statement on the syllabus describing expected behavior in your classroom.
- Providing students with a copy of the “Standards of Student Conduct”
- Starting and ending class on time
- Establishing a method for students to air their grievances
- Treating students with respect by avoiding sarcasm, talking down to them, and making judgments about them based on their appearance.
- Decreasing anonymity by learning students’ names
- Encouraging active learning

In spite of your best efforts to maintain a civil classroom environment, there may be students who challenge your authority. If this occurs:

- Project confidence by projecting your voice, dressing appropriately, using large gestures, and moving frequently around the room. (The more you show your authority, the less likely students are to challenge it.)
- Don’t get emotional; explain your objectives rather than defend them
• If a student attempts to engage in a prolonged discussion on your knowledge of the subject or your ability to teach, end the conversation. Tell the student that the classroom is not an appropriate place to discuss this and offer to speak with him or her after class.
• If a student expresses something you feel is a grievance that might affect other students, have a class discussion about it, inviting others to weigh in.
• If you are feeling pressured to change your mind due to a student or students’ complaints, tell them you need time to think about it and will discuss it with them in the near future.
• If you are meeting privately with an aggrieved student, let the student express his or her point of view without interruption. Explain your policies but don’t get into a long defense.

There will be situations that are not resolved through discussion with the student where the student has violated the Standards of Student Conduct. “Handling Student Discipline Issues” on the next page outlines the college policies relevant to conduct violations.

There is no universal specification of disruptive behavior. The same behavior that is disruptive in a composition class might not be disruptive in a PE class. Uncivil behaviors are annoying, rude or disruptive and can be mild or more severe. Some examples include:

• Arriving late or leaving early
• Talking on a cell phone or text messaging
• Carrying on side conversations with other students
• Sleeping
• Doing other coursework or reading a magazine
• Packing up noisily before the end of class
• Speaking rudely or forcefully to other students
• Speaking rudely or forcefully to the instructor, questioning the instructor’s authority, expressing anger about a grade, or generally disrupting the instructor’s ability to teach
• Dominating the class discussion by not allowing other students to speak
• Verbal threats
• Physical violence

Handling Student Discipline Issues

The purpose of this document is to provide a compilation of administrative policy relative to student discipline. Complete Board Policies and Administrative Policies should be consulted for full text descriptions. Should you have specific questions about student discipline issues or procedures, contact your division dean or area manager.

1) Plagiarism, Cheating or other infractions of academic honesty
   i) Instructor notifies student of plagiarism within 10 days of the incident, and student fails that assignment (AP5500, 2.18)
   ii) Instructor completes and signs the Student Discipline Incident Report
   iii) Instructor sends incident report to area dean
      (1) First Offense: Dean will:
          (a) Confer with the student, or
          (b) Refer student to VP of Student Services, or
(c) Make other recommendation, and
(d) Send signed report of incident to VP of Student Services
(e) VP of Student Services sends letter to student
(f) VP of Student Services maintains file of incident reports

(2) Second Offense: Dean will:
(a) Follow (1),(a) thru (d) noted above
(b) VP of Student Services will request appointment with student to determine appropriate action in accordance with NOCCCD Board and Administrative Policies (student may be suspended from college for second offense of the Standards of Student Conduct; BP 5500; AP5500, 2.19)

2) Disruptive Behavior—behavior which interferes with the instructional, administrative or service functions of the College

i) Inside class
(1) Instructor selects a response based on the level of disruption
(2) Instructor calls Campus Safety immediately if student presents a danger
(3) Otherwise, instructor may ask student to leave (AP 5500, 3.1.1)
   (a) Removal by instructor may be for maximum of two consecutive class sessions, which shall be the day of the removal and the next class meeting
   (b) Instructor immediately notifies student of removal and reason for removal and notifies appropriate division office
   (c) Instructor completes student incident report and forwards to area dean
   (d) Within 10 days of incident, area dean meets with student and, at conclusion of meeting, sends signed student incident report to Vice President of Student Services (AP 5500, 3.1.2)

ii) Outside of class
(1) Faculty, staff or administrator determines type of disruption
(2) Faculty, staff or administrator will call Campus Safety immediately if student presents a danger
(3) Faculty, staff or administrator refers student to either manager or area dean
(4) If disruptive behavior persists, the student will be referred to the Dean of Student Support Services
(5) Dean of Student Support Services will meet with the student to determine if official disciplinary action is required. Files for outside-of-classroom disruptive behavior for which no further action is taken are maintained in this office.
(6) If further disciplinary action is required, Dean of Student Support Services will make a recommendation to VPSS who will notify student of disciplinary action. All official discipline files are maintained in the VPSS Office.
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Student Discipline Incident Report

NOTE: FOR ANY EMERGENCY CONDITION, CONTACT CAMPUS SAFETY DEPARTMENT IMMEDIATELY

Date of Incident Student’s Name (Last, First, Middle)
@ Student ID Number Student Telephone Number

Cite Number/Type of Incident: (Refer to BP5500 for Specific Language)
1.1 Disruptive, disobedience, profanity
1.2 Failure to identify oneself
1.3 Cheating, plagiarism
1.4 Dishonesty, forgery, alteration
1.5 Misrepresentation of oneself
1.6 Physical or verbal abuse or any threat of force/violence
1.7 Injury or death, defacing property
1.8 Unauthorized entry
1.9 Stealing or attempting to steal
1.10 Causing or attempting to cause damage
1.11 Use, sale, possession or being under the influence of any controlled substance
1.12 Smoking in unauthorized area
1.13 Possession, sale or use of weapons or dangerous objects
1.14 Lewd, indecent or obscene behavior
1.15 Violation of law
1.16 Solicitation
1.17 Attempting any of the above acts
1.18 Sexual harassment
1.19 Unlawful discriminatory behavior
1.20 Physical or verbal intimidation
1.21 Physical or verbal disruption of activities
1.22 Stalking
1.23 Persistent serious misconduct
1.24 Obscene, libelous, slanderous expressions leading to substantial disruption of orderly operations
1.25 Inappropriate use of District computer and electronic communication systems

Instructor/Reporting Party’s Name (Last, First, Middle) Office Extension Number

Location of Incident: Classroom Number Other

Description of Incident: (Attach additional pages or supplemental report; please include original or photocopies of supporting documents)

________________________________________

Action Taken by Instructor/Reporting Party:

________________________________________

________________________________________

Previous Incident and Action (if applicable):

________________________________________

________________________________________

________________________________________

Signature of Instructor/Reporting Party Date

Action taken by Division Dean:
☐ Conference and Warning ☐ Referred to
☐ Recommendation:

________________________________________

Signature of Dean Date

Distribution: Original = Immediate Management Supervisor Copy = Student Discipline Officer Copy = Originator
Fall 2011
Students in Crisis

Warning Signs
- Serious stated intent to harm self or others
- Undue aggressive or threatening behavior toward self or others
- Drug use or impairment from drugs/alcohol
- Neglect of academic work/personal appearance
- Signs and symptoms of physical abuse (bruising, weight loss, lacerations, etc.)
- Expressions of distress, either verbally or in writing (emotional lability; crying, anger outbursts, inappropriate laughter)
- Abrupt changes in personality
- Unusual sadness and discouragement
- Unwillingness or inability to communicate
- Confusion or inability to concentrate
- Restlessness, disorganized behavior
- Isolated socially
- Displays impulsive behavior (bullies, threats, abusive language)
- A pronounced and sudden change in attendance patterns, tardiness and increased absences

Immediate Threat
If you believe that someone may pose an immediate threat to him/herself or others or is gravely disabled, immediately call Campus Safety at ext. 27777 from a campus phone or 1-714-992-7777 from a cell phone or *81 from a campus pay phone.

Faculty/Staff
↓
Campus Safety
↓
Area Dean/Manager
↓
Health Services

NO Immediate Threat
You can assist him/her in accessing help by referring them to the Student Health Center’s Psychologist(s) at 1-714-992-7093. If possible and appropriate, escort the student to the contacted office. See below for hours of operation and other resource numbers that can be given to the student.

Faculty/Staff
↓
Area Dean/Manager
↓
Health Services
Additional Referrals

Suicide Helpline: (866) 488-7386

National Suicide Prevention Lifeline:
(800) SUICIDE, (800) 273-TALK
http://suicidehotlines.com

California Youth Crisis Hotline:
(800) 843-5200
24 hours/7 days a week

Domestic Violence Hotline:
(714) 935-7956
(949) 854-3554 http://humanoptions.org
(800) 799-7233 or (800) 787-3224 (TDD)

GLBT (Gay Lesbian, Bisexual, Transgender):
(714) 534-0862
(888) 843-4564

HIV/AIDS Hotline:
(800) 367-2437 http://www.aidshotline.org/

Rape Crisis Hotline:
(714) 957-2737 or (949) 831-9110
(800) 656- HOPE www.rainn.org

National Child Abuse Hotline:
(800) 422-4453

Women’s Transitional Living Center:
(714) 992-1931

Elder/Dependent Adult Abuse Hotline:
(800) 451-5155
Seniors and disabled adults only.

Social Services Referrals:
Call 211


**Students with Disabilities**

Disability Support Services (DSS) is the FC designated office that verifies disabilities based upon official documentation and in turn, prescribes mandated educational accommodations that “level the playing field” for these students based upon a functional limitation of the disability.

The focus of this brief document is to discuss the faculty role in the educational accommodation process. A common misunderstanding is that DSS *provides* the educational accommodation. In fact, we *assist* all college representatives (including faculty) in providing the accommodations within the realm of their specialty – in your case – the classroom.

We can all agree that faculty have the responsibility of delivering educational content and assessing the students’ knowledge of this content. The role of DSS is to *assist* the instructor in delivering educational content that is accessible to all students, regardless of limitations, in a timely and equal manner/medium (Office of Civil Rights legal interpretation). DSS promotes the use of Universal Design for Learning principles that call for designing educational content in formats that are accessible to all students and does not exclude any student regardless of ability. This best practice minimizes the chances of an Office of Civil Rights complaint being filed. DSS is at your service to assist you in being proactive and developing materials that are accessible. Please contact us regarding this as we have been very successful helping instructors create accessible Word, PDF, math, PowerPoint, and other formatted documents. Please also be aware that all auditory media shown as educational content must be captioned.

DSS can also assist instructors in providing mandated test accommodations. This usually consists of three possible accommodations - extended time, distraction-reduced environment and/or tests in alternate format. Instructors are always welcome to accommodate any or all of the test accommodations as prescribed by our office, and some do so very effectively.

Some useful information and interesting points to ponder:

- The FC population of students with disabilities is skyrocketing. DSS serves over 1700 students with verified disabilities. These students *will* be in your classes.
- Students with disabilities are held to all the same standards, policies and procedures as all FC students – including attendance, code of conduct, grading, etc.
- The learning outcomes of a course should not be altered because of a disability. Remember that accommodations are put in place to level the playing field - not to give a student with a disability an unfair advantage.
- Recently it took 300+ DSS staff hours to create Braille materials for a Math student. This was even with the help of a conscientious instructor who supplied DSS with his materials in formats that made our job easier. Please have your materials available in an accessible format for easy production – we can help you with this!
- Note-taking assistance and test accommodations are by far the two most prescribed accommodations so please become familiar with these. Instructors play an important role in both of these.
- Students who may be utilizing accommodations should present a green instructor letter to you as soon as possible noting they have registered with DSS. Remember to maintain confidentiality. (New S ’13 – the DSS student only shows you the letter and does not have copies to give you. Just make note of this information for each DSS student)
- We now have site licenses for both Inspiration and Kurzweil software programs. If you want to learn about these great instructional tools, please contact pmckinley@fullcoll.edu.
- Students with autism, psychological disabilities and veteran-related disabilities are the fastest growing disability groups on our campus.
- 65% of the students we serve have a verified learning disability.
- 12% of the student population has a disability and this rises to 17+% in Basic Skills classes.

Welcome and thank you for taking a moment to review the valuable information in this document. This is not meant to be an inclusive list of Disability Support Services and faculty requirements. Additional important information can be found on our website (dsp.fullcoll.edu). You will also find our 4th edition of the Faculty Resource Guide helpful and it is available on the DSS Resources webpage or on the Staff Development website.

DSS is located in room 842, next to the mailroom. Drop in for a visit or email Director Paul McKinley at pmckinley@fullcoll.edu should you ever have any questions or concerns.
Textbooks

Textbook and course material adoptions are due in the Bookstore mid-March for summer sessions, mid-April for fall semesters, and mid-October for spring semesters, or EARLIER. Division Offices notify instructors when adoptions are due and distribute adoption forms.

The Bookstore is committed to keeping the prices on course materials down for students. On-time adoptions, early publishers’ orders, used books, minimized freight costs, and lower returns are important factors in maintaining lower text prices. Textbook returns (to the Bookstore and the publishers) drive costs up dramatically. Low return rates can affect the cost of books by up to 15%. Please advise students to wait until your official notice of the materials required (the first class) and to make sure they are eligible for class before buying books.
Veteran Students

Fullerton College has a Veterans Resource Center (VRC) located in room 518. The college is honored to have over 600 Veterans registered through this office. Feel free to direct any Veteran to this office for services and assistance.

Some of the services provided by the VRC include:

- Certification for VA Educational Benefits
- Academic Counseling geared toward VA Certification
- Academic Support
  - Veteran Tutoring Program
- Veteran Support – on-campus visits by:
  - AmVets – assists veterans with navigating the VA system.
  - USVets – housing assistance.
  - Mobile Veteran Center – provides counseling for veterans, their spouses and their children
- Other Support
  - Health-related Workshops
  - Financial Aid Workshops
  - Computer stations
  - Camaraderie Room
  - Student Veterans Club

Instructional Tips:

- Be sensitive to discussion topics being introduced in class that might have a negative effect on the Veteran.
  - Critical thinking can be stimulated by using many subject areas outside of those that might be sensitive to a Veteran. Please consider this and be willing to allow a Veteran to opt out of sensitive discussions.
- Over 50% of Veterans returning to the education system have some disability related to their service. Veterans do not consider themselves to be “disabled” but they do consider themselves to be “wounded warriors”. Some are hesitant to receive accommodations and services from the Disability Support Services Office. Please discreetly and confidentially discuss DSS as an added support service available to all FC students, including them.
- Seating is important to many Vets and they might need to sit with their back to a wall, near an exit, away from windows, away from a “free-flowing, high-traffic” area or other arrangement that allows them a sense of security.
- A highly disciplined, distraction-reduced classroom environment is generally a “best fit” for a Veteran.
- Engage Veterans and seek out their experiences. The majority of their experiences are positive and meaningful and can enrich the learning experiences of the entire class.
- Some Veterans have experienced war, death, horror, shock, fear, etc., and may still be experiencing the physical and/or mental after-effects long after being discharged.
- Many Veterans want to work only with other Veterans because of their shared experiences and work ethic. You should respect this but also help them to transition into an integrated environment.
New training program – The State Chancellor’s Office is funding this training for a limited time. This is an interactive training that takes about 30 minutes. You can enter and go back as many times as you would like. I have received very positive feedback from other faculty about this training. Take a moment to view it.

Veterans on Campus
http://kognitocampus.com/vet/ccc
Click on “Access Training” and then create your own account using enrollment key: ccc4554

A second training you might find useful is:
At-Risk for Faculty & Staff
http://kognitocampus.com/faculty/ccc
Enrollment key: ccc8752
WebStar

WebStar is the district Web-based record keeping and grade entry program that links with the Banner Information System. Faculty can drop students, submit grades, see their schedule, access their sick leave balance and perform other tasks in WebStar. WebStar is accessed through the district portal, myGateway. The following instructions describe how to log onto myGateway to access WebStar, and the links available in the program.

To Access WebStar:
1. Connect to the Internet and go to the Fullerton College website http://www.fullcoll.edu.

2. Click on the myGateway logo or access the page directly at http://mygateway.nocccd.edu/cp/home/loginf.

3. A User Login screen displays:
   • Click in the box labeled User ID. Type in your Banner ID Number. This number is available from your Division Office. Remember that your Banner ID number begins with the @ sign and is followed by 8 digits, for example @00001234. It is not necessary to enter the @ symbol as part of your Banner ID in the login process.
   • Click in the box labeled PIN: Type in your PIN. If this is the first time you are using myGateway, your PIN will be your birth date in six (6) digit format using zeros as place holders for numbers less than 10. (For example: January 7, 1968 would be entered as 010768)
   • Click on the Login button.

4. If you forget your PIN, click on the “Reset PIN” button and follow the instructions. If you are still having trouble with your PIN, call FC Staff Development at (714) 992-7146.
   • During busy times, such as registration, access to myGateway may be slow or you may not be able to access myGateway. If so, try back at another time.

5. It is recommended that you change your PIN number frequently. To do so, click Personal Information at the top of any page and follow the directions. You will be required to change your PIN whenever it is reset. Your PIN must consist of six digits.

6. Once you are in the portal (myGateway), you will need to click the WebStar icon near the top right to get into WebStar.

Faculty Services Page
Scroll down and click on Faculty & Advisors. The following list of options will appear:

- Printable Attendance Roster You can access a printable attendance roster for selected term and CRN. Click “Print” on the browser. You may need to configure the margins for printing: In Internet Explorer go to "File", "Page Setup", and set the margins at Left: .25; Right: .25; Top: .5; Bottom: .5. Click "OK" to save. In Netscape go to "File", "Page Setup", and set the margins at Top: .5; Bottom:
Click "OK" to save. Add Authorization Codes are printed on this page, see instructions below.

- **Printable Grade Record** You can access a printable grade record sheet for the selected term and CRN. The roster is based on the most current student registration status.

- **Class Roster** You can access class rosters here, after entering the term and selecting the CRN. Print this roster for your records after inputting final grades.

- **CRN Selection** You will see a pull down list of courses that you are scheduled to teach.

- **Student Transcripts and Grades** You can view a student's transcript to check for prerequisites or view prior grades.

- **Student Information** You can display student information or view a student's schedule.

- **Wait List** Although you can view wait listed students here, they are also listed at the bottom of the class list on the Printable Attendance Roster. Their priority wait list position is in the column to the right of their name.

- **Input Final Grades** Instructions on how to enter grades are given WHERE

- **Faculty Schedule by Day and Time** You can access your teaching schedule.

- **Faculty Detail Schedule** Another version of your schedule.

- **Detail Class Roster** This roster contains student contact information.

- **Term Selection** To select a term make sure that you do not choose terms that begin with “SCE.”

- **View Sick Leave Balance** To view your sick leave hours.

- **Add/Drop Listing** This screen allows you to see a list of students that have added or dropped a class.

- **Drop Students from a Class List** This screen allows you to drop students from a class.

> You may access all the Faculty Services links from the bottom of any Faculty Service page.
Academic Support Center

The Academic Support Center (ASC) provides instructional services to assist students in achieving success in all academic areas. Services are available for students and faculty. The ASC is comprised of three centers: Skills Center, Tutoring Center and Writing Center. The ASC is located on the first floor of the Library and Learning Resource Center (800 building).

Skills Center
The Skills Center offers software programs that focus on skills development in specific subjects such as Reading, Learning Strategies, Critical Thinking, Writing, Keyboarding, Test-Taking, and Foreign Language. In addition, the following services are provided:

- Make-up Tests: The Skills Center will administer make-up exams for students who missed your in-class test.
- Study Behavior Inventory: Helps students see how to study smarter, eliminating the pitfalls that often prevent academic success.
- Monthly Student Lab Use Reports: For all classes with required lab attendance (and for any other class at your request), a monthly list of students and their accumulated lab time will be provided.
- Readability Level: Instructors can submit their textbooks, articles, etc. and the Skills Center will analyze their readability level. Faculty may find it useful to know the level of difficulty of the text in order to find ways to make the material more meaningful to those who may have lower reading levels. It is often a good idea to have a textbook evaluated for readability level before adopting it for the next semester. A form for readability evaluation is available from the Academic Support Center.

Tutoring Center
Individualized tutoring is offered in most disciplines. An attempt will be made to provide a tutor if one is not currently available. Walk-in tutoring is available for math, sciences, and accounting and one-hour appointments are available for most other subjects. Students may come in to the Tutoring Center or call to schedule an appointment. Workshops are offered throughout the semester for English, ESL, reading and math. Faculty members are encouraged to recommend the Tutoring Center to their students.

Writing Center
The Writing Center promotes students’ success and independence as writers in college and beyond. The Writing Center staff helps students with writing for classes as well as for job and college applications. Faculty members are encouraged to recommend the Writing Center to their students.

Faculty and trained peer tutors collaborate with students one-on-one to assist with any stage of their writing project—planning, drafting, revising and editing—for any class at any level. Emphasis is first placed on higher-order concerns, such as focus, development, and organization before addressing sentence-level problems and error analysis. The Writing Center encourages students to retain ownership of their writing by helping them to help themselves.

During the fall and spring semesters, English and ESL faculty members offer 10-12 workshops on various writing topics and assignments such as essay exams, grammar, revising strategies, transfer essays, punctuation review, cover letters and résumés. Workshops are provided free of charge and registration is not required. Announcements will be sent to faculty and students throughout the semester.
Associated Student Care Bank

The A.S. Care Bank provides short-term emergency help to Fullerton College students. Students may receive a food certificate, fuel card, or bus pass one time per semester. Referrals for assistance are also available.

To benefit from the A. S. Care Bank a student must be currently enrolled in at least five (5) units. Funding for the A.S. Care Bank is dependent on donations and funds are limited.

Students needing assistance from the A. S. Care Bank may stop by the Associated Student Office in room 222 of the College Center or call (714) 992-7118 to make an appointment with an A. S. Care Bank Coordinator. All information will be kept strictly confidential.
Cadena Cultural Center

The Cadena Cultural Center supports the mission and core values of the college in serving the needs of its diverse student population. The center strives to be an advocate and the nexus for the community to engage in conversations and actions to enhance multiculturalism at Fullerton College.

The center offers students, faculty, and staff information about serving the needs of AB540, undocumented students, Lesbian/Gay/Bisexual/Transgender/Queer/Inter-sexed/Questioning, as well as students from historically underrepresented groups such as African American, Native American, Latino/a, and Asian/Pacific Islander.

Center staff encourages the entire campus community to attend and participate in the center activities and services. The following services are provided to the campus community:

- Conversation circles
- Cultural celebrations
- Cultural tours
- Guest speakers
- Seminars
- Student forums

The Center is located on the first floor of the 200 Building.
Career & Life Planning Center

The Career and Life Planning Center (CLP) assists students in evaluating career options through counseling, career aptitude tests, and career research materials. In addition, the CLP assists adult re-entry students in career change and skill enhancement.

Classes are offered on a variety of topics in order to help students to be successful in college: academic success and college survival, educational planning, and career/life planning.

Location: 2000 Building, 2nd floor
Contact: Janine Cirrito, Career Center Coordinator
Phone/Email: (714)992-7121
Website: http://careercenter.fullcoll.edu
Campus Safety

The Campus Safety Department offers a variety of services to the college community including responding to all campus emergencies, assisting with crime and traffic accident reporting, staff and student escorts, unlocking vehicles, restarting vehicles, handling the campus’ lost & found inventory, issuing parking permits, and parking enforcement on campus. To contact campus safety for non-emergency issues, call (714)992-7080 or extension 27080 from your office phone. To contact campus safety for an emergency, call (714)992-7777 or press the emergency button on your office phone; from campus pay phones, press *81; from campus emergency phones (located in building hallways) and classroom emergency phones, dial #27777; from a blue light box, press the emergency button.
Child Development Center

The Child Development Center is a preschool program serving primarily children of students and employees. The program is designed for children 2½ through 5 years of age.

The Child Development Center is located in building 1830 at the north end of Lot 5, near Berkeley Ave. For more information on current hours and availability, call (714)992-7069 or visit their website at http://labschool.fullcoll.edu/.
Dr. Christine Lamm Memorial Food Bank

In Fall 2012 the Fullerton College Foundation partnered with Fullerton College faculty and staff to open the Fullerton College Collaborative Food Bank. College faculty and staff commonly encounter students on campus who do not have the resources to eat regularly. In order to assist these students a dedicated group of volunteers has come together to open the Food Bank once each week.

Dr. Christine Lamm was a faculty member in the Child Development Department of Fullerton College for 39 years when she retired on May 31, 2013. Dr. Lamm was the driving force to open the Food Bank and to collaborate with partners on and off campus to keep it open. Sadly, Dr. Lamm passed away in June of 2013 and the FC Food Bank has been renamed to honor her memory.

Currently enrolled Fullerton College students may use the Food Bank once each week during the semester and may collect one bag of food per visit. A student wishing to use the Food Bank will need to show identification as well as a print-out of his or her current class schedule.

The Food Bank is open on Tuesdays from 12 to 2 pm, and from 4 to 6 pm. It is located in Room 1955.
Health Center

When FC students register for classes, they are charged a health fee. These fees are used to support a comprehensive Health Center on campus. The Health Center is staffed with physicians, nurse practitioners, registered nurses, psychologists, health educators, and clerical assistants. Each is trained to assist in a professional and confidential manner.

Services in the FC Health Center include:

- Birth control medication*
- Breast and pelvic exams*
- Crisis intervention
- Diagnosis and treatment of short term illnesses
- Emergency/First Aid
- Health education/counseling
- Hearing and vision screening
- Immunizations*
- Laboratory tests*
  - Blood tests
  - STD tests
  - Urinalysis
  - Pregnancy tests
  - Pap smears
- Maintenance of health records
- Medications and/or prescriptions*
- Minor surgery/wart treatment*
- Orthopedic supplies (such as splints, elastic bandages, and crutches)*
- Physician/Nurse Practitioner consultation by appointment
- Psychological counseling
- Radiology referral and follow-up
- Referral to specialists and community hospitals/agencies
- Registered nurse assessment/screening
- Wellness physical/pre-employment evaluations*
- Referral for eye care services

Most services are provided without charge. An asterisk indicates a small fee for those services.
Library Services

Students are strongly encouraged to bring their current, validated Campus Photo ID card to check out library materials. Returning students may validate their campus ID in the library. They must bring their ID card and current Class Schedule to do so.

Library books and materials may also be checked out by all faculty members. Faculty Library ID cards can may obtained through the Associated Students Office at (714)992-7118.

The library offers Basic Library Instruction Sessions (BLISs) for students each semester. These 50-minute sessions are normally held during the months of October and March for all interested students. Instruction sessions cover pertinent topics such as basic research skills, evaluating websites, creating a Works Cited using the MLA format, and internet search. The BLIS schedule is posted on the library’s website under “Services—Library Instruction Program.”

In addition to the BLISs, instructors may bring their class(es) to the library for general or subject specific library instruction sessions. The general instruction session provides students with an overview of the resources that are available to them at FC. The subject specific sessions allow instructors the opportunity to have the instruction session tailored around a specific research assignment. Requests need to be submitted at least one week in advance. Call the library at (714)992-7039, option 7 to make arrangements, or visit the library’s website under “Services—Library Instruction Program” and submit your request online.

Faculty may put books or other class materials on "Reserve." For instance, if there are insufficient copies of your textbook available in the bookstore, you may want to put a copy of the text on two-hour reserve in the library, so that students who do not yet have the text may still complete their reading assignments. It may also be useful to put any materials which are too lengthy to copy for the whole class on two-hour reserve. Materials may be put on reserve for the following time periods: two-hour, one-day, two-day, or one-week. Two-hour materials are for use in the library only. One-day, two-day, or one-week materials may be taken out of the library for the designated time period. The form for placing materials on reserve may be obtained at the Circulation Desk or from the library’s website under “Services—Reserve Collection Procedures for Faculty.” Please be sure to come in and update your reserve material every semester. Also, if you would like to add any books or other materials to the permanent library collection, you can make a request by completing a "Material Suggestion Form." Forms are available in the library and from the library’s homepage under “Services—Suggestions for Purchase.” Whether or not the library can order the book often depends on the current budget, but every effort is made to accommodate instructor requests.

The library offers a number of valuable research tools in the form of online databases for students and faculty. These include electronic books and encyclopedias, statistics, current and controversial issues, and periodical databases. Off-campus access requires a user ID and password available at the Reference Desk.
Faculty and students may take advantage of the library’s inter-library loan service. If books or journals are needed that are not available in our library, they may be borrowed from other libraries. More information is available from the library’s homepage under “Services—Interlibrary Loan (ILL)”. 
Transfer Center

The Transfer Center is a dynamic campus resource available to all Fullerton College students to help them stay motivated, excited, and prepared to transfer to a four-year university. There are many steps to transfer, from college exploration to college selection, major exploration to major preparation, not to mention the entire application process. The center provides services to help explore, prepare, and succeed in your transfer plans. Services and activities include the following:

- Advisors for transfer exploration, admissions, and transitioning to a four-year institution
- Counselors available on a walk-in basis in the fall and spring semesters for course planning and clearances; career planning, academic success strategies, and any other professional counseling service
- University representatives available for scheduled appointments in the Transfer Center as well as contact information for any college or university representative
- Application assistance, i.e., application deadlines, personal statement review and preparation
- College fairs held every fall and spring semester with representatives from the CSU, UC, private, and out of state institutions in attendance
- Computer stations with Internet access for any college-related research
- Field trips to local colleges and universities such as CSUF, CSULB, UCLA, and USC, etc.
- Financial aid and scholarship information and listings
- Listserv for our monthly e-newsletter providing the most recent transfer information and services
- Major prerequisite information (guide sheets and internet sources)
- Resource Library of college catalogs and manuals to research your transfer options and major programs
- Seminars and workshops on transfer planning for UC/CSU/Private/Out-of-State, and highly selective colleges/universities