



De Anza College
Employee Resource Guide

September 2015

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Chapter 1

Introduction

The purpose of this handbook is to provide faculty and staff with a wide variety of information about De Anza College, its procedures, practices, and history. Employees should refer to the employee contract for their specific bargaining unit for contract issues.

History

De Anza, the second community college in the Foothill-De Anza Community College District, was constructed to serve the communities of Cupertino and Sunnyvale. The district was formed on January 15, 1957, following several months of study by a citizens' group and the State Department of Education. Shortly after the successful passage of a \$10.4 million bond issue, the citizens' committee began searching for a permanent campus site, which resulted in the purchase of the present Foothill campus.

With an eye to the future, the district purchased, in 1959, a 100-acre parcel on Stevens Creek Boulevard in Cupertino as the site of the district's second campus. Area voters approved, in December 1962, a \$14 million bond issue to build the needed college. Construction began in January 1966.

In late 1965, the district's Board of Trustees selected A. Robert DeHart as the first president of De Anza College. At that time, he was Foothill's Director of Institutional Research and Planning, and his responsibilities had already touched upon the development of De Anza College. His new duties officially began when De Anza opened in 1967.

De Anza was originally built to handle 5000 students, but enrollments have grown rapidly to over 23,000. De Anza has had three presidents, A. Robert De Hart (1965 - 1992), Martha J. Kanter (1993 - 2003), and M. Brian Murphy (July 2004 to present).

De Anza College receives its name from the Spanish captain and explorer, Juan Bautista de Anza, who camped on Stevens Creek, near the campus site, on March 5, 1776. Captain de Anza had been sent into California on an exploratory mission by his superiors in Mexico.

Mission, Purpose and Outcomes

De Anza College is a multicultural institution committed to meeting the evolving educational, economic and cultural needs of an increasingly technology-based global community.

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

At De Anza, our vision is built on the following mission, purpose and outcomes:

- Mission:** Building on its tradition of excellence, De Anza College challenges students of every background: to develop their intellect, character, and abilities, to achieve their educational goals, and to serve their community in a diverse and changing world.
- Purpose:** To accomplish its mission, De Anza College provides: a quality teaching and learning environment and sound educational programs and services, accessible and responsive to the needs and interests of the people of our community.
- Outcomes:** De Anza College fulfills its mission by fostering successful students who become: knowledgeable and self-directed members of the workplace, appreciative of the aesthetic expressions of humankind, vital participants in the diverse cultures of our community, informed and active citizens of the world, and lifelong learners.

About The De Anza Faculty

The strength and success of De Anza College's academic programs and its commitment to excellence rests on the quality of the faculty. De Anza faculty members are both teachers and scholars, committed to stimulating and nurturing the intellectual needs of students. Faculty aspire to develop a community of people who will be influential in the academic development of all those whose lives are touched. As a result, De Anza's faculty search and selection process is comprehensive and rigorous. It emphasizes the skills and attributes which we believe make for masterful teachers.

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

Similarly, De Anza's tenure review process emphasizes both the commitment of the individual to be a faculty member who is devoted to students with a wide range of skills and abilities, and who contributes in academic and professional areas outside of the classroom. All faculty members are encouraged to participate in college-wide activities and committees which strengthen the college's programs and continually improve its responsiveness to students.

De Anza College offers:

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

The following quality indicators measure De Anza's success:

- Attractiveness to students;
- Comprehensive quality programs;
- Exemplary Faculty and Staff,
- Collegial Campus Climate and Participatory Governance;
- Fiscal Soundness and Increasing Access through Planned Growth;
- Reputation.

De Anza 2015-2020 Masterplan

*You can download the educational master plan, “An Equity Framework: De Anza College Educational Master Plan 2015–2020” at http://www.deanza.edu/emp/EMP_Approved_by_College_Council_6_11_15.pdf

Facts About De Anza

<i>Date founded</i>	September 8, 1962
<i>First classes held</i>	September 21, 1967
<i>Architectural style</i>	The buildings are a blending of Spanish and modern architecture with adobe-like walls, red tile roofs, arches and fountains.
<i>Service Areas</i>	Cupertino, Monte Vista, and parts of Sunnyvale, Santa Clara, Los Altos, San Jose, and Saratoga.
<i>Motto and Seal</i>	“Tradition of Excellence”
<i>Colors</i>	Crimson and Gold
<i>Mascot and Athletic team symbol</i>	Dons
<i>Accreditation</i>	Accrediting Commission For Community and Junior Colleges, Western Association of Schools and Colleges. Accredited since 1968. The accreditation was reaffirmed January 2012.
<i>Newspaper</i>	<u>La Voz</u> , published by De Anza College students
<i>President</i>	Dr. Brian Murphy
<i>District Chancellor</i>	Dr. Judy Miner
<i>District Board of Trustees</i>	<p>Pearl Cheng, President Joan Barram, Vice President Betsy Bechtel Bruce Swenson Laura Casas</p> <p>Two Student Trustees (one from each college, appointed annually) Evelynn Chun, Foothill College Melissa Epps, De Anza College</p>

Chapter 2

General Information

Calendar

The academic year calendar (which is 175 days long including 4 staff development days) is negotiated between the Faculty Association (see “Faculty Association” on page 14) and the Foothill-De Anza Community College District. These calendars may be found in Appendix H of the Faculty Association Agreement: fa.fhda.edu/agreement_articles.html.

Classrooms and Offices

All classrooms are initially assigned by division deans. A master room schedule is maintained by the Scheduling Office [Kim Te, ext. 8941, Mi Chang, ext. 8544]. All classroom assignments and changes need to be coordinated through the Master Schedule Input (MSI) to avoid conflicts.

The Associate Vice President of College Operations [Donna Jones-Dulin, ext. 8209] maintains a master list of faculty office assignments and assigns any vacant offices. Offices for new faculty are assigned by her according to the procedures contained in the Faculty Office Assignment Policy.

Guiding Principles for Allocation of Office Space:

- a. Full-time faculty, classified staff, and administrative offices shall be allocated according to the nature and content of the job. Full-time faculty shall be assigned private offices whenever possible.
- b. People working in similar programs, areas or disciplines shall be located in physical proximity, if practical.
- c. An employee shall have not more than one office.
- d. Offices should be furnished with a desk, chair and side chair, phone, bookshelf, file cabinet and computer.

Part Time Faculty Office Hours and Locations

Available classroom space for part-time faculty office hours may be obtained from the Scheduling Office [email your request with the day, time, and location to <scheduling@fhda.edu>] (see current Faculty Association Agreement, 7.15). Part-time faculty who are paid for office hours (Fall, Wtr and Spring quarters only) will be required to complete the Paid Office Hours form and turn it in to their division dean. The form can be downloaded at the same time as you accept your contract in MyPortal. For instructions for requesting office hours space in the Baldwin Winery building: <http://www.deanza.edu/collegeops/facultyoffices.html>.

Communications

E-mail: All faculty and staff have e-mail accounts, but they may not be activated. Call the ETS Call Center at ext. 8324 to activate your e-mail account.

FAX: Machines are available in offices throughout the campus. You can download printable copies of the *Staff Directory* that lists all FAX locations at: <http://www.deanza.edu/directory/dir-phone-staff.html>.

Mail: Mailboxes are provided in the Administration Building for all full-time and part-time faculty. If you are unable to locate a specific mailbox, you should check with Mail Services [Duc Nguyen, x8920].

Out-going first-class mail is sent from Mail Services in the Administration building at 3:00 p.m. daily. Mail received after 3:00 p.m. will be postmarked and sent the following working day.

All inter-office mail being sent to Foothill College, Middlefield College, Central Services, or Plant Services, for same-day delivery, must be placed in the appropriate box in the mailroom by 9:30 a.m.

Telephone: Voice mail is available on all telephones. Instructions for use of the Fujitsu Phone and voicemail system are available at <http://ets.fhda.edu/getting-help/phones>.

Web Sites: De Anza College and the District have extensive information on their web sites: District: <http://www.fhda.edu/>, De Anza College: <http://www.deanza.edu/>.

Computers

Faculty & Staff Computer Lab/MLC243: Monday – Thursday, 8:30 a.m. to 4:30 p.m., Friday, 8:30 a.m. to 12. In addition to the computer in the offices of all full-time faculty and staff, cross-platform computers (running both Macintosh and Windows operating systems), scanners and printers are available in the Faculty/Staff Computer Lab located on the upper floor of the Media and Learning Center next to the Office of Staff and Organizational Development. Please call Staff Development [Mary Kay Englen, ext. 8322] for additional lab information.

District Police, De Anza Division / Emergency Services

Non-Emergency Phone: ext. 5555

Emergency Phone: ext. 911

Business Office Hours: Monday – Friday, 7:30 a.m. – 11:00 p.m.

District Police staff provide many emergency services for faculty and staff:

- they can help you get into your car if you have locked your keys in it
- upon a phone request, they can escort you to your car after dark.
- they can jump-start dead car batteries.
- they have a lost and found service for misplaced items.
- they can help write a police report in the event of theft or car accident.

See Appendix A for Emergency Procedures.

Facilities

Our Address:

21250 Stevens Creek Blvd.

Cupertino, CA 95014

www.deanza.edu

Administration Building Hours:

First 2 weeks of the quarter: Mon. – Thurs. 7:30 a.m. - 6:00 p.m.; Fri. 7:30 a.m. – 6:00 p.m.

Rest of the quarter: Mon. – Thurs. 7:30 a.m. - 6:00 p.m.; Fri. 7:30 a.m. – 1:00 p.m.

The faculty mailroom is accessible to faculty after regular business hours. See your Division Administrative Assistant for ordering the appropriate key.

Fitness

The track, weight room, wellness center, swimming pool, tennis courts, and other facilities of the **Physical Education/Athletics Division** are open to faculty and staff for supervised use and instruction through class enrollment. Lockers and shower facilities are available for men and women faculty and staff members. Call the Physical Education Division Office for information [Susan Ho, ext. 8751].

The renovated **Lifetime Fitness and Wellness Center** offers a variety of workout options, including machines for both aerobic and strength development, matted area with balance balls and resistance equipment and television with FM audio broadcast, and magazines.

If you are a staff or faculty member, you must be a registered student to use the fitness center or pay the quarterly membership fee. After passing PE 70A and PE 71, you may use the fitness center by registering for a 1.0 unit (PE71) class each quarter for a maximum of 6 quarters. After that you can use your credit card to purchase 90-day membership to the Lifetime Fitness and Wellness Center through Community Education. Go to <http://www.communityeducation.fhda.edu/> and select the **De Anza College Fitness Center Memberships** link.

Typical hours open are 6 a.m. to 3 p.m., Monday through Thursday, and, 6 a.m. to 2 p.m. Friday. Times vary, see posted list at room PE-610 [C.J. Jones, ext. 8594].

Food Services

Food services are available in the Hinson Campus Center.

Telephone: Food Services [Nila Nine, ext.8515]

Website: www.deanza.edu/diningservices/

Hours are listed below:

Cafeteria:	Mon - Thu 7:00 a.m. - 8:30 p.m.; Fri 7:00 a.m. - 2:00 p.m.
Espresso Bar:	Mon - Thu 7:00 a.m. - 8:15 p.m.; Fri 7:00a.m. - 1:00 p.m. (no L7 on Friday)
Le Cafe:	Mon – Thu 7:00 a.m. - 7:00 p.m.; Fri 7:00 a.m. - 1:00 p.m.
Chinese and Mexican Food:	Mon - Thu 10:30 a.m. - 7:00 p.m.

Food Service Policy

The Food Service policy for De Anza College relating to food brought on campus by outside caterers is as follows:

AS PURSUANT TO THE HEALTH DEPARTMENT, COUNTY OF SANTA CLARA

Food Preparation Facilities

- a. NO home-prepared food is to be sold or given away. Preparation of food in private dwellings of any description is prohibited
- b. Food must be prepared in a County of Santa Clara Health Department approved food booth or approved kitchen. Examples of such kitchens are restaurants, school cafeterias and other facilities approved by this department.

Food Transportation

Perishable food must be heated or refrigerated before being transported. Maintain temperature controls and protect the food at all times.

Food Brought To Campus By Outside Caterers

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

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

Outside caterers are not allowed to use De Anza Dining's kitchens during normal operating hours as listed above. If the outside caterer needs to use the De Anza kitchen *after* normal operating hours, the caterer must pay rental, the overtime and benefits for Food Service personnel who must be present during the time the kitchen is in use. The kitchen must be restored to its original condition. Arrangements must be made more than one week in advance.

**These rules are for the protection of our customers and guests
as well as the protection of De Anza College.**

Forms

See Appendix B for most Commonly Used Request Forms.

Keys

Classroom keys must be ordered online from the College Services office at the URL listed below. Please include the specific door # and building # in your Key Request and process one Request per key. Staff and faculty should return all keys no longer being used to College Services [Paula Joseph, ext. 8758]. It takes at least five (5) days to receive your new key and can be picked up from College Services in the Administration Building. Lost keys are to be immediately reported to the District Police office on campus.

Website: <http://intranet.deanza.fhda.edu/> (click on New Key Request)

Lost and Found

Take articles to the District Police office, located on the bottom floor of the Campus Center.

Telephone: ext. 5555

Hours: Monday – Friday, 7:30 a.m. – 11:00 p.m.

Parking

Staff lots are available in various places on campus marked with “staff parking” signs and yellow lines. Faculty and staff must show their current staff card to obtain a free parking decal from the District Police office. Upon placement of the staff parking decal on your vehicle, you may park in any staff parking space on either campus. If you need a courtesy-parking permit for yourself or a guest, contact the District Police office at ext. 5555.

Campus Map, Directions and Parking: www.deanza.edu/map/

Photocopying (Quick Copy and Longer Jobs)

Quick copy work can be done in the Printing Service Center, located in the Baldwin Winery building. You can make your own copies and fill out the proper form to have the cost of copying charged to your division. [If there is a Materials Fee charged for your class, get the specific budget code from your division administrative assistant.] The photocopiers located in Division Offices are generally to be used for small, urgently needed copying. A self-serve photocopier is also available for your use in the Mail Room in the Administration Building.

Sending a Print Request by Email: daprint@fhda.edu

Attach your completed digital copy to an email message and send it to the above address. In the body of the message include: your name, division/department, and **budget code**. Indicate: the number of copies needed, single or double sided, white or colored paper (and which color), and if you want it collated and/or stapled. To complete an emailed Print Request Form, call Printing Services and one will be emailed to you.

Telephone: ext. 8861 [main office]

Hours: Monday – Thursday, 7:30 a.m. – 6:00 p.m.; Fri 7:30 a.m. - 4:30 p.m.

Website: <http://www.deanza.edu/collegeops/printing.html>

Employee Identification Badge

Photo ID badges are now available for De Anza employees. The new ID badge replaces the paper staff card formerly sent to employees on an annual basis. The new card is plastic, with no magnetic strip or other embedded electronic device. The badge identifies you as a Foothill-De Anza employee and can be used when obtaining your parking permit and for a variety of local discounts. All permanent employees—full-time, part-time and hourly—are eligible for the card. The card does not expire but must be surrendered when you no longer work for the district. ID Badges can be obtained at the Office of College Life in the Lower Level of the Campus Center.

Telephone: ext. 8756 [main office]

Hours: Monday – Friday, 9:00 a.m. – 4:30 p.m. (Fall, Winter and Spring Quarters only)

Website: http://www.deanza.edu/faculty/id_badge.html

Student Health Services

The Health Services Office helps faculty and staff keep track of personal weight and blood pressure. Their staff provides TB testing and low-cost flu shots. You may pick up free over-the-counter products and medicines including band-aids, pain relievers, cold, allergy and upset stomach medicines.

Telephone: ext. 8732

Hours: Mon - Thu 8:00 a.m. - 8:30 p.m.; Fri 8:00 a.m. - 4:30 p.m.

FAX: (408) 864-8983

Website: www.deanza.edu/healthservices/

Chapter 3

Governance and Organization

Organization

De Anza is governed by an elected seven member Board of Trustees (including a student Trustee from each College) which usually meets the first Monday of the month at approximately 5:00 p.m.

To access the Board of Trustees calendar: http://www.fhda.edu/_about-us/_board/

The Board's mission is briefly the following: The Foothill-De Anza Community College District, responding to community needs, exists to provide high quality educational opportunities that promote development of individual abilities and enhance the quality of community life.

The Philosophy and Mission of the Board of Trustees: http://www.fhda.edu/_about-us/_board/mission.html

The Chancellor

The Chancellor reports to the Board and represents the Board to the colleges. The Chancellor has a constituency-based advisory committee: The Chancellor's Advisory Council, which generally meets twice a month and is open to all faculty, staff and students. Call Paula Norsell at ext. 6106 for information.

Administration

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

College Council - Mission and constituency-based

Senior Staff - three vice-presidents, three associate vice-presidents

Administrative Council - all administrators

President's Cabinet - three VPs, three AVPs Deans/Directors, and Administrators

Senior Staff

De Anza is organized into three organizational areas: Instruction, Student Services, and Finance & College Operations. Each organizational area is headed by a Vice President and an Associate Vice President. See Appendix L for a current organizational chart that includes the names of De Anza Managers and Supervisors.

Constituency Groups

Academic Senate

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

[Access to the Board Policy Manual: www.boarddocs.com/ca/fhda/Board.nsf/Public. See Policies tab.]

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

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

Other Academic and Professional Issues as assigned by the Chancellor and the Board.

Each Instructional Division elects two representatives to the Senate's Executive Committee which generally meets each Monday from 2:30 p.m. to 4:30 p.m. All full and part-time faculty are members of the Senate and may serve on the Executive Committee or as an officer of the Senate. Faculty appointments to all College and District committees are confirmed by the Executive Committee.

The Academic Senate Office:

Location: Admin 117
Telephone: ext. 8358
Hours: by appointment
Website: <http://www.deanza.edu/gov/academicsenate>

Curriculum Committee

The Curriculum Committee is a subcommittee of the Academic Senate responsible for approval of course outlines for all courses offered by the College. The committee is usually co-chaired by a Faculty member and the Vice President, or Associate Vice President of Instruction. The role and responsibilities of the Curriculum Committee are documented on the Curriculum Committee website, including FAQs, forms, sample outlines, and information about the Electronic Curriculum Management System. The committee consists of one faculty representative from each instructional division. The committee meets each Tuesday afternoon and the meetings are coordinated by Mary Clark-Tillman, ext. 8379.

Faculty Association

The Faculty Association of Foothill-De Anza Community College District is the sole collective bargaining unit for faculty. See the current Agreement for information on faculty rights and working conditions. It can be found online at: http://fa.fhda.edu/agreement_main.html

The Faculty Association (FA) offices are located on the second floor of the District Annex building (building D140) on the Foothill campus near the District offices. Meeting rooms are available for committees and other groups. Please be sure to schedule group activities in advance.

Telephone: Susanne Elwell, Office Manager, ext. 7544
Hours: Mon - Fri 8:30 a.m. - 5:00 p.m.
FAX: (650) 941-7322
Website: <http://fa.fhda.edu/index.html>

Classified Senate

The Classified Senate participates in the governance of De Anza College; to actively collect, evaluate, and disseminate information for the classified staff, and to represent the collective interests of the classified staff before or on any governance or college committee. The Senate generally meets the first and third Thursday of each month.

California School Employees Association (CSEA) and **Association of Classified Employees (ACE)** are the collective bargaining units for the classified staff. ACE site meetings are held at De Anza on the third Tuesday of the month. CSEA meetings are held on the third Friday of the month and alternate between Foothill College and De Anza College.

Student Government

The De Anza Associated Student Body (DASB) elects officers and senators as representatives to the Student Council. They usually meet Wednesday afternoons in the Student Council Chambers, in the Hinson Campus Center. The DASB is represented on committees that recommend policies and procedures that have a significant affect on students such as grading, discipline, academic disciplinary policies, curriculum development, course addition/deletion, institutional planning and budget development, standards/policies for student preparation and development, student fees and other issues determined by College and District governing Boards.

Telephone: DASB President's Office: ext. 8690
Hours: by appointment, or during office hours posted on the Senate office door

Decision Making at De Anza College

De Anza uses a broad-based, bottom-up decision making process based on Program Review documents written every three years. Program Reviews are written by division deans and department managers in consultation with their faculty and staff. Program Reviews are submitted to the Planning and Budgeting Team (PBT) associated with their organizational area. The PBT's consolidate the Program Reviews into a summary report for College Council and produce prioritized lists for funding of new faculty, classified staff, instructional equipment and other initiatives. The College Council uses the summary reports of the PBT's to advise the College President as to the course of action for De Anza College. The Campus Budget Team (working from budget assumptions defined by the District Budget Team) makes recommendations to College Council on the allocation procedure for available resource dollars. The Campus Budget Team also reviews PBT priority lists for fiscal impact.

College Council

The purpose of the De Anza College Council is to advise and consult with the president on college-wide governance issues and institutional planning. The objective of the College Council is to ensure open communication, genuine involvement before and while decisions are made, and inclusive participation by all constituency groups. Standard meeting agendas allow a brief period for any member of the college community to speak on burning issues. Agenda items are annotated and posted for non-members to be informed and know when to come to participate, if so desired. The College Council generally meets the afternoon of the second and fourth Thursday of each month.

Co-chairs of each of the following committees sit on the College Council as do the leaders of each of the Constituency Groups.

Planning and Budgeting Teams

De Anza has one Planning and Budgeting Team (PBT) for each of the three Organizational Areas. The Instruction and Student Services teams are co-chaired by their respective vice-president and a faculty member appointed by the Academic Senate. The Finance and College Operations team is co-chaired by the vice-president and a Classified Senate appointee. Each team's membership consists of appointees from faculty, classified staff, administration and students. The primary responsibility of the PBT's is to administer the Program Review and Planning process, create prioritized resource need lists and report findings to the College Council.

Campus Budget

The Campus Budget team meets twice monthly on the first and third Thursdays to set budget assumptions and budget calendar for the college. Membership is constituency based with the team co-chaired by the Vice President of Finance and Educational Resources and an appointee from the Academic Senate.

Facilities Team

The Facilities team is led by the Director of Facilities and is a constituency-based team. The team oversees any and all issues dealing with college facilities.

Chapter 4

Instruction

Instructor Responsibilities

Academic Policies and Procedures

Faculty members are expected to provide instruction at a level of quality, rigor, and currency that is appropriate to their assignment. In addition to their instructional duties, full-time faculty have contractual obligations to hold office hours, and attend division/department meetings (See Article 10 of the Agreement: http://fa.fhda.edu/agreement_articles.html). These additional obligations generally do not apply to part-time faculty unless specifically included in the assignment. All faculty are encouraged to participate on college committees, help in student recruitment, become involved in college governance or other college activities. See your division dean and/or Academic Senate President for details.

Part-time Faculty

Office hours are available to eligible part-time faculty. (See the current Agreement, Article 7.24. http://fa.fhda.edu/agreement_2013-2016/Articles/Article7.pdf).

All Faculty

Professional responsibilities

In general terms: The college is committed to a fully professional faculty with individual faculty largely responsible for their own behavior and activities in and out of the classroom. A statement of the ethical parameters including the scope of professional responsibilities of De Anza faculty can be found in the Statement on Professional Ethics at: http://www.deanza.edu/gov/academicsenate/prof_ethics.html.

In more specific terms, professional responsibilities include:

1. *Maintaining the highest possible standards of classroom instruction:*
 - a. Plan each course carefully and adhere conscientiously to the course objectives.
 - b. Prepare and file (with the division) current course information sheets.
 - c. Prepare lectures, discussions, laboratories, practice sessions and other student exercises and assignments with due regard to the demands of time and of varying student abilities.
 - d. Effectively use textbook, laboratory and study manuals, audio-visual aids, tests and community resources.
 - e. Effectively use the full classroom time assigned.
 - f. Keep abreast of new information in the subject field of the course.
 - g. Demonstrate willingness to adopt new methods and techniques as they are appropriate to course taught.
2. *Demonstrate concern for the student in all aspects of his/her education.*
 - a. Discuss with the student his/her problems in both subject matter and study habits.
 - b. Motivate the student to his/her best possible achievement.
 - c. Interpret to the student his/her responsibilities to the college, to instructors, to society and to himself/herself.
3. *Engage in a program of professional improvement. Examples include:*
 - a. Participation in courses and conferences related to professional and/or academic area.
 - b. Other appropriate activities agreed upon between the division dean and faculty member.
4. *Be familiar with the purposes of the community college as a part of higher education in California and the nation. As appropriate, interpret these purposes to students, parents, colleagues and the community.*

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

Class Responsibilities

Class Records

It is critical that accurate records of students, their attendance, drops, adds, and grades be accurately maintained. Students who are not properly registered jeopardize our funding.

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

Maintaining the permanent class list, attendance and grade record.

The **class list** is a permanent official school document used to record grades. It can be downloaded from MyPortal. Since it is the source document for all grade reports, great care must be taken to ensure its legibility and accuracy. It is also used by administrators to explain grades when instructors are not on campus.

The class list is designed for recording attendance and grades for one quarter. A student will not be marked absent unless he/she is absent the whole class session. The law permits FTES hours to be counted for the entire period the class or laboratory meets even if the student is present *only a part of that time*. The instructor should use whatever means he/she wishes to control tardiness.

Class rosters reflect all students officially enrolled in the instructor's classes. The return of selected rosters to the A & R Office is the primary way instructors communicate the withdrawal of students. The attendance rosters and grade rosters that you print and turn in are permanent, official school documents that *are critical in documenting the school's collection of FTES and assigned grades. The importance of these documents cannot be over-emphasized.*

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

<i>Action for Quarter Classes</i>	Description
Print class list	Print your class list(s) on the first day of the quarter. MyPortal provides real time roster information throughout the term, including add/drop status.
Drop students who never attended for refund eligibility	Complete your (No Show) drops by the end of the second week of the quarter by printing your class list(s) from your MyPortal class list. Next to the student's name and student ID, enter N/A then the date the student is to be dropped. Students receive no grade of record and a refund.
Add students from wait list	Wait List Procedure If your class closed during registration and a wait list was created, that wait list shows in your MyPortal class lists. Print your wait list(s) on the first day of classes. Add students in the order listed on the wait list to fill available vacancies in your class. Students on the wait list were informed they must attend the first class session in order to be considered for addition to your class.

Add students who missed add deadline	To add a student who missed the deadline, faculty need to make sure the student has an Add Authorization Code. Then the Student needs to bring this Add Authorization Code to the Admissions and Records Office with photo ID in person by the appropriate deadline. For Faculty: If any student did not add by the deadline and you still want to add these students, faculty need to submit a Blue Addendum form with an Add Code to Admissions & Records in person.
Drop students with no grade of record and no refund	During the Never Attend deadline, you can continue to drop students with no grade of record (during the 3 rd week of the quarter). Students will not be eligible for refund at this point. Complete these drops by printing a new class list from your MyPortal. Next to the student's name and ID, state the date of the drop between the dates listed to the right. Example case: Students who show up on the first day of class but not since.
Drop students for "W" grade by printing class roster	Complete your "W" Withdrawals by Printing your Class List(s) from your MyPortal. Next to the student's name and student ID enter the date the student is to be given a "W" Withdrawal. Turn this in to the Admissions and Records Office by the deadline.
End of Term Adds/Drops	End of term ADDS: There will be NO end of term late adds for Summer. End of term DROPS must include documented "extenuating circumstances" approved by Title V. with an Addendum form (rev. 1/27/10).
Positive Attendance Scanner	Positive Attendance Hours using your MyPortal are due three working days after finals.
Submit Grades	All online grades are due three working days after the end of finals. Each student must receive a grade on the final online grade report. Course attendance and other records should be retained by faculty or can be dropped at Admissions for scanning. NOTE: Faculty should retain attendance and student grade calculations for three years in case of a grade dispute. Documents may also be submitted to Admissions for scanning.

Grades

Because grades assigned in each course are recorded on the student's permanent record, and therefore profoundly affect the student's future, clear thought and consistency must underlie the instructor's determination of grades. Letter grades are determined in relation to the attainment of set and published objectives for a given course. The objectives of each course should be fully examined and set by the appropriate faculty.

Certainly all faculty teaching a particular course should be in agreement regarding the outcomes, objectives and standards of that course. Improved teaching, learning, and evaluation occur when the teacher and student know clearly the objectives of a given course, therefore the instructor should present, on the first day of the quarter, an appropriately detailed written summary (green sheet) of the specific student learning outcomes and objectives of the course, the methods of evaluation to be employed, and the standards by which letter grades will be determined.

Course Outline of Record

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

All course outlines are filed in the division office in which the course is offered. Please consult the appropriate course outlines in preparing the green sheets which are given to students on the first day of class. Contact Mi Chang in the Curriculum Office at ext. 8544 for access to the ECMS (Electronic Curriculum Management System) or email her at changmi@deanza.edu.

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

Title 5

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

1. approved by established department and division processes.
2. taught by an instructor with State of California minimum qualifications plus any additional applicable hiring criteria.
3. offered as described in the official course outline of record.
4. taught in accordance with a set of instructional objectives common to all students enrolled in the course.
5. provide for the measurement of true merit in terms of the stated course objectives.
6. grant units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria.
7. treat subject matter with a scope and intensity which requires students to study independently outside of class time in courses coded as lecture or lecture/laboratory.
8. require, when departmental standards call for them, specified entrance skills and prerequisites for the course.
9. have pre- or co-requisites substantiated; see the supplement to the Curriculum Handbook - "Establishing Pre-requisites and Co-requisites, Advisories and Other Limitations on Enrollment," Curriculum Handbook Supplement, June 1995.
10. require, in order to participate in the course, critical thinking and the understanding and application of concepts at levels determined by the curriculum committee to be at college level.
11. allow repeated enrollment only as permitted by State regulations. (Generally, no repeats are allowed in academic courses in which a "C" grade or higher was earned.)

Grading System

Letter grades or P/NP marks are earned on each course and are recorded on the student's permanent record.

Plus/Minus Grading

Plus/Minus grading has been in effect at De Anza since Fall 2006. It is the position of the De Anza College Academic Senate that the plus/minus grading system allows for finer and more accurate distinctions in evaluating student performance. When referencing the college grading scale, all faculty are to acknowledge the plus/minus scale and the Senate strongly encourages faculty to use the system. However, individual faculty members assign grades they believe best reflect the performance of their students.

Faculty members can assign an A+ but Title 5 defines the grading scale with no grade value greater than 4.0 in the determination of a student's GPA. Transferring students may or may not find A+ grades afforded greater value than A grades by receiving institutions. You cannot assign a C- course grade as Title 5 does not allow the reporting of the C- grade.

If you have any questions about the plus/minus system including conversion techniques from non plus/minus systems, contact one of the Academic Senate officers (President, Vice President, and Executive Secretary) directly.

Grades and Symbols used:

A+	Excellent
A	Excellent
A-	Excellent
B+	Good
B	Good
B-	Good
C+	Satisfactory
C	Satisfactory
D+	Passing, less than satisfactory
D	Passing, less than satisfactory
D-	Passing, less than satisfactory
F	Failing
I	Incomplete - Cannot be issued prior to the end of the 9th week. Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term. The student and the instructor file a contract for an incomplete grade with the Office of Admissions and Records, indicating the reason the incomplete grade was assigned and the conditions under which the grade of "I" can be removed. Also indicated on the contract form will be the grade to be awarded if the conditions for removal of the "I" are not met within a one year period. Either the grade earned by meeting the specified conditions or the default grade indicated in the contract will replace the "I" no later than one year from the time the "I" was originally given.
W	Withdrawal - Issued to a student who withdraws from class during the 3rd through the 8th week of the quarter. Prior to the end of the 3rd week, no mark will appear on the student's record. After the 8th week, a grade symbol must be assigned.
IP	In Progress - For classes that extend over more than one quarter. Students must re-register for the class the next quarter.
P	Pass - At least a "C" or better in a class offered on a Pass/No Pass basis. Certain courses are designated in the catalog as being Pass/No Pass. In addition, students may elect before the end of the fourth week to take any course on a Pass/No Pass basis. Students should be awarded the appropriate letter grade in these cases.
NP	No Pass - Less than a "C" in a class offered on a Pass/No Pass basis.
RD	Report Delayed - Assigned by the Registrar.

Other Grading Issues

Progress Probation

After attempting at least 18-quarter units, a student will be placed on "Progress Probation" when the number of units of a grade of "W," "I" and "NP" reaches or exceeds 50% of total units attempted. After three consecutive quarters of probation, the student is subject to disqualification.

Academic Probation

A student who has attempted 6 or more quarter units and whose cumulative GPA is less than 2.00 will be placed on "Academic Probation." After three consecutive quarters of probation, the student is subject to disqualification.

Credit by Examination

Students occasionally request the right to get credit for a course by examination only. A student is not permitted to obtain credit by examination unless he or she has enrolled in the course and the instructor has outlined the requirements for successful completion. Challenge is limited to those courses recommended by the division and approved by the vice president of Instruction. Students should consult the college catalog and see a Counselor to begin the petition process.

Quarter Grade Reports

Grades are available through the student's online portal account. Students should consult the college website for details on requesting an Unofficial Transcript or an Official Transcript. If students would like to have a copy of their grades, they must request a transcript from the Admissions and Records Office online through their MyPortal account.

Transcript Requests: <http://www.deanza.edu/registration/transcript.html>

Examination Procedures

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

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

Final Examinations: Final examinations are given in all courses except tutoring courses according to a schedule listed on the college website: <http://www.deanza.edu/calendar/> (click on Final Exam Schedule in the side bar). Scheduled examinations are two hours in length and are expected to occur only during the scheduled Final Exam period.

Examination Schedule: Students are responsible for taking all assigned final examinations as they are listed in the final examination schedule. Faculty members will announce in each class the hour and day on which the examination for each class will be given. No instructor may give a final examination at a time other than that listed in the final examination schedule except as approved in writing by the Division Dean.

Special Examinations: Special final examinations to individual students are given only under the following conditions:

1. for students needing special accommodations as defined and identified through Disabled Student Services
2. before the scheduled time by arrangement with instructor.
3. after the scheduled time to make up an "Incomplete."

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

Course Information Sheets/Green Sheets

Generally known as "green sheets" regardless of color or form of distribution, these sheets are passed out or distributed electronically on the first day of classes. They serve the dual purpose of informing the student and protecting the teacher. To the extent that faculty expectations, attendance and grading procedures are specified in writing, misunderstandings and disagreement will be kept to a minimum.

As there is no prescribed format, "green sheets" vary greatly. However, the Academic Senate recommends the following:

Basic Information

- De Anza College, course, course section number, and course title
- Quarter and year
- Days, time, and location
- Instructor name, phone number, electronic mail address, and office location
- Office hours

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- Advisories, prerequisites, and /or corequisites
 - Required and recommended texts and materials
 - Attendance/on time policy
 - Accessibility for students with disabilities appropriate to the discipline, specific course and course materials, and location of the class section

See Appendix G for a model course syllabus.

Faculty members are expected to submit "green sheets" to their Division Administrative Assistant for the division files.

Assignments, Evaluations, and Student Learning Assessments (see Appendix D)

Textbooks

1. Required texts and other materials are selected by the instructor of the course as one of the tenets of academic freedom. However, instructors of sequential courses are encouraged to come to agreement as to texts whenever advisable and possible. If an instructor agrees to abide by a group decision on a text for a sequential course, it is his or her professional obligation to abide by the group decision.
2. The bookstore provides textbook requisition forms to faculty scheduled to teach.
3. Recommendations for supplementary books to be carried by the bookstore may be made by the instructor.
4. Upon receipt of the textbook requisition form books are ordered for students.
5. Requests for desk copies of official textbooks should be made per departmental procedure.

Chapter 5

Registration, Enrollment and Auditing

Registration Information

It is critical that accurate records of students, their attendance (especially at times deemed by the instructor to signify active participation in a class by the third week of the quarter), drops, adds, and grades be accurately maintained. All students in a class must register by the end of the second week of classes except in unusual situation with extenuating circumstances.

Registration

All currently enrolled students are eligible to use online registration approximately two weeks before new and returning student registration begins. Registration priority is based on the number of units completed within the Foothill-De Anza district. Online registration begins approximately four to six weeks before the start of the quarter. A brief, late walk-in registration period is held just prior to the beginning of the new quarter.

Online Registration: <http://www.deanza.edu/registration/myinfo.html>

Add/Drop Period

In order to enroll late (during the first two weeks of the quarter), students must obtain an Add Code Label from the instructor if there is space in the class. The Add Code is the instructor's permission to add the class. The student adds the class through their MyPortal account.

Add and Drop Procedures: <http://www.deanza.edu/registration/add-drop.html>

Class Cancellation

It is regrettable for both students and faculty when classes need to be cancelled because of low enrollments. Enrollment management is highly complex because it must take into account student needs, enrollment targets, and availability of resources, i.e. faculty, facilities, equipment and operating budget. Each quarter, division deans make decisions based on a number of factors.

1. One week prior to the end of registration for a given quarter, division deans in consultation with the Associate Vice President of Instruction assess the viability of classes with enrollments below 20.
2. Consideration is afforded to courses that are new or part of a new program.
3. Courses are usually permitted to continue when they have enrollment histories of numerous students adding at the first class meeting and will be permitted to continue if they are the only offering of the core sequential course for a major.
4. Exceeding enrollments targets throughout the rest of the department or division may compensate for a number of underenrolled courses.
5. Under-enrolled sections will be continued when their costs are covered outside the general fund through grants.
6. Unusual situations are discussed with the VP of Instruction or Student Services.

Audit Request Procedures

1. To be eligible to audit a class, the student must have already taken and completed the class the maximum number of times permitted and received a grade of "C" or better (see the college catalog).
2. All student class audit requests must have the signature of the instructor and the appropriate division dean before the student submits the request to the college cashier.
3. A fee of \$10.00 per unit will be charged. If the student is presently enrolled in ten or more units, fees for the first three units of audit are waived.
4. Requests to audit cannot be made until the second week of class or later.
5. Course Audit Request forms are in the Admissions and Records Office or may be downloaded from the college website at <http://www.deanza.edu/registration/forms.html>.

Chapter 6

Classroom Regulations and Procedures

Student Conduct

Faculty Role

Faculty have the authority to:

- a. deny access to, or exclude a student from a course, program, or activity on the grounds that the student is failing to meet the requirements of the course, program, or activity.
- b. evaluate the work of students in courses, programs, and activities.
- c. dismiss a student for a specified period of time from any course, program or activity if a student fails to meet satisfactorily the college's expected student behavior standards as outlined in the De Anza College Catalog.

Faculty's expectation of students should be clearly outlined on the class "green sheet." For guidance on student discipline, please contact the Vice President of Student Services [Stacey Cook, ext. 8330].

Attendance Regulations

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

An instructor may use his/her discretion in excusing the absence and should clearly state on the "green sheet" the maximum allowable number of absences before a student may be dropped from the class.

Tardiness

The penalty for tardiness is left to the discretion of the instructor and should be included on the "green sheet." Many instructors use some rule, e.g., one absence being equivalent to being late to class three times. Tardiness should not be marked as absence in attendance reporting. Instructors should confer with students when tardiness or poor attendance is damaging their grade.

Dropping Students

Although it is the student's responsibility to officially drop classes, instructors should drop students when, in the judgment of the instructor, the number of absences prevents the student from meeting the objectives of the course. Students may be dropped by the instructor by recording the drop on the 3rd week student census lists. Students may drop online, or in person through week 8. No instructor signature is required to drop a course except for lab courses.

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

Field Trips

1. The field trip destination should be specifically described on the Student Travel Request form (STR) that is to be submitted to the Division Dean.
2. Local field trips of less than 24 hours must be submitted to the Division Dean at least two weeks prior to the trip. Local field trips of more than 24 hours must be submitted at least one month prior to departure to assure time for approval by the Risk Management office [Marsha Kelly, ext. 6131].
3. The field trip request is for the instructor's protection. Without such a form, approved and on file, while on a trip, an instructor may be personally liable for any accident or injury incurred by any of the students, including students driving to and from the field trip site.
4. Board policy states that field trips cannot be required if they are not already listed in the college catalog (not just the schedule of classes). However, if an instructor wishes to take a field trip not listed in the catalog, then the field trip must be optional and students who choose not to go must be given an out-of-class assignment.

Parties

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

Academic Honor Code

The Academic Honor Code was adopted in 1993. It is assumed that all students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. When students are caught plagiarizing, a process is begun which may result in severe consequences. It is vitally important to their academic success that they know what constitutes academic dishonesty.

What is Academic Dishonesty?

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

Interpretations of academic dishonesty may differ among individuals and groups. However, students at De Anza are expected to refrain from the behavior outlined below.

Cheating

1. Copying, in part or in whole, from someone else's test.
2. Submitting work presented previously in another course whether it is yours or not, if contrary to the rules of either course.
3. Altering or interfering with grading.
4. Using or consulting, during an examination, any sources or materials not authorized by the instructor.
5. Committing other acts which defraud or misrepresent.

Plagiarism

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

Other Specific Examples of Academic Dishonesty

1. Purposely allowing another student to copy from one's paper during a test.
2. Giving homework, term paper or other academic work to another student to plagiarize.
3. Having another person submit any work other than their own.
4. Lying to an instructor or college official to improve a grade.
5. Altering a graded work after it has been returned, then submitting the work for regrading.
6. Removing tests from the classroom without the approval of the instructor.
7. Stealing tests.
8. Having a typist correct work for spelling or grammar, if contrary to the rules of the course.
9. Forging signatures on drop/add slips or other college documents.

Consequences of Academic Dishonesty

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

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1. Receive a failing grade on the test, paper, or exam;
 2. Have a course grade lowered;
 3. Get an "F" in the course;
 4. Be placed on disciplinary probation;
 5. Be placed on disciplinary suspension;
 6. Be expelled.

The Office of the Student Services maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students who have been reported for academic dishonesty more than once.

Student Code of Conduct

A student disruption may occur for a variety of reasons. There are resources on campus to help, depending upon the nature or the type of disruption. The first step is to contact the division dean who will help determine whether it will go to the Office of Student Services, Psychological Services, or District Police.

In case of medical emergency, call 911, and you will be connected to the Santa Clara County 911 dispatcher; they will immediately alert the District Police and Health Services offices.

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

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

In such instances, the college community will take action as the particular occurrence, judged in the light of attendant circumstances, seems to require. The goal of such action shall be educational rather than retributive or punitive. However, appropriate disciplinary action will be taken when circumstances so indicate.

As legally required, students are advised in the *Schedule of Classes* and the *De Anza College Catalog*, that the following categories of behavior shall constitute good and sufficient cause for disciplinary action:

1. **Dishonesty**, such as cheating, plagiarism, or knowingly furnishing false *information to the college*.
Appropriate faculty and staff response: See your division dean or supervisor.
2. **Forgery**, alteration, or misuse of college documents, records, or identification. *Response*: See your division dean or supervisor.
3. **Obstruction or disruption** of teaching, research, administration, disciplinary procedures, or other college activities, including its public service functions, or of other authorized activities on college premises.
Response: See your division dean or supervisor first, call Campus Police & Safety, (ext. 5555) if necessary; see "Dropping Disruptive Students" below.
4. **Physical abuse of any person** on college-owned or controlled property or at College-sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any such person.
Response: Call **911** to reach the County 911 Dispatcher.

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5. **Theft or damage** to property of the college, or of a member of the college community or campus visitor. *Response:* See District Police, (ext. 5555).
 6. **Unauthorized Entry To or use of College Facilities.** *Response:* See District Police, (ext. 5555).
 7. **Violation of College policies or campus regulations** including campus regulations concerning the registration of student organizations, use of college facilities, or the time, place and manner of public express. *Response:* See the VP of Student Services [Stacey Cook, ext. 8330].
 8. **Use, possession, or distribution on District premises** of narcotic or dangerous drugs, such as marijuana and lysergic acid diethylamide (LSD) or alcoholic beverages. *Response:* See the VP of Student Services (x8330), or District Police (ext. 5555).
 9. **Disorderly conduct or lewd, indecent, or obscene conduct or expression** on college-owned or controlled property or at college-sponsored or supervised functions. This item refers to Education Code 76033. *Although letter (a) is the specific sentence of reference, (a) through (f) are included below for completeness. As used in this article, "good cause" includes, but is not limited to, the following offenses:*
 - a. Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
 - b. Assault, battery, or any threat of force or violence upon a student or college personnel.
 - c. Willful misconduct which results in injury or death to a student or college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the district.
 - d. The use, sale, or possession on campus of, or presence on campus under the influence of any controlled substance, or any poison classified as such by Schedule D in Section 4160 of the Business and Professions Code.
 - e. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the governing board.
 - f. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct. Regarding "lewd, indecent, or obscene conduct or expression," because Education Code 66301 states that students have the same First Amendment rights on campus as any place else, legislators have put limits on what a college can prevent students from expressing. Therefore, if faculty have questions, please consult with the VP of Student Services. *Response:* Notify your division dean first; for clarification and further help, speak with the VP of Student Services ext. 8330, or District Police ext. 5555 for immediate intervention, See also ***Managing Disruptive Behavior*** and ***Dropping Disruptive Students*** below.
 10. **Willful disobedience.** *Response:* See your division dean first; speak with the VP of Student Services, Stacey Cook (ext. 8330), or District Police (ext. 5555) for immediate intervention; see also ***Managing Disruptive Behavior*** and ***Dropping Disruptive Students*** below.
 11. **Other acts or omissions** defined as illegal under civil or criminal law. *Response:* See District Police, (ext. 5555).

Smoking, Alcohol and Illicit Drugs

1. Smoking is not permitted on campus. In order to provide a safe learning and working environment for students and employees, smoking is prohibited in all indoor and outdoor campus locations, with the exception of designated parking lots: Student parking lots A and B, top floor of the Flint Center parking structure, the lot surrounding the Stelling parking structure, north section of Parking lot E (near Auto Tech), staff parking lot J, and staff parking lot A-1).
2. The District is in compliance with federal law in the statement that: "The unlawful possession, use, or distribution of any illicit drug or alcohol by students on district property or at any district activities or events is prohibited."
3. Health Services at De Anza, ext. 8732, can provide students with information on referrals to drug and alcohol counseling, treatment, and rehabilitation programs.
4. It is district policy to impose appropriate disciplinary sanctions, including completion of a rehabilitation program, suspension, or expulsion, on employees and students for unlawful possession, use, or distribution

of illicit drugs or alcohol. Standards of conduct for students and applicable sanctions are found in the De Anza College Catalog (available online at <http://deanza.edu/publications/catalog/>).

Disruptive Student Behavior

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

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

Managing Disruptive Behavior

1. **In an emergency where physical safety is endangered, call the County 911 Dispatcher at 911.**
2. Many instances of disruptive behavior can be managed by the instructor or staff, and no reporting is necessary.
3. *If the student's behavior seems likely to remain disruptive, it is wise to document the incident in writing.* Please do this even if the faculty or staff member may wish to attempt to handle the situation personally. Do try to resolve the issue within the division with help from your dean before requesting help from the Student Development office.
4. If the student is so disruptive that you need to remove the student from class, call campus police. Instructors have the authority to dismiss the student from two class periods (see "Dropping Disruptive Students," below). During this period, you must notify the Vice President of Student Services [Stacey Cook, ext. 8330] and your division dean for further advice.

Faculty Response

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

1. showing encouragement and attention to a student's constructive actions, anticipating that as these increase, disruptive actions will diminish.
2. ignoring the disruptive actions, hoping they will fade.
3. providing additional academic help.
4. disarming an angry student by not responding in ways that will escalate the situation, and responding helpfully by listening, paraphrasing, repeating, focusing on specific, immediate issues, moving into constructive agreements, and actions, etc.
5. acknowledging a student's feelings and responding constructively to them.
6. communicating your own feelings, needs, expectations (of a student), and limits.
7. teaching the student appropriate problem-solving and social skills.
8. suggesting (privately) appropriate on-campus and community resources that could help the student.
9. accompanying a student to make initial contacts with an on-campus or community resource.

Dropping A Disruptive Student

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

1. Instructors *may* drop a student from their class because of absences, but they should have announced their drop policy to their classes at the beginning of the quarter. Of course teachers may also drop students by mutual consent between instructor and student.

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2. An instructor can also "...dismiss a student for a specified period of time ... if a student fails to meet satisfactorily the college's expected student behavior standards..." According to Education Code, Section 76032, instructors have the right to remove students "for good cause" from their classes for the day of the removal and the next class meeting. However, the instructor must then immediately report this removal to the Vice President of Student Services [Stacey Cook, ext. 8330] for any further appropriate action, such as long-term suspension or expulsion from the class.
 3. An instructor may not legally suspend or expel a student for more than one class session without due process. In all cases when a student is to be excluded from class "for good cause," immediately notify the Vice President of Student Services [Stacey Cook, ext. 8330] to ensure that legal requirements are met.

Procedures - Non-Academic Offenses

Procedures can be obtained from the Vice President of Student Services [Stacey Cook, ext. 8330].

What To Do?

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

1. Do not escalate a situation.
2. Do not absorb punishment.
3. Do not over react.
4. Document the offense in writing.

The Law

Students are not exempt from the law.

1. *If any faculty* member views a crime and does not report it, he or she has committed a misdemeanor, which is a \$200 fine.
2. Sections 626.4 and 626.6 of the Penal Code provide for withdrawal of consent to remain on campus for reasonable cause.
3. Section 66017 of the Education Code provides for the right to exclude a student from enrolling.

Process

Any disruption should be reported to the VP of Student Services and/or Director of District Police, De Anza Division [ext. 8919].

1. A written complaint should be made of the incident.
2. The student meets with the dean and an appropriate process is worked out according to established guidelines.
3. See Student Due Process in the De Anza College Catalog: <http://deanza.edu/publications/catalog/> (see the section: "Fees, Policies and Guidelines").

Due Process Procedures at De Anza College

Beginning

The Vice President of Student Services [Stacey Cook, ext. 8330] shall determine if there is sufficient reason to begin disciplinary action. The Vice President shall determine this based on the information available, and the terms of one of these procedures:

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

Pre-Hearing Meeting with Student

Before a disciplinary conference, Vice President of Student Services shall take all the following steps:

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

Written Material for Student

Before a disciplinary hearing or before meeting with the Board of Trustees, the Vice President of Student Services shall:

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

Hearing and Conference

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

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

Therefore, the Vice President of Student Services shall:

- a. Have an appropriate manager or counselor as an adviser during the conference, and other members as appropriate. This shall constitute the "campus body" for a student hearing and conference. However, the student must have appropriate opportunity for defense, which may require those who allege misconduct on the part of the student. The student does not have the right to compel accusers to attend, so long as the student is given opportunity to deny the evidence presented. However, the student should be given all documented evidence that will be presented at the hearing, and should receive this in advance to let him/her prepare the case. The student may invite witnesses to support his/her case.
- b. Record the conference.
- c. Provide ample opportunity for the student to both understand and respond to the allegations against the student.
- d. Inform the student of the proposed discipline (if any) at the end of the meeting.

If, after adequate notification, a student fails to appear at a conference called by the Vice President of Student Services, the process of determining appropriate action will continue as if the hearing and conference had been held.

Chapter 7

Instructional Services

A. Robert De Hart Learning Center

The A. Robert De Hart Learning Center houses many services available to students, faculty, and staff. The De Anza College Library contains approximately 85,000 books, periodicals, newspapers, college catalogs, videotapes, audiotapes, and several Internet subscriptions. The Library and Learning Center West facilities include reading rooms, group study rooms, individual study carrels, the Resource Room for the Visually Impaired, the Educational Diagnostic Center, the International Student Programs office, the Library West Computer Lab, and the Library Internet Lab.

Library Contact Information

Reference/Information: (408) 864-8479

Circulation/Reserves: (408) 864-8761

Library West Computer Lab: (408) 864-8850

Division Administrative Assistant: Annette Corpuz, (408) 864-8313

Library Hours: Mon- Thu, 8:00 a.m. - 9:00 p.m.; Fri, 8:00 a.m. - 4:00 p.m.; closed Saturday/Sunday.

Website: <http://www.deanza.edu/library/>

Internet Access

From the library's home page you can access the web-based library catalog, electronic periodical indexes containing thousands of full text articles, electronic encyclopedias, local and national library catalogs, multicultural resources, academic research sites, and the library catalog. The library staff is available to instruct faculty and students in effective search techniques associated with all the Internet resources.

From the Library Home Page: Library Catalog

Electronic Databases: Periodicals, Encyclopedias, and Literature

Internet Reference Collection

Library Catalog

Books, videotapes, magazines, audiotapes, and reserve materials are all included in our catalog. The library catalog is available 24 hours a day and can be searched from home, office, and from any computer on the District network.

Electronic Databases: Periodical, Encyclopedias, and Literature

The De Anza College Library subscribes to several electronic databases which may be accessed from any computer connected to the District network. A current sampling includes Proquest, Ebscohost, Literature Resources Center, College Catalogs, and Rand California.

Ebscohost and Proquest are newspaper and journal indexing databases, searchable by keyword. The subject coverage is a bit different on each but both include thousands of full text articles, which may be printed, downloaded to disk, or e-mailed to personal e-mail boxes. Both Ebscohost and Proquest may be accessed remotely, off campus, with a password. Please ask at the Library Reference Desk for a current password.

Literature Resources Center, provides full text literary biography and criticism. Students and staff have access to over 12,000 college and university catalogs (full text) from the College Catalog Database, and the Rand California site provides statistics on California, and its cities and counties, ranging from the economy to crime rates to school test scores.

Internet Reference Collection

The De Anza reference staff have located several Internet sites maintained by education and government institutions of value to students and staff. Links to these are provided on the library web page. Briefly, some of the most popular sites are: A Style Sheet for Citing Internet Resources: MLA Style, California Legislative Information, United States Code, international newspapers, and various multicultural resources.

Materials Selection Policy

See Board Policy 6170 for complete text:

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUS3L6ED358>

The selection of library materials is governed by Board approved regulations.

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

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

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

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

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

Ordering Procedures

All print and non-print materials are ordered through and processed by the library staff. All faculty, students, and staff of De Anza College may request materials. The library will fill requests based on the needs of the college and budget constraints. Written requests for materials should be sent to the Dean of Learning Resources [Lorrie Ranck, ext. 8489].

Library and Research Instruction

A librarian will gladly speak to classes about library resources associated with any class project. Instruction sessions are tailored to individual class topics, and include print and Internet resources. The librarian who coordinates instruction sessions, Tom Dolen, Library Coordinator, can be reached at ext. 8764. One week advance notice is appreciated.

Library classes are listed under LCEN in the schedule of classes. Currently there are three:

LCEN 50 World Wide Web Searching

One unit, introductory Web searching class which introduces students to various educational sites. This class is offered on campus as well as through Distance Learning.

LCEN 51 Business Resources on the World Wide Web

Focuses on locating quality information sites for company information, legal research, statistics, demographics, and government. One unit class.

LCEN 53 Advanced Internet Search Techniques

One unit course focuses on locating the best information available on your topic. Students learn to refine, focus, and evaluate searches and results. This class is available both on campus and through Distance Learning.

Circulation, Reserves & Interlibrary Loan

Instructors may borrow books for the quarter except reference materials, which may be checked out for only two days. Videotapes in the Library West Computer Lab or on the library shelves may be checked out for 7 days. Faculty members wishing to place items on Reserve in the library should call Keri Kirkpatrick at ext. 8581 in order to fill out the appropriate forms and review library policies relating to reserve materials.

<http://www.deanza.fhda.edu/library/reserves.html>

Books may be borrowed from other libraries. Photocopies of journal articles and copies of dissertations may also be requested. Interlibrary loan forms are available at the library reference desk. Interlibrary loan service may take up to four weeks for delivery. Call Kathy Munson, the Interlibrary Loan Coordinator, at ext. 8335 regarding any questions you may have about interlibrary loans.

The De Anza College faculty is encouraged to make suggestions for purchase of new materials. Please contact any of the librarians with your suggestions or the Dean of Learning Resources [ext. 8489].

Articulation

Articulation Agreements between De Anza College and four-year colleges and universities for course-to-course, major-preparation and general education can be found at <http://www.assist.org/>.

Telephone: Renee Augenstein, ext. 8631

E-mail: augensteinrenee@deanza.edu

Bookstore Services

Ordering Textbooks and Classroom Supplies

Completely fill out textbook requisitions as soon as you receive them. With the initial mailing, they are due two weeks after receipt to ensure new or used textbooks are available to students the following quarter. Incomplete forms will delay your order. A print shop form will be included with your order for any materials to be printed and sold in the Bookstore. Contact the Bookstore directly if you anticipate a change in enrollment or if you have a late assignment. Generally textbook requisition forms must be filled out completely each quarter for each class taught. Upon receipt of the form, you can request the publisher's telephone number for a complimentary instructor copy. Art and other supplies and/or kits may be requested at the same time as texts.

Check Cashing

The Bookstore provides check-cashing privileges of \$50 to faculty and staff with a current staff card.

General Supplies

Telephone: ext. 8701 (main number), ext. 8949 (textbooks)

General Hours: Mon - Thurs 8:00 a.m. – 6:00 p.m.; Fri 8:00 a.m. – 1:00 p.m. Extended hours, first week of the term: Mon – Thurs, 7:30 a.m.–9:00 p.m., Fri 7:30 a.m.–4:00 p.m., Saturday, 9 a.m. – 2 p.m.

Web site: <http://books.deanza.edu>

Equity, Social Justice and Multicultural Education

Our efforts in diversity are driven by the District Diversity Vision and Goals statements, the campus Multicultural Plan, and our Diversity Advisory Council. (See Appendix H for the Board approved Diversity Statement, or go online to: <http://hr.fhda.edu/diversity>)

The Office of Equity, Social Justice and Multicultural Education aims to provide expertise and leadership through the following work:

- Social justice and multicultural education through workshops, coaching and small-group facilitation.
- Student equity training, support and counseling.

-
- Faculty and staff Equal Employment Opportunity training.
 - Culturally responsive community development, engagement and collaboration.

Faculty are encouraged to contact the Equity Director as a resource, for further information, or to contribute to these efforts, as we work towards the goal of a healthy democratic and pluralistic campus.

Telephone: Veronica Neal ext. 5338

Website: <http://www.deanza.edu/equityoffice/index.html>

E-mail: nealveronica@deanza.edu

ETS Technical Services

Educational Technology Services Technical Services department, located in Learning Center West, serves the faculty, staff, administration and students De Anza College. Services include:

1. equipment delivery (audiovisual and electronic equipment).
2. maintenance and repair of AV/computer equipment.

Equipment

- Faculty are solely responsible for equipment they reserve for student or personal use.
- Students are not authorized to reserve equipment. Only faculty and staff may do so.
- Permanently placed equipment is **not** to be removed unless authorized by Technical Services.
- Other faculty and staff responsibilities include:
 - a. **locking the classroom door** if college equipment is in the room.
 - b. caring for equipment to prevent damage.
 - c. returning the equipment to its assigned storage place.
 - d. notifying the ETS Call Center immediately of any breakdown or missing equipment [phone: ext. 8324, email/link: <http://etshelp.fhda.edu>].

Circulating Equipment

1. Arrangements should be made at least 24 hours in advance of the time the equipment will be used. Contact the ETS Call Center to make your request. Equipment is limited. To ensure availability, one week's notice is recommended.
2. Arrangements for delivery/pick up should be made at the time of booking.
3. Small items (tape recorders, etc.) are either delivered to a secured area in the division office/faculty member's office/classroom or picked up.
4. Equipment is periodically placed semi-permanently (by quarter) based on usage and availability.

Operation of equipment

Faculty/staff unfamiliar with the operation of equipment are encouraged to seek assistance from Technical Services when booking the equipment.

Off-Campus Use of College Equipment

College equipment must be readily available for college use and, therefore, will not be loaned to individuals not connected with the District or to off-campus organizations, except where certain reciprocal arrangements with other particular organizations and institutions have occurred in the past and in certain emergency situations where good community relations could be involved.

Off-campus use of district equipment by members of the staff will be limited to activities which are college related, or where the staff member is involved in the direct supervision of the items loaned. In all cases, discretion should be exercised, and equipment loaned only after notification of and clearance with other staff members responsible for said items.

A record will be maintained of equipment while it is off campus per this policy. *Board Policy 3212 Approved 1/23/63 Amended 5/15/78*

Equipment Needed for Student Activities and Clubs

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

Audio Visual Equipment/Computer Repair

When AV or computer equipment breaks down, please telephone the ETS Call Center at ext. 8324, or go to: <http://etshelp.fhda.edu>. A work order will be initiated.

Library West Computer Lab

Non-print material related to instruction can be placed in the Library West Computer Lab for student use on-site or for overnight checkout. Materials should be reserved at least 1 week prior to the date needed for classroom use.

Matriculation

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

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

Telephone: Cheryl Woodward, Instructor/Matriculation Coordinator, ext. 8780

E-mail: woodwardcheryl@deanza.edu

Chapter 8

Student Services and Programs

Academic Council

The Academic Council is responsible for the evaluation, enforcement, interpretation, and the granting (for cause) of exception to academic regulations. Students can petition for many things and faculty are often asked to sign the petition in approval. Faculty are not required to approve any petition but should use their professional judgment in assessing the student's petition. The Council meets on an as-needed basis when the agenda consists of petitions that require the action of the full Council. All proposals from Academic Council regarding the Process to Initiate Change in College Policy/Regulations are routed through the President or authorized designee (Revised April 1993).

Telephone: Tamica Ward, Dean of Admissions and Records, ext. 8292

E-mail: wardtamica@fhda.edu

Campus Abroad

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

Telephone: Coordinator, Campus Abroad Program, ext. 7614

Hours: 8:00 a.m. - 5:00 p.m.

Web site: <http://www.foothill.edu/campusabroad/index.php> .

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

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

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

Counseling Services

International Students

The International Students office provides services for students who have an F- I VISA and have an I-20 on file with the International Students office at De Anza College. Students are provided with new student orientation, counseling and academic advising, financial aid assistance, transfer assistance, and career planning.

Location: Learning Center West 102

Hours: Monday: 9:00 a.m. – 5:00 p.m.; Tuesday: 9:00 a.m. – 6:00 p.m.; Wednesday: 9:00 a.m. – 3:00 p.m.; Thursday 9:00 a.m. – 6:00 p.m.; Friday: 9:00 a.m. – 1:00 p.m.

Telephone: (408) 864-8826

E-mail: dainternational@fhda.edu

Web site: www.deanza.edu/international

Student Success and Retention Services (SSRS)

Student Success and Retention Services (SSRS) is an academic enrichment and support program that facilitates the matriculation of students with historically low retention and transfer rates, first-generation college students and re-entry students. The center provides a supportive community of peer mentors, tutors, faculty, and staff and assists students with defining and successfully achieving their educational goals. Program participants receive educational planning and academic advising, personal counseling, academic mentoring and coaching, study groups, leadership development, student computers, four-year and university campus tours, academic enrichment workshops as well as scholarship and financial information.

Location: Upper Floor, Student and Community Services building

Hours: Monday: 8:30 a.m. – 5:00 p.m.; Tuesday: 8:30 a.m. – 7:00 p.m.; Wednesday: 8:30 a.m. – 3:00 p.m., 5:00 p.m. – 7:00 p.m.; Thursday: 8:30 – 5:00 p.m.; Friday: 8:30 – 1:00 p.m.

Telephone: (408) 864-8470

Web site: <http://www.deanza.edu/ssrsc>

Transfer Center

The Transfer Center is designed to assist students who are considering transferring to a four-year degree program. Understanding admission requirements and the transfer process can be time consuming and confusing. To facilitate the process, the Transfer Center offers the following resources and support services to assist students in researching options, making sound choices and planning a smooth transition between institutions.

- Academic advisement by appointment
- Curriculum/Transfer Guides – outlining course requirements for specific majors Information about articulation agreements, guaranteed admission programs, and impacted majors
- College catalogs from all University of California and California State Universities, many private colleges and universities, and may out-of-state colleges and universities
- College directories: College Blue Book and Peterson's Guide to Four-Year Colleges Computerized references: ASSIST articulation agreements
- Visits from University of California, California State University, and selected private university representatives to provide transcript evaluation and transfer advisement
- Workshops on guaranteed admission, general education requirements, and application procedures

The Transfer Center sponsors special programs throughout the year. All scheduled activities are posted in the Counseling Department.

Location: Upper Floor, Student and Community Services building

Telephone: (408) 864-8841

Website: <http://www.deanza.edu/transfercenter/>

Disability Support Programs & Services (DSP&S)

Computer Access Lab (CAL)

The CAL offers a program to assist students whose disability impacts their use of computers. Special classes provide instruction in assistive technologies. There is magnification equipment available for the visually impaired, voice synthesizers and Braille printers for the blind, speech recognition software, and other adaptations for students with physical or learning disabilities. Special support is available for mainstream classes and staff can consult on accessibility for campus computer equipment.

Lab: Located in the Advanced Technology Center (ATC 203)

Website: <http://www.deanza.edu/cal/>

Disability Support Services (DSS)

DSS is responsible for meeting the academic support needs of students with verified physical or psychological disabilities on the De Anza campus. Services and accommodation include disability management counseling, adaptive equipment, coordination of academic support services (note takers, readers, sign language interpreters), test accommodation, assistive computer technology and training, registration assistance, campus mobility, and materials in alternative media. DSS also provide faculty support, information and consultation on appropriate academic accommodations for students in their classes.

Location: Student Community Services Building Room141

Telephone: Patricia Whelan, ext. 8753

Alternate Media Production: Debee Armstrong, Alternate Media Specialist, ext. 5815

TTY Phone: ext. 8748

FAX: ext. 5492

Using California Relay Service: Rosemary Jensen, Supervisor, Deaf & Hard of Hearing Program, ext. 8755

Hours: Monday/Thursday, 8 a.m. – 5 p.m.; Tuesday/Wednesday, 8 a.m. – 7 p.m.; Fri 8 a.m. - 4:30 p.m.

Website: <http://www.deanza.edu/dss/>

Educational Diagnostic Center (EDC)

The EDC provides support services for students with learning disabilities and information for faculty and staff. Students with learning disabilities have average or above intelligence as measured by standardized assessment instruments, but may have educational difficulties receiving, retaining or expressing knowledge. These deficits may affect the rate, accuracy or efficiency of reading, written language or mathematical acquisition or production. Time management, project organization and initiation, sustained attention and social skills may be difficult as well. The Center's services include: learning disability assessment, registration assistance, consultation with instructors, specialized tutorials, accommodation coordination, and specialized developmental skills classes listed under Guidance in the schedule of classes.

Telephone: Nancy Hernandez, ext. 8839

Hours: Mon/Tue/Thu, 8:30 a.m. – 5:00 p.m.; Wed., 8:30 a.m.-5 p.m.; Fri, 8:30 a.m.-1 p.m.

Location: Learning Center West 110

Web site: <http://www.deanza.fhda.edu/edc/>

Distance Learning Center

The Distance Learning Center offers students an alternative to traditional classroom studies with courses available through a variety media including, cable TV, online, videoconferencing and mixed media. Courses are designed to accommodate both students who prefer courses that do not require on-campus meetings and students who want some face-to-face contact with instructors and classmates.

Location: Media and Learning Center 250 (MLC250) [upper floor]

Telephone: ext. 8969, FAX: (888) 864-7168

Email: distance@deanza.edu

Web site: <http://www.deanza.edu/distance>

EOPS

Extended Opportunities Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) is a state funded program established to assist low income and academically disadvantaged California residents to be successful in college. EOPS/CARE provides eligible students with support services such as early registration, personal and academic counseling, transfer assistance and may include grants and book assistance. EOPS/CARE Staff are advocates for students and committed to helping them achieve their educational goals.

Location: Lower level, Hinson Campus Center
Telephone: Reception, ext. 8950
Hours: Monday – Thursday, 8:00 a.m. – 4:30 p.m.; Friday, 8:00 a.m. – 3:30 p.m.
Web site: <http://www.deanza.fhda.edu/eops/>

Financial Aid

The Financial Aid Office offers information and applications for federal and state grants, loans, work-study, scholarships and enrollment fee waivers. There is aid available for low, middle and upper income students and their families.

Location: Baldwin Winery building
Telephone: Reception, ext. 8718
FAX: (408) 864-5658
E-mail: financialaid@deanza.edu
Web site: <http://www.deanza.edu/financialaid/>
Hours: Monday – Thursday, 8:00 a.m. – 5:00 p.m.; Fri 8:00a.m. – 2:00 p.m.

Honors Program

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

Location: S-33B
Coordinator: Lydia Hearn, Program Coordinator, ext. 5785 or ext. 8833
E-mail: dahonors@deanza.edu
Web site: <http://www.deanza.edu/honors>
Hours: Monday – Thursday, 8:30 a.m. – 4:30 p.m.

Student Success Center

The **Student Success Center** (SSC) supports classroom instruction by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible academic success. Trained peer tutors and friendly staff and faculty support students in various ways.

- Free weekly, drop-in, and group tutoring for math, science, language arts, social sciences, languages and other subjects;
- Workshops on study skills, math topics, and writing and reading topics;
- Listening and speaking workshops and tutoring;
- Flexible, self-paced skills courses;
- Course-specific study skills courses;
- Tutor training courses.

Telephone: Diana Alves de Lima, Co-Director: 408-864-8485
Melissa Aguilar, Co-Director: 408-864-5422
Location: S-43 (math and sciences), ATC 304 (general subject tutoring),
ATC 313 (Listening and Speaking Center), ATC 304 (writing and reading),
ATC 302 (Academic Skills)
L-47 (Listening and Speaking Center)
E-mail: Diana Alves de Lima, Co-Director: alvesdelimadiana@fhda.edu
Melissa Aguilar, Co-Director: aguilarmelissa@fhda.edu
Web site: <http://www.deanza.edu/studentssuccess>

Chapter 9

Office of College Life

The Office of College Life provides an information and resource center for students, staff and community members. It also enhances multiculturalism and diversity at De Anza. The office in concert with the De Anza Student Body (DASB), clubs and staff provide for numerous educational programs and events representing our diverse student and staff population.

Among the many services are a housing board, book exchange, bus schedules, and approval stamp for posting materials. Also available is free legal advice by a lawyer who will advise students on many legal matters.

Telephone: (408) 864-8756

Location: Hinson Campus Center, Lower Level

Email: Dennis Shannakian, Administrative Assistant: shannakiandennis@deanza.edu

Website: <http://www.deanza.edu/collegelife/>

Clubs

Since student success is the focus of De Anza, students are encouraged to be in the mainstream of college life. One of the best ways for students to get into the mainstream is to join one or more of the clubs on the campus. There are more than 40 active clubs on campus. New clubs are formed to meet the needs and special interests of students. These clubs provide participation in areas of various interests and sponsor projects and programs on and off-campus. Pick up a copy of the club brochure from the Office of College Life.

Telephone: (408) 864-8693

Website: <http://www.deanza.edu/clubs/>

Student Publications

La Voz, the Voice of De Anza, a first amendment newspaper, is written, edited, and produced by students. Students may join the editorial staff or freelance for *La Voz* and earn course credit through the Journalism department in the Language Arts Division.

Website: <http://www.lavozdeanza.com>

Red Wheelbarrow (formerly known as *Bottomfish* from 1976-2001), De Anza College's literary magazine, is published in both national and student editions. The fall national edition features work by poets and writers from around the world. The spring student edition features writings, art, and photography by students from both De Anza and Foothill Colleges. Both editions are edited and produced by students who earn course credit through the creative writing program in the English department, Language Arts Division.

Website: <http://www.deanza.edu/english-writing/creative/redwheelbarrow.html>

Student Government

The De Anza Associated Student Body (DASB) is the elected government organization designed to enhance the college environment through student involvement in the decision making process. Student government financially supports athletics, clubs, dances, speaker and film series, creative arts events, student publications, and social events.

Active participation in student government provides the opportunity to gain skills and knowledge in group dynamics and program planning. It also provides the student with effective channels to promote change and growth within the college system.

Students are encouraged to participate in the development of co-curricular programs and the formulation of general college policies. Participation of students in the governance of the college is effected through membership and participation on all major college boards and committees.

The opportunity for self-government is extended to the students of De Anza by the Board of Trustees, the administration and faculty to promote student activities which provide social and intellectual stimulation to the college campus and community.

Website: <http://www.deanza.edu/dasb/>

Other Campus Services and Programs

Child Development Center

The Child Development Center, located at the south end of parking lot E, serves children from eight months through pre-kindergarten. Children are provided with a planned program of activities under the supervision of credentialed teachers.

Although the main purpose of the Center is to allow low-income student parents to attend classes, there are a few full-cost slots available to faculty and staff. Pre-registration is required. The Center maintains a waiting list and new slots are filled from the list.

Weekly fees for subsidized childcare are determined by a sliding scale depending on each family's gross monthly income and number of members in the family. Tuition for full cost families is available by calling the Center.

Telephone: Maritza Barron, ext. 8891

Web site: www.deanza.edu/child/

Dental Clinic

Should a faculty or staff member or anyone in their family need a scaling and prophylaxis, fluoride treatment, or X-rays, consider the Dental Hygiene Clinic (located at Foothill College). There is a modest charge, and because this is a teaching situation, some prospective patients may be unacceptable (too young, serious medical or dental problem, etc.).

Telephone: ext. 7335

Hours: Monday–Thursday, hours vary each quarter

Community Education and Short Courses

The Foothill-De Anza Short Courses Program provides a variety of fee-based not-for credit courses in educational, recreational, cultural and community developments beyond those offered through regular college programs. The current Short Courses brochure “Impact” can be downloaded in from the website.

Location: Student and Community Services, room 127

Telephone: ext. 8817

Web site: <http://fhda.augusoft.net/index.cfm?>

E-mail: shortcourses@fhda.edu

Extended Year Summer Youth Enrichment Program

The Summer Enrichment Program (Extended Year Program) is offered for students entering 1st through 9th grades. This De Anza College program operates in partnership with the Cupertino Union School District and the Euphrat Museum of Art. The program operates for 4 weeks, mornings only at six to nine school sites throughout the local community. The program is fee-based and accelerated classes are available for GATE identified students. Registration begins in mid-March each year.

Location: Planetarium Office #5

Telephone: ext. 5860

E-mail: extendedyear@deanza.edu

Web site: <http://extendedyear.deanza.edu>

Fujitsu Planetarium

The Fujitsu Planetarium hosts a variety of shows, classes, and lectures throughout the year. Daytime star shows are available for school age youth groups from September through July. Weekend Family Astronomy Evenings and a weekend Lecture series are also available. Laser light shows are performed on Saturday nights. The planetarium may be rented for corporate events, birthday parties, wedding, etc. Please call for current rates on all shows and events.

Location: North end of Parking Lot E, past the Science Resource Center

Telephone: ext. 8814

Laser Line (recorded Laser Light Show information): ext. 5791

E-mail: hawthornmargarita@deanza.edu

Web site: <http://www.planetarium.deanza.edu/>

Chapter 11

District Services

The District handles many centralized services. District offices are normally open Monday through Friday, 8:00 a.m. to 5:00 p.m. District staff perform services in the following areas:

Department	Responsibility	Phone
<i>Accounting</i>	Accounts payable or receivable	Hector Quinonez, Executive Director, Fiscal Services,, ext. 6250
<i>Archives</i>	Maintain an Archive to document the historical, financial, legal and administrative records of the district and its two campuses	Marilyn McDonald, ext. 7721 E-mail: mcdonaldmarilyn@fhda.edu
<i>Education Technology Services</i>	Implement and maintain the technology and networking infrastructure to provide instruction and administrative support	Pam Eberhardt, Executive Assistant, ext. 6119 eberhardtpam@fhda.edu Technical Call Center, ext. 8324 https://etshelp.fhda.edu/
<i>Human Resources</i>	Benefits, employment, and personnel	Patti Conens, ext. 6220 - Personnel/Faculty Araceli Kalingara, ext. 6251 - Personnel Kris Lestini, ext. 6222 - Personnel/Classified
<i>Institutional Research and Planning</i>		David Ulate, Executive Director, ext. 6187 ulatedavid@fhda.edu Mallory Newell, De Anza Researcher, ext. 8777 newellmallory@fhda.edu
<i>Payroll Services</i>	Provide information concerning payroll and voluntary payroll deductions	Hong Nguyen, ext.6253 - Part-time Faculty Ly Luu, ext. 6257 - Classified Staff Scottie McDaniel, ext. 6265 - Full-time Faculty
<i>Plant Services</i>	Plant operations, custodial, grounds, HVAC and maintenance	Sally Gore, De Anza Support Center, ext. 5438 goresally@fhda.edu
<i>Purchasing</i>	Assist in materials selection and purchase	Pam Grey, Director, ext. 6166 greypam@fhda.edu
<i>Risk Management</i>	Answers questions regarding insurance, field trips, volunteer liability, general liability, disaster preparedness, first aid kits and other safety issues	Marsha Kelly, Director, ext. 6131 kellymarsha@fhda.edu
<i>Benefits, and Workers Compensation</i>	Worker compensation issues	Christine Vo, ext. 6224 MyBenefits@fhda.edu

Emeritus Status

Eligible retired faculty may elect to receive an employment contract under Article 19. Refer to the District/Faculty Association Agreement, Article 19: http://fa.fhda.edu/agreement_articles.html

Faculty Service Areas (FSA's)

At the commencement of probationary employment with the District, a faculty employee shall be assigned to the appropriate Faculty Service Area(s)(FSA) for which he or she qualifies by the terms of employment.

It is the individual faculty member's responsibility to update their personnel files regarding Faculty Service Areas (FSAs) when they become eligible for additional FSAs. For specific language, refer to Article 15 of the District/Faculty Association Agreement: http://fa.fhda.edu/agreement_articles.html.

FSA application forms may be obtained from the campus Personnel Office.

Faculty Load

Determining what constitutes a full course load for faculty is based on several variables: The assignment type (lecture, lecture/lab, or lab), the size of the class, and the workload required of faculty teaching the course. Loads vary from division to division and even department to department. See your Division Dean for what constitutes a full-load for your discipline.

Professional Achievement Award

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

Professional Growth

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

Chapter 13

Staff Development

The Office of Staff and Organizational Development serves a leadership role in promoting the professional development of all members of the De Anza academic community. To provide appropriate opportunities for personal and professional development, Staff and Organizational Development supervises the processes for allocating staff development resources. It also coordinates a comprehensive program of individual and institutional professional growth with responsibility for planning, promotion, implementation and evaluation.

The Office of Staff and Organizational Development is staffed by a full-time director, a full-time program coordinator, and a part-time student office assistant. The office houses a collection of print and resource materials, all available for checkout, as well as a comfortable area for reading, relaxing, having a cup of coffee or tea, and chatting with colleagues.

Telephone: Jackie Reza, Director, ext. 8366

Mary Kay Englen, Program Coordinator, ext. 8322, englenmarykay@fhda.edu

Location: Media and Learning Center, MLC-246

Hours: Monday – Thursday, 8:30 a.m. – 4:30 p.m.; Fri 8:30 a.m. – 12:00 p.m.

Web site: www.deanza.edu/staffdev/

Technology Training

The Faculty and Staff Computer Lab is located next to Staff Development, in the Media and Learning Center building, room MLC-243. The lab contains 26 computers, a laser printer and both a flatbed and a slide scanner. Technology workshops are occasionally offered and the lab is open on a drop-in basis from 8:30 a.m. – 4:30 p.m. Monday through Thursday, and 8:30 a.m. - 12 p.m. on Friday. A schedule of workshops is published and distributed by e-mail each quarter.

Professional Conference Funds

Funding is available for faculty, classified staff and administrators to attend professional conferences, workshops, trainings, seminars and other revitalization activities related to their professional development. Guidelines and application forms are available on the Office of Staff and Organizational Development web site.

Web site: <http://www.deanza.edu/staffdev/conferences/fundstatus.html>

Training/Retraining Stipends

Funding is available through the District for full-time regular faculty employees to participate in a program of study, work experience, or training that will expand the number of areas in which he or she is qualified to perform services for the District. Refer to Article 35 and Appendix R of the Agreement.

Web site: http://fa.fhda.edu/agreement_articles.html

Professional Development Leaves

Professional Development Leaves ("sabbaticals") are available to full-time faculty and classified staff employees.

Faculty: Refer to Article 17 and Appendix P of the District/FA Agreement.

http://fa.fhda.edu/agreement_articles.html

Classified: Refer to Article 10.13 of the A.C.E. Contract and Article 8.5 of the CSEA/Unit A Contract.

<http://www.acefhda.org/>

On Campus Workshops

Throughout the year, Staff Development offers and supports a wide variety of training and workshops:

- to build skills in support of learning (basic skills, interdisciplinary learning communities, collaborative learning, learning styles, classroom assessment techniques, instructional skills workshops, student learning outcomes, job skills and customer service);
- to develop leadership skills (management development, communication skills, meeting and presentation skills, team building, classified leadership development);
- to promote safety, health and personal well-being (weight control, nutrition and exercise, stress management, handling change, violence in the workplace, difficult people, disaster preparedness, ergonomics);
- and to support equity, social justice, multicultural and cultural humility initiatives (intercultural communication, cultural humility, white awareness, multicultural curriculum, and effective teaching for a diverse student population).

Orientation and Tenure Review

Staff Development conducts the orientation programs for new full-time faculty and classified staff as well as part-time faculty orientation. In addition to two-day pre-school session in the fall, new faculty participate in the First Year Experience program in which they meet regularly, as a group, during their first three quarters at the college.

Working closely with the Tenure Review Coordinator, Staff Development conducts peer evaluation training for members of tenure review committees as well as workshops designed specifically to facilitate the four-year tenure process for tenure-track faculty.

Staff & Organizational Development Staff

Jackie Reza, Director

ext. 8366

rezajacqueline@fhda.edu

Mary Kay Englen, Program Coordinator

ext. 8322

englenmarykay@fhda.edu

FAX:

(408) 864-5510

Chapter 14

Events

Flea Market

The De Anza Flea Market is held on the first Saturday of each month in parking lots Band C located on the east side of campus. Every month this quality Flea Market attracts more than 950 vendors and more than 15,000 browsers. The De Anza Associated Student Body (DASB) sponsors the event, which provides the DASB and Parking Services with substantial revenue. There is no admission charge for browsers. Vendor information can be obtained from the Flea Market Office or web site.

Telephone: Scott Marchand, ext. 8414

Web site: www.deanza.edu/fleamarket/

Graduation

Each year at the end of spring quarter, De Anza College holds an impressive commencement ceremony..For a number of years, more than 1,200 De Anza students have been eligible to participate in this annual commencement. About 5,000 people - including graduates' families and friends as well as De Anza faculty and staff - attend the outdoor program and are invited to a reception following the ceremony. Faculty members and classified staff are strongly encouraged to participate in graduation to honor their students. They should call the College Bookstore at (408) 864-8446 by May 1 to order their caps, gowns, and hoods. The graduation event is planned by College Services.

Telephone: Paula Joseph, College Services, ext. 8758

Web site: www.deanza.edu/graduation/

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Appendix A

Emergency Procedures

In case of an emergency call 911.

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

Overview

Emergencies such as power outages, lab accidents or an earthquake can occur without warning, jeopardizing lives and property. Emergencies do not allow you the time to calculate your move. Unfortunately, there is no guarantee for a perfect response to every emergency, but being prepared can help you gain a clear understanding of your role if an emergency occurs while you are on the job. Remember! Emergencies can strike with little or no warning, leaving you no choice but to be prepared.

As a result of the 1991 East Bay Hills fire in Oakland, the Legislature passed Senate bill 1841 that became effective January 1, 1993. The law is found in Section 8607 of the Government Code. The intent of this law is to improve the coordination of state and local emergency response in California. Hence the Standardized Emergency Management System (SEMS) was established.

Functions

The following are the functions assigned to the Faculty (Full or Part-time) and Staff.

1. Reports to the building monitor during normal working hours and to the Incident Commander during evening hours.
2. Assumes responsibility for overall safety of people in their classrooms and/or building.
3. Determines the status of individuals in their classrooms and/or building e.g. the number of students present, number of students injured, the number of disabled students, etc.
4. Under the directions of the building monitor or the Incident Commander, conduct the orderly evacuation of the classroom and/or building.
5. Coordinates the initial first aid with the building monitor or Incident Commander until the campus emergency response personnel or outside medical teams arrive.
6. Continues to keep the building monitor or the Incident Commander apprised of the status of his or her classroom and/or building and people throughout the emergency.
7. May assume the responsibilities of the building monitor in his or her absence.
8. Maintain a journal during the emergency.

What to do

First Aid

1. Do not move an injured person unless absolutely necessary.
2. Stop bleeding with firm pressure on the wound.
3. Restore breathing. Clear air passages and begin mouth-to-mouth resuscitation or CPR.
4. First-aid kits are located in the following places:

Administration

Campus Center Kitchen

Corporation Yard

District Offices

Division Offices

Health Center
Laboratory Stockrooms
Learning Center and Learning Center West
Maintenance Shop
Physical Education Locker Rooms
Registrar's Office

Power Blackout

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

1. Between 7:30 a.m. and 5:00 p.m., notify Plant Services at ext. 5438, or deliver a message to the office. Phones in the outage area may not work.
2. After hours, notify ext. 7313, or deliver a message to District Police in the Campus Center.
3. If evacuation of the building is required, seek out any handicapped persons and provide assistance.
4. Staff in labs or offices should secure experiments, activities, or equipment that may present a danger if electrical power is off or if a danger may be created by the return of power at a later time. Turn off any gas outlets used in lab experiments.
5. Turn off all electrical equipment and appliances (leave lights on).

Power failure may disable office phones. Pay telephones and cell phones may be used.

Explosions

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

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

Fire

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

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

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

Earthquake

In the event of an earthquake:

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

Bomb Threats and Search

Employees receiving or discovering a bomb threat or emergency should immediately notify EMERGENCY at 911.

1. *DO NOT* evacuate the building. *DO NOT* activate fire alarm.
2. If a bomb threat is received by phone, ask the following questions:
When is the bomb going to explode?
Where is the bomb right now?
What kind of bomb is it?
What does it look like?
Why did you place the bomb?
3. Keep the caller on the phone as long as possible. Record the following information for the police:
Time of call
Date of call
Exact words of person
Sex, age
Speech pattern, accent
Background noises
4. If a bomb threat is received by mail, employees should:
 - a. NOT handle envelope or package.
 - b. Leave immediate area.
 - c. Notify EMERGENCY at 911 and stop anyone from entering area where package is located.
5. If a suspicious object is discovered, the employee should:
 - a. NOT attempt to touch or move objects.
 - b. Evacuate immediate area. Notify EMERGENCY at 911 and await further instructions.

Work Place Violence

Random shooting

In the event of a random **shooting** incident certain protective actions are recommended. It is advised that you secure the classroom (area) and take cover. Immediately call Emergency at **911** and give them your extension number along with a detailed report of the event. Do not forget to give them a complete description of the individual(s) responsible and their location.

You should remain in the same secure area unless it is clear that moving to a new location takes you out of danger. Security will call you back to advise you of what actions to take. A call back to you could take as long as 45 minutes, depending upon the circumstances.

You should not call the District Police repeatedly, unless you must report additional new information. This kind of event is the most difficult situation to plan for and control; prior incidents have shown that shooting perpetrators often have predictive behavior patterns.

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

Appendix B

Commonly Used Forms

Administrative and Peer Evaluation Forms

- Administrator or peer to evaluate faculty (current District/Faculty Agreement, Appendix J1).
http://fa.fhda.edu/agreement_articles.html

Change of Address Forms

- Log in to MyPortal, go to the Employees Tab, click on “View Addresses and Phones” to update.

Change of Grade

- Change a student's grade due to clerical error (Forms may be obtained from the A & R office at the faculty window).

Conference Funds Applications

- http://www.deanza.edu/staffdev/staffdev_forms.html

Flex Day Activity Form

- Request an individual flex day activity. (current District/Faculty Agreement, Appendix H4).
http://fa.fhda.edu/agreement_articles.html

Full Time Faculty Release/Stipend/Additional Pay Authorization

- Fill out if working an extra assignment for additional pay.
<http://www.deanza.edu/faculty/forms/personnel.html>

Incomplete Form

- Fill out if student does not complete work in any given quarter (forms may be obtained from the A&R office at the faculty window).

Leave Report for Faculty

- Log in to MyPortal, go to the Employee Tab/Faculty Leave Reporting, click on Launch Application.

Library Materials Request

- Order books, periodicals, etc.
<http://www.deanza.edu/library/purchaserequest.html>

Local Mileage Voucher

- Reimburse staff/faculty for college related business travel.
<http://business.fhda.edu/accounting/bannerforms>

Part Time Faculty Pay Form

- Special projects/additional pay form for part-time faculty.
<http://www.deanza.edu/faculty/forms/personnel.html>

Petty Cash Request

- Request for petty cash (obtained from your Division Administrative Assistant).

Printing Request Form

- Complete and attach to your originals or email as an attachment with your online request (preferred).
<http://www.deanza.edu/faculty/forms/printing.html>

Professional Development Leave

- Request a sabbatical (current District/Faculty Agreement, Appendix P1).
http://fa.fhda.edu/agreement_articles.html

Appendix C

The Quarter

Beginning of the Quarter

First Class Meeting

1. Distribute your "green sheet" (or information sheet), which should contain your name, office hours and location, email address, phone number, books required/recommended, how course is conducted, course grade formula, attendance policy, and any other specific information pertinent to student success. A specific assignment sheet (course syllabus) listing homework and other project due dates is recommended (many students need a visual record of work expected; these can be labeled as "tentative" with a footnote that changes and/or additions may be made at any time).
2. Instructors are expected to meet for the full period of the first meeting (unless the class will be canceled due to low enrollment).
3. If the class is not full, please add students to the maximum seat count. While adding students is at the discretion of the faculty member it should be noted that to assist in student access to classes faculty should consider adding students to the class maximum. **Note:** Instructors should remind students of any prerequisites or co-requisites. The registration process should block students without the appropriate placement in English, ESL or Mathematics courses.
4. Department/Division policy should indicate how "no shows" and late "adds" are dealt with.
5. If seats are available, students not on your roll sheets should be given a course Add Code so they can process the add online or at the Admissions and Records Office.

Class Meetings

1. Begin and end on time.
2. Classes should meet as scheduled, including finals, and in the assigned room. Please do not change class meeting rooms or class times without going through your division dean.

Assignments, Evaluations and Student Learning Assessments (see Appendix D)

End of the Quarter

Grade Reports and attendance Records

1. The window for posting final grades will open in your faculty portal just prior to finals week. Final Grades must be submitted within three working days after the end of Final Exam Week.
2. Turn in your keys to Paula Joseph at College Services if not teaching the next quarter.

Grade Change Card

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

Appendix D

Assignments, Evaluations and Student Learning Assessments

For college credit courses assignments, evaluation (e.g. testing) and assessment of student learning outcomes should be consistent with the course outline and stated student learning outcomes. These may be found online at the ECMS-SLO website or in your Division Office.

I. Assignments (alias Homework)

The general rule for college level credit courses is two hours of homework outside of class for each one hour in lecture class. Out-of-class assignments can be an important part of the student's learning process, whether an extension of a lesson just covered, preparation for a new topic, or the review of a unit of study.

Assignments, tests, and other means evaluation and learning assessments should reflect appropriate college level work, require critical thinking, reflect mastery in all or some of the Institutional Core Competencies (<http://www.deanza.edu/about/icc.html>) and/or demonstrate skill mastery.

A. Suggestions for Developing Meaningful Assignments

1. Be sure that students know exactly what the assignment requires and when it is due. Assignments need to be well thought-out as to relevancy to the subject matter and well prepared with step by step instructions with few assumptions. Realistically, courses compete with one another for students' time and courses in which assignments are infrequent, unclear, or unrealistic will suffer. Clarify the assignment.

Prepare an assignment sheet (class syllabus) to assist those students who have not developed the habit of writing reminders to them. Although students may not have questions about an assignment given orally, they often need a written copy for best results.

2. Check that students have been given or should already have the skills needed to complete the assignment.
3. Clearly explained expectations utilizing rubrics for example, are quite helpful. (<http://www.deanza.edu/slo/archivedocs.html>), and links there to "Rubrics")
4. Give the assignment before the last minute of class while there is still time for questions and explanations. Remind students not to "pack up" during the last few minutes and become distracted or distract others.
5. Vary assignments to fit different student learning styles; have both exercises from the text and application exercises that require students to extend their skills (e.g., interviews, research, community involvement...).
6. In order to show students that there was a reason for doing the work, make it relevant and use the assignment in some way. For instance, use the assignment as a basis for class discussion, a way to assess class understanding, or a lead-in for a new lesson.
7. If homework is to reinforce skills, the instructor might choose not to collect it but to have students exchange papers or just discuss the answers. If the assignment will be collected and graded, students should be

informed ahead of time. If students are told the assignment is to be graded, it should be done in a timely manner and returned with feedback as to student success. The reason a student gave an incorrect answer is much more important than just that he/she made an error.

8. Homework may or may not be considered when assigning a final grade. Either way, the policy should be clearly noted on the "green sheet."
9. If homework is collected and used as part of the grade, students should be responsible for turning in work on time and in an organized, acceptable, legible form. Such work encourages successful student behaviors and self-respect.

II. Testing and other Evaluation Tools

There are many forms of evaluation that can significantly contribute to the student learning assessment process and help the instructor assign a final grade.

The particular needs of a course may dictate a method of testing other than those described in detail above; for example, in horticulture, the demonstration of grafting processes or in painting, the productions of perspective.

A. Testing

A test is defined as a quantitative observation of a moment in the learning process.

Whatever the form, a test should measure the attainment of a unit studied or of specific course objectives. Tests should not be tricks but measures of "works in progress," the student and instructor learning processes.

i) Suggestions for Preparing and Grading Tests

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

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

7. Tests should reflect what students have learned and were told to review, unless specified as "application" type tests.
8. Tests should be returned to students as soon as possible. If a letter grade is given, test answers, especially for midterms and other important tests, can be gone over one-by-one during class as a learning experience (overheads are useful here) or in conference with each student.

ii) Make-up Testing

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

iii) Scheduling of Tests

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

Final examinations are required for every college level credit course and should be given in accordance with the final exam schedule published in the schedule of classes. Any deviation from the published schedule must have prior approval of the Division Dean.

iv) Types of Tests

Test Type	Advantages	Disadvantages
Multiple Choice: These tests are used: <ul style="list-style-type: none"> • To access memory of specific information. • To evaluate higher levels of learning, synthesis skills such as integrating material from several sources, and critical thinking skills, such as evaluating and comparing response choices. • For diagnostic purposes (identification of skills previously acquired) and, if questions are coded as to specific skill being asked for, helping students see strengths and weaknesses. • To provide immediate feedback. 	Show student learning accurately if questions and choices are well written.	Questions requiring judgment are difficult to construct.
	Facilitate scoring (Scantron machine is available in the mailroom).	Inadequate reading ability may cause error rather than lack of knowledge about specific skill.
	Measure both memory and judgment.	Often used for specific but trivial information.
		Time consuming to construct.
		Students can pass on answers to others.

Multiple-choice tests are often used in colleges; therefore, it is especially important that instructors write them well.

Suggestions for Writing Multiple Choice Items

1. Allow sufficient time to write thoughtful, relevant questions and to validate them or at least check for possible misinterpretation. It is helpful to write one or two questions a day/week after particular skill lessons has been taught.
2. Use note cards to draft questions on so that they can be sorted easily.

3. Create a mix of memory and higher learning (judgment) questions; however if critical thinking is the primary goal, concentrate on questions that ask the student to apply, analyze, synthesize, and evaluate.
4. Create a "stem" first- a single, definite problem in the form of a question or incomplete sentence; then, write the correct option and three or four distracting options (the latter should not be "trick" options but require some sort of comparison of key elements).
5. State the problem concisely; what the student is to answer must be obvious and discernible without having to read all of the options.
6. The stem should include all necessary information to determine the problem but not contain irrelevant material (padding) unless that is part of what is being assessed.
7. Avoid unnecessary repetition ("lead-ins") in the answer choices by including as much as possible in the stem.
8. State the problem or ask the question in a positive form. The use of negatives can be confusing to even the best students, and poor readers may miss words like "not."
9. Avoid making the correct answer obviously shorter or longer than the other choices.
10. Distraction options can come from actual student errors on homework or other class work.
11. Be aware of "absolutes" (all, never, none); these usually make an option incorrect, whereas, "qualifiers" (sometimes, usually) are more likely to be found in the correct choice.
12. Be aware of grammatical inconsistencies between the stem and the distraction options; students can use these to determine the correct answer without understanding the skill.
13. Be cautious in using "all of the above" or "none of the above."

Test Type	Advantages	Disadvantages
Completion Tests: These tests require the student to fill in the "missing" part of a statement either from their own knowledge or from a list of numbered choices.	Little chance to guess correct answer.	Measures memory more than judgment.
	Good when student must recall specific facts, words, or symbols.	Difficult to make only one answer fit.

Suggestions for Writing Completion-Type Questions

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

Test Type	Advantages	Disadvantages
Identification Tests This type of test requires the student to name certain objects and is useful for measuring knowledge of such factors as names of tools, materials, locations, or parts. Like completion tests, this type often works best if items are numbered and students write answers on a separate page with same numbers.	<i>(See Completion Tests)</i>	

Test Type	Advantages	Disadvantages
True-False Tests These tests are quite commonly used in college courses but are difficult to write well.	Can be used to cover a wide range of material quickly.	Guessing correct answer is a 50-50 chance.
	Easy to score.	May measure reading ability not knowledge of subject matter.
		Apt to be low in reliability.
		Difficult to write well.

Suggestions for Writing True-False Questions

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

Test Type	Advantages	Disadvantages
Matching Questions Matching questions involve identifying items listed in one column which have some relationship to items in another column.	A large number of responses can be obtained in one test item.	Does not measure complete understanding of information.
	Very objective	Does not measure judgment.
	Good for definitions and simple relationships.	Difficult to construct if matching complex, long sentences.
	Easy to construct if matching only words or phrases.	

Usually students are asked to place the appropriate numbers or letters from the right column item next to the corresponding item on the left. Usually there are extra items in the right hand column.

Suggestions for Writing Matching Questions

1. Use at least four but no more than twelve items in each question.
2. The answer column should contain two or more items more than the matching column.
3. Do not mix numbers, names, and dates in one list of answers.
4. Put numbers and dates in ascending or descending order.

5. Put names in alphabetical order.
6. Each item should be used only once (unless there are two distinct matches for one item).
7. All items for a single question should be on the same page.

Test Type	Advantages	Disadvantages
Essay Tests Essays are excellent for determining students' ability to analyze, organize, and to apply knowledge. They can be short answers (1-2 paragraphs or less) or require many pages.	Relatively easy to correct.	Knowledge may be obscured by students' poor writing abilities.
	Perhaps best indication of students' overall understanding and depth of knowledge.	Difficult to score objectively, if not a holistic grading process.
	Requires students to use higher level cognitive skills, i.e., analysis, synthesis, some form of organization.	Will not measure as many discreet items as objective test.
		May encourage bluffing or circular answers.

Suggestions for Writing Essay Examination

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

Suggestions for Grading Essay Examinations

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

Test Type	Advantages	Disadvantages
<p><i>Problem Tests</i> Many tests will consist partially or totally of problems of various types. These are particularly common in mathematics, accounting, and science courses and are similar to essay tests but with numbers rather than words.</p>	<p><i>(See Essay Tests)</i></p>	

B. Other types of Evaluation

Depending on the course and subject matter below are listed some appropriate tasks that can be and graded and used to assess student progress and to help the instructor in determining final grade for the student:

- Illustrations
- Performances
- Field Trips
- Demonstrations
- Discussions
- Lab Reports
- Oral Presentations
- Special Projects
- Community Service Projects

Once again consider developing a rubric shared with students when making the assignment to allow for a positive experience for all. (<http://www.deanza.edu/slo/archivedocs.html> -> Rubrics)

III. Assessment of Student Learning Outcomes

Student Learning Outcomes are the skills that the student will possess at the completion of your course, completion of a program, and/or upon transferring to another institution. An outcome completes the sentence: “At the completion of this course/program the student will be able to ...” They are written using words from Bloom’s Taxonomy.

Student learning outcomes assessments are designed to determine whether groups of students can successfully demonstrate an ability to do, think, feel the “expected SLOs” upon the successful completion of a specific course, program, activity, or process. These outcomes may involve a combination of knowledge, skills/abilities, and/or attitudes that display behavioral evidence that learning has occurred at a specific level of competency. The ongoing assessment of Student Learning Outcomes is specifically linked to the De Anza College Mission, Institutional Core Competencies. (www.deanza.edu/slo).

Our SLO coordinators Mary Pape, contact information: papemary@fhda.edu (x8877) and Toño Ramirez, contact information: ramireztono@fhda.edu (x5327) can help instructors design and implement SLO assessment. Our Student Services SLO Coordinator **SSLO/AUO Coordinator** Veronica Acevedo Avila, contact information: hay@fhda.edu (x8954) can help Student Services and Administrative Services groups.

The evaluation processes for SLO Assessments can be discussed and designed with peers, SLO Coordinators and/or the institutional researcher, Mallory Newell. A team approach to SLO assessment is highly encouraged. (www.deanza.edu/slo)

A final note:

The instructor and students should be a team in all of these evaluative processes.

Appendix E

Frequently Asked Questions

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

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

1. Obtain permission from the publishers if materials are not your own and are copyrighted. These forms and the laws that govern copyrighting are available in the bookstore and in the library. Copyright information: <http://www.deanza.edu/library/reserves.html>
2. Make an appointment with the bookstore manager to discuss where and how the syllabus will be copied. The course reader/syllabus will then be available for purchase at the bookstore along with (or in lieu of) the course texts. However, some publishers refuse permission, and our clearinghouse does not always agree with many of the publishers.

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

Technical Services provides equipment such as overhead projectors, slide projectors and screens, video monitors and cameras, tape recorders, etc. Call the ETS Technical Call Center at ext. 8324 [or enter a request for help at <https://etshelp.fhda.edu/>] at least 24 hours in advance, or you can plan your entire quarter's teaching needs and fill out forms requesting equipment. Forms are available in the division offices.

Where can we get transparencies or other unusual classroom supplies?

The district stores has a catalogue that is available in each division office. It is best to look through this catalogue in advance and work with your division administrative assistant to order what you need on a purchase requisition. If the need suddenly arises or if you have not prepared sufficiently in advance, you have two options. You can get permission from your division dean to purchase the item(s) at the campus bookstore. Or you can purchase what you need either in the campus bookstore or in an off-campus store and save the receipt to be reimbursed through petty cash. (Since each division has different procedures for allocating budget, you should check with your division dean or division administrative assistant to see how supplies funds are allocated for your division to ensure that you will be reimbursed for your purchases).

How can we propose a new class for the schedule?

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

Can we be trained in library reference skills? Can our students be trained?

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

If we are sick, whom do we call?

If you are sick, first^t sign in to BANNER and e-mail all your students informing them that you are cancelling class, making sure to include your department chair (if you have one), your dean and your division administrative assistant. If it is during normal working hours, call your division office and inform the division administrative assistant who will post a sign on your classroom door(s) notifying your students.

What happens if we have a medical emergency?

If you have a medical emergency, call the County 911 Dispatcher at 911 (or ask a student to go to the nearest office phone and make this call).

How do we deal with problem students?

The VP of Student Services is the primary clearinghouse for dealing with problem students. Refer to the publication Campus Safety Issues: Disruptive Behavior for steps you should take when you encounter a disruptive student.

What if we think a student has learning problems? Where do we start to get help?

The college provides a learning disabilities program to help support instructors and students in the diagnosis and prescriptive plan for the learning disabled. Call Kim Fukuyama, ext. 8838 for more information.

Whom do we call for a rain/water leak in a classroom?

Facility needs can be addressed by either calling Sally Gore at the Plant Services De Anza Support Center at ext. 5438 or report to your division administrative assistant or division dean. For on going needs, obtain a Work Requisition Form from your division office and fill out the appropriate information.

How do we purchase something?

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

Petty Cash: If the item (or combination of items) you want to purchase is under \$100, a quick way to get it is to:

- A. Purchase it yourself (and save the original receipts).
- B. Fill out a petty cash voucher.
- C. Attach the original receipt.
- D. Have your division dean sign it, and go directly to the cashier's office in the registration office for a cash reimbursement.

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

Ordering from an Outside Vendor: To purchase something from an outside vendor, see the division office.

Buying something at the Bookstore: If you are on campus and simply need some items that are not available in the division office, you can get them at the bookstore. Because of bookstore policy, you need to have a *Purchase Requisition signed by your division dean* to purchase something. Then you can go pick up the item.

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

From whom do we get keys to the classroom?

Contact your division administrative assistant and they will order keys for you. When the keys are ready, you can get them from Paula Joseph at College Services. When you no longer need the key, return it to the College Services. See: <http://intranet.deanza.fhda.edu/>

How do we reserve special rooms or facilities?

Contact your division administrative assistant to reserve a specific room (e.g. a conference room) and, for a

special event, call Kim Te (ext. 8941), to see which classrooms are available to meet your needs. If you want to use athletic facilities, call ext. 8751. To use Campus Center facilities, call Dining Services at ext. 8515.

How do we order food services for special occasions? How do we pay?

Because of county health regulations, you must go through our own Campus Dining Services. Contact Patrick Gannon, Director of Dining Services, at ext. 8516, and he can discuss with you the various food options and the price ranges. You must make arrangement for payment [budget code, check/cash] at the time of scheduling the event. Contact your division administrative assistant for help with this.

What are mentor teachers and how can I get one?

Mentor teachers are senior faculty members who are there to help "teach you the ropes" and give you answers to questions in a variety of areas. Mentor teachers are assigned by the Division deans. You may also find some on your own in time.

How do we get help dealing with the telephone?

Contact the ETS Call Center at ext. 8324 to report any technical difficulties. Self-help documents are posted online at http://ets.fhda.edu/call_center/phones for the Fujitsu telephone and voicemail system.

What about long distance calls?

Most faculty offices do not have telephones that call outside of the 415, 650, 408, and 510 area codes. To make a long distance call, ask the division administrative assistant which telephone to use.

What about the Internet?

All faculty should have access to the Internet, college administrative systems, and e-mail from within their offices. Access is also available in the Faculty/Staff Computer Lab next door to Staff Development on the upper floor of the Media and Learning Center. Contact the Tech Call Center at ext. 8324 to obtain an e-mail account.

How can we get office furniture?

Measure C funding currently is covering office furniture requests for new or replacement furniture. Contact the Furniture, Fixtures, and Equipment Coordinator, Holly Lofgren, [ext. 8371].

What will District Police do for us?

The business office of the District Police, De Anza Division [408-864-5555], is open until midnight, Monday through Friday. If you need a courtesy-parking sticker for a visitor who is working with you, you can go to District Police to get one. District Police will help you get into your car if you have locked your keys in it, escort you to your car after dark, and also give you a ticket if you park incorrectly. Download flyer with FHDA District Police information: <http://www.deanza.edu/collegeops/pdf/fhdapoliceflyer-nov13.pdf>

What should I know about parking on campus? What are resources or concerns when I teach at night?

District Police provides an escort service [ext. 5555] and there is an office for Evening Services in the Administration Building, Tony Arellano, [ext. 8333]. Currently resources are limited. Stay in well-lighted areas. Download flyer with FHDA District Police information:

<http://www.deanza.edu/collegeops/pdf/fhdapoliceflyer-nov13.pdf>

What does the Office of Staff and Organizational Development have to offer me?

Professional development opportunities, instructional technology, conference funding are examples. Watch for monthly emails and/or Staff Development workshop announcements from Mary Kay Englen. Staff support is available to assist with your needs. Contact Jackie [ext. 8366] or Mary Kay [ext. 8322].

Paychecks/Direct Deposit receipts - who has them?

All paycheck vouchers (statements) are available online in your MyPortal account, Employee Tab. Contact Payroll Services if you have a problem.

What is Faculty PAA/PGA?

Refer to Article 38, the salary schedule in the *District/FA Agreement*.

If we hire someone, how do we get him or her paid?

First, determine what kind of employee are you wanting to pay, i.e. a student employee, or a casual or temporary employee (not a registered student)? Secondly, you need to know where the money to pay the employee is coming from and the corresponding guidelines you must follow.

In the third week a student asks if he/she can have an Incomplete and make it up the following quarter. What should I answer?

Say "No." An Incomplete is for students who have satisfactorily completed all the course work up to the last week or two and then due to an emergency or serious illness cannot finish on time.

I can't make it to class next Wednesday and want to meet on Saturday morning instead. May I require students to come on a day when class is not scheduled to meet?

No.

I would like my art students, instead of attending class one session, to meet at the Egyptian Art Museum in San Jose. Any problem with my just telling them to meet me there?

Yes. You must complete a field trip request form and have the trip approved in advance. Never require students to meet you anywhere off-campus without first completing a field trip request form:

http://business.fhda.edu/_downloads/cover-sheet-fieldtriprev.pdf

When students are going to be absent or late, is it okay to have them call and leave a message with the division administrative assistant?

No! In general, please do not give out those numbers. Rather, give your students a number where you can be reached or have them email, text or leave a note in your faculty mailbox outside of the faculty mailroom. Only in cases of an extended absence should the student contact the division administrative assistant. The division administrative assistants are swamped already. Hundreds of extra calls a day (remember, we have over 22,000 students) will make their jobs completely impossible.

I'm busy during the time the final is scheduled so I thought I'd just have a friend give it. Okay?

No. As specified in the FA contract, you are contractually obligated to be here during finals week. Absences are handled the same as all other absences.

May I switch the date and time of my final?

No. Rearranging a final schedule must be approved by the appropriate dean two weeks in advance. Keep in mind that students have other class obligations and are not be required to meet your final schedule if it will interfere with their attendance at another class or class final.

A student I dropped for excessive absence two weeks ago just showed up today and claims I didn't say how many absences were allowed. I did, but she's going to take it to the Academic Council if I don't let her back in. What do I do?

Did you put your attendance policy on the green sheet? If so, no problem. If no, she has a case.

Instructors determine individual class attendance policies, which are distributed to students at the beginning of each quarter on the green sheet. State guidelines also recommend that absences in excess of one week's class meetings may be considered excessive and may be considered grounds to drop a student.

Could I enroll in a course at De Anza while I'm teaching here?

Yes.. See the Admissions and Records Office for details.

Suppose I want to date one of my students?

Remember that professional ethics mandate fair and unbiased treatment of all students. Emotional involvement may diminish objectivity. We recommend waiting until the current quarter is over before broaching this situation. See Sexual Harassment Policy: <http://www.deanza.edu/policies/sexualharassment.html>

I forgot my key, how do I unlock my classroom door?

Contact the De Anza Police Office for assistance [408-864-5555] Please remember, to order a new key and report your lost key, contact your division administrative assistant or Paula Joseph at College Services.

Appendix F

Statement on Professional Ethics

Adopted by De Anza College Academic Senate, 1991.

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

- I. Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end, they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, those interests must never seriously hamper or compromise their freedom of inquiry.
- II. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect the academic freedom of students.
- III. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.
- IV. As members of their institutions, faculty members seek above all to be effective teachers and scholars. Although they observe the stated regulations of their institutions, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of their decisions upon the program of the institution and give due notice of their intentions.
- V. As members of their community, faculty members have the rights and obligations of all citizens. They measure the urgency of these obligations in the light of their responsibilities to their subject areas, to their students, to their profession, and to their institutions. When they speak or act as private persons, they avoid creating the impression that they speak or act for their colleges or universities. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

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

Appendix G

Model Course Syllabus

De Anza College Academic Senate Model Syllabus-- (June, 2011)

1. Basic Information

- De Anza College, course, course section number, and course title
- Quarter and year
- Days, time, and location
- Instructor name, phone number, electronic mail address, and office location
- Office hours
- Advisories, prerequisites, and /or co-requisites
- Required and recommended texts and materials
- Attendance/on time policy
- Accessibility for students with disabilities appropriate to the discipline, specific course and course materials, and location of the class section

2. Goals for Students in the Course

This can be taken from the Course Objectives on the Course Outline and the Student Learning Outcomes for the course. Make language student friendly. Here is an example from an ESL reading course:

The Goals of This Course

By the end of this course, you will be able to read and

- understand literal and inferred meaning in academic material and fiction;
- identify organization and style;
- identify main and supporting ideas;
- use academic vocabulary correctly;
- write a summary;
- identify literary techniques used in fiction.

3. Grading Criteria

Include points or percentages for coursework and grading scale. Here is an example.

Coursework	Points
Writing Assignments	30
Homework	10
Quizzes	10
Midterm	25
Final	25
Total	100

Grading Scale

95-100=A, 90-94=A-, 87-89=B+, 84-86=B, 80-83=B-, 76-79=C+, 70-75=C, 0-69=no pass

4. Academic Integrity (Three alternate approaches)

Approach One – Minimal mention

Sample: I don't expect you to cheat in this class but, for all your classes, you should be aware of the college Academic Integrity Policy and its consequences for students.

Approach Two – Policy and definition

- Reference the college policy on academic integrity and the faculty member's responsibility to report incidents
- Definition of what constitutes academic dishonesty

Sample: Academic dishonesty regarding tests in this class is defined as using resources not made available by me to everyone in the class during the testing time. Academic dishonesty includes plagiarism. (Instructor adds definition of plagiarism as desired.)

Approach Three – Policy, definition, and consequences

- Reference to the college policy on academic integrity and the faculty member's responsibility to report incidents
- Definition of what constitutes academic dishonesty
- Linking specific consequences to specific dishonest actions up to and including a failing grade on the assignment or test in question.

Note: The college follows the legal opinion set forth by the California Community Colleges' legal department which limits the consequences of an act of academic dishonesty to a failing grade on the activity, assignment, or test involved.

5. Disruptive Behavior

The college will enforce all policies and procedures set forth in the Standards of Student Conduct (see catalog). Any student disrupting the class may be asked to leave that class. Administrative follow-up may result.

6. Extra Help and Support

List support services and facilities that can help students succeed. Your list can include both college-wide support and/or support specific to your course. Here is an example:

Take advantage of these free support services!

- Writing and Reading Center in AT 309
- Listening and Speaking Center in AT 304
- Math, Sciences and Technology Resource Center in S43
- Academic Skills Center in AT 302
- General Subject Tutoring in AT 305
- Disability Support Services in SCS 141

7. Late Assignments

Possibilities include:

- Points deducted or grade lowering depend on number of days late
- Not accepted after deadline
- Point at which late assignment value equals 0

8. Schedule of Topics, Coursework and Exams – daily or weekly schedule recommended

9. Final Exam and Other Important Dates

- Final exam for this course...
- Last day to add quarter length classes...
- Last day to drop for a refund (out of state and foreign students)...
- Last day to drop for a refund (resident students)...
- Last day to drop a class with no record of grade...
- Last day to request a class be changed to Pass/No Pass...
- Last day to drop with a “W”...
- College closed (add names of holidays)...

Appendix H

Diversity Vision Statement

The Foothill-De Anza Community College District is committed to becoming a model District for the 21st century. We are building upon our rich history of innovation and student success to become a truly democratic, culturally pluralistic organization. All members of our District community understand and respect that our cultural diversity is one of our greatest strengths. The District welcomes and unites people of all ethnicities, genders, sexual orientation, socioeconomic classes, religions, abilities and ages and empowers them as individuals and as groups.

We believe that culturally diverse teams yield more creative, synergistic and effective outcomes. We are increasingly willing to accept and address the conflict that arises as a normal part of existence in the pluralistic environment in order to work towards acknowledging, addressing and confronting our differences positively. We recognize that we are part of a global community and that this informs our responsibility to our students. We recognize that the development and maintenance of a multicultural district is a journey not a final destination so we are prepared to learn and grow as issues emerge.

Finally we recognize that the attainment of this vision is not only possible, but critical to our viability, to meeting our potential as a District and most importantly, to the success of our students.

Approved by the Board of Trustees: June 15, 1998

Appendix I

Part-Time Faculty Issues

Before Employment Begins

- Submit/authorize your contract in your MyPortal account.
- Contact Cynthia Smith in the Personnel Office, in person, in the Budget and Personnel Office to arrange all matters concerning your credential/qualifications, pay, and placement on the salary schedule (ext. 8260).
Office hours are:
Monday - Thursday 8:00 a.m. - 5:00 p.m.
Friday 8:00 a.m. - 4:30 p.m.

All faculty are responsible for keeping their personnel files up-to-date by submitting relevant information (advanced degrees, publications, honors) as well as changes in address and telephone number. Offers of further teaching assignments and paychecks are sent to the last known address, so be sure De Anza Campus Personnel office has up-to-date information.

Class Assignments

A state law requires that no part-time community college instructor work more than 60% of a full-time load per year. Yearly assignments, therefore, will never exceed 60%. Summer school, however, is a separate item and not considered part of the yearly load.

Salary and other conditions of employment are set in this district through the collective bargaining process. The Agreement between the Faculty Association (FA) and the Foothill-De Anza Community College District provides part-time instructors with reemployment preference after five quarters of service credit in a division. For details, read the *Agreement* Article 7, a copy of which you can obtain from the FA Office at Foothill, (650) 949-7544.

Ordinarily classes with fewer than 20 students will be canceled. If you find fewer than 20 students in your class at the first meeting, you **MUST** report this fact to the office of your Division Dean or your immediate supervisor.

Salary

All paychecks are electronically deposited on the last working day of each month.

Pay is calculated according to a part-time faculty's column and step placement. The salary you are to receive will be noted on your Notification and Acceptance of Teaching Assignment Contract. See the Agreement for the current part-time instructor salary schedule.

Withholding for Retirement

State law mandates that if you work more than 60 hours in any one month, retirement must be deducted from your paycheck. After the first deduction, regardless of how many hours you subsequently work in a month, retirement will be withheld automatically. Once you no longer work in the district, you can file with the State through the District Office for a refund. Refunds generally take six weeks or more from the date your request is filed.

Withholding for Representation by FA

The Faculty Association (FA) is an independent district-wide union representing all faculty members in matters of salary and all other conditions of employment. When you are hired, you begin automatically to be represented by FA, and receive its services (e.g., negotiations for salary, teaching load). Membership in FA is optional, but the paying of a service fee for representation is not. If you choose to become a member, dues are \$12.50/quarter for anyone earning over \$200. If you choose not to become a member, a service fee of \$12.50/quarter is still charged.

Paying of dues or a service fee is a condition of employment. The usual method of payment is payroll deduction.

Instructor Absences

If needed, you have two paid absences per quarter for illness and one paid absence per quarter for personal leave.

Reporting Student Attendance and Grades

Follow the college policies explained in this handbook and submit all reports on or before the deadline.

Evaluation of Teaching

The Agreement between FA and the District calls for evaluation of part-time faculty members at least once within the first three quarters of employment. The evaluator may be a dean, division chair, a department coordinator, or a full-time faculty member designated by the administration.

Ordinarily the evaluator will visit your class and then write (on an official evaluation form) an account of what happened during the visit. You will be asked to sign the evaluation before it is placed in your personnel file. Signing the form does not mean that you agree with the contents, but that you have read the evaluation. Should you disagree with some part of the evaluation, you may write your objections on a separate paper which will be attached to the official evaluation and placed in your personnel file. No evaluation or any other material will be added to your personnel file unless you are informed of the addition.

Part Time Faculty Representation in the Academic Senate

All part-time faculty, along with their full-time faculty colleagues, are members of the Academic Senate, which is part of De Anza College's shared governance. For more information on shared governance at De Anza, go to: <http://www.deanza.edu/gov/>.

All matters pertaining to academic and professional policies and procedures, including but not limited to curriculum, hiring and tenure, grading, and academic integrity, fall under the purview of the Academic Senate. Academic Senate meets weekly on Mondays, from 2:30-4:30 PM. All faculty, full and part time, are eligible to sit as voting members on the Executive Committee. Part time faculty can either represent a division, just like full time faculty do, or they can represent part time faculty at large. The two at-large part time faculty representative positions are elected positions and come with a \$300.00 per term stipend. All Academic Senate meetings are open to the public, and agendas are posted on the Academic Senate website as well as on the Academic Senate office (ADM 117) a minimum of 72 hours prior to each meeting. Academic Senate Elections for open Executive officer positions, including at-large part time representative positions, take place in Spring quarter. For more information about Academic Senate, go to: <http://www.deanza.edu/gov/academicsenate/>.

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Locations at a Glance

Address and Telephone Numbers

The addresses and main telephone numbers for Foothill-De Anza include:

District Office

12345 El Monte Road
Los Altos Hills, CA 94022-4599
Main phone: (650) 949-7777
Fax phone: (650) 941-1638
District Web Site Address: www.fhda.edu/

Foothill College

12345 El Monte Road
Los Altos Hills, CA 94022-4599
Main phone: (650) 949-7777
Fax phone: (650) 949-7375
Foothill Web Site Address: www.foothill.edu/

Foothill College also provides instruction at the **Middlefield Campus**, located at the Cubberley Community Center in Palo Alto:

Foothill Middlefield Campus
4000 Middlefield Road
Palo Alto, CA 94303-4739
Main Phone: (650) 949-6950
Fax Phone: (650) 949-6979
Middlefield Web Site Address: <http://www.foothill.edu/middlefield/>

De Anza College

21250 Stevens Creek Boulevard
Cupertino, CA 95014-5793
Main phone: (408) 864-5678
Fax phone: (408) 864-8329
De Anza Web Site Address: www.deanza.edu/

Who Knows the Rules?

Board Policy Manual

The *Board Policy Manual* contains all of the district's board policies. The manual is available online and can be accessed directly at www.boarddocs.com/CA/fhda/Board.nsf/goto?open&id=9USPUR6583E5

AMA / Administrators Handbook

The *Administrators Handbook*, produced by the Human Resources Office, contains the policies and procedures mutually agreed to by the board, chancellor, presidents and members of the Administrative Management Association (AMA) that create, define and affect the terms and conditions of employment for administrators in the District. Administrators in the district are represented in meet and confer discussions on salary and benefits by the AMA.

Web site: <http://www.fhda.edu/ama/>

Handbook: http://hr.fhda.edu/_downloads/AdministratorsHandbook2011.pdf

Collective Bargaining Agreements

The Human Resources Office is responsible for collective bargaining with each of the district's four bargaining units:

- Faculty Association (FA)
- Association of Classified Employees (ACE)
- California School Employees Association, Chapter 96 (CSEA, Unit A)
- Teamsters, Local 287 (Supervisors)
- Operating Engineers (District Police)

All four bargaining units have collective bargaining agreements.

The district also has a "meet and confer" relationship with confidential employees.

Confidential Employees Handbook

The *Confidential Employees Handbook*, produced by the Human Resources Office, defines the working conditions, rights and privileges granted to confidential employees in the district.

<http://hr.fhda.edu/personnel/classified/>

Telephone Procedures

All campus extensions are four digits. De Anza College extensions begin with either an "8" or "5," Foothill College extensions begin with a "7," district offices and Middlefield Campus extensions begin with a "6". Part-time employees at Foothill have extensions that begin with a "4", and De Anza part-time employees have extensions that begin with a "3". When making calls between the campuses and the district office, call the four-digit extension of the party you are attempting to reach. When making outside calls press "9" for an outside line and number of the party you are attempting to reach.

Finding Telephone Numbers

Phone directories are available to assist in locating district employees. Go to the De Anza web site to download a phone directory at: <http://www.deanza.edu/directory/>.

Cellular Phones

District administrators can request a cell phone. When placing an order, a FOAP (budget code) must be provided. The monthly fees and charge-backs are processed to the appropriate budget code on a monthly basis. To place an order for a phone, or for additional information, call Steve Schmidt at Plant Services at ext. 6168.

Getting Connected

The Call Center

Your one-stop source for technology information and support. Check out the ETS Website for a rich source of information about ETS and technology, <http://ets.fhda.edu>

To request assistance and/or support, submit your request in any of the following methods:

- Call: TECH (8324);
- Web site: <http://ets.fhda.edu> (click on the Contact Us link)
<https://etshelp.fhda.edu/> (to submit an ETS Technical Request)

As a new fulltime employee there are three software systems that you must become familiar with:

Microsoft Outlook or Outlook Web Application (OWA), and World Wide Web/Internet.

- **MS Outlook/OWA**

With Outlook Web Application (OWA) your emails and calendar are completely integrated, allowing for a single sign-on for both email and calendaring functions. A meeting invitation will generate an email that appears in your inbox and displays on your calendar. For access the OWA quickstart guide, as well as, email account information and the (OWA) calendar quickstart guide, go to: <http://ets.fhda.edu/getting-help/index.html> and click on the email and calendar tabs.

- **World Wide Web/Internet**

The World Wide Web is the graphical, multimedia segment of the Internet. The Web browser used to explore, or “surf” the Web is Firefox.

- **Intranet**

In addition to the above software systems, Intranet is an internal Web site accessible through an Internet browser, such as Firefox. The purpose of the Intranet is to provide the campus and community with a college-wide communication tool that provides easy access to directory information, college meeting schedules, agendas and minutes, and provides up-to-date campus news to faculty and staff. The Intranet address for Foothill College is <http://153.18.96.16>, and the Intranet address for De Anza College is <http://intranet.deanza.fhda.edu>. For more information about the Intranet, contact the President’s Office at Foothill [ext. 7408], or Communications at De Anza [ext. 8672].

WHO TO CONTACT:

To obtain access to the above systems, call the ETS Call Center [ext. 8324].

Overview of Administrative Computer Systems

Educational Technology Services (ETS) maintains and operates a number of computer systems for Foothill-De Anza staff, faculty and students. The mainframe systems on campus are being migrated to the new Banner software. Through MyPortal and direct Internet Native Banner financial records, human resource records, and student information records are all integrated into one system.

How To Access Administrative Systems

To access any component of Banner, contact your direct supervisor to arrange security access.

Computer Purchase And Software Installation

Before purchasing a computer or software, or if you need to have a computer or software installed, call the ETS Call Center, [ext. 8324]. Computer equipment and software can be ordered through Purchasing Services or through the Furniture, Fixture, and Equipment Coordinator for Measure C.

Computer Use Policy

The district policy recognizes that computers and networks can provide access to resources on and off campus as well as the ability to communicate with other users worldwide. Such open access is a privilege and requires that individual users act responsibly. Users must respect the right of other users, respect the integrity of the systems and related physical resources and observe all relevant board policies, laws, regulations and contractual obligations. It is not an appropriate use of computers to access the Internet for personal use unrelated to one's job.

What's the Budget?

Budget Process

The district's fiscal year is from July 1 to June 30. Each year in the fall, the District Budget Committee starts the process of reviewing the previous year's actuals (revenue and expenses) and developing the parameters and assumptions for the next year's budget. After much discussion and review, budget committee recommendations are forwarded to the Chancellor's Advisory Council and eventually to the board of trustees.

In addition to the District Budget Committee, each college has a budget committee. At De Anza, the Campus Budget Team reviews the requests from the program budget teams and forwards recommendations to the College Council.

Frequently Asked Questions

What are "A", "B" and "C" budgets?

"A" budgets are items that are agreed upon, often contractual, that come off the top of the budget. "A" budget is strictly controlled. Examples are contracted salaries and benefits, utilities, telephone, audit costs, mandatory transfers to other funds, etc.

"B" budgets are discretionary items such as salaries for student and casual employees, materials and supplies (office supplies, subscriptions, books, printing) and operating expenses (travel and conference expenses, memberships, license fees, advertising, postage).

"C" budgets are for capital, which is defined as any equipment costing more than \$1000 and lasting 3 or more years.

What are account/object codes?

Each area of expenditure is assigned a 4-part FOAP (Fund, Organization, Account and Program). Within each account, you have revenues and expenses that are classified by kind of activity, such as classified salaries, instructional materials, etc. These are coded by a four-digit account (object) code.

0000-0999	Revenues
1000-1999	Certificated Salaries
2000-2999	Classified Salaries
3000-3999	Benefits
4000-4999	Materials & Supplies
5000-5999	Operating Expenses
6000-6999	Capital
7000-7999	Other Sources and Uses

What is float?

Float is created when you have a vacant classified or faculty position. Each month that the position is vacant, one

month's worth of salary and benefits is transferred from the position's account to the college or central services salary lapse account. You can request this budget to be transferred to your account in order to hire temporary help. You can receive up to 70 percent of faculty float and 100 percent of classified float generated. Use of management float must be approved by the chancellor.

Spending Money

Stores

The District Stores Department maintains an inventory of items such as district- or college-related supplies (envelopes, letterhead, and district forms). A complete listing of items available are listed in the online *District Stores Catalog*. You can download a copy at: www.centserv.fhda.edu/district/purchasing/stores.shtml.

Limited office supplies and other low cost items can be ordered through Stores. All items from the Stores Catalog should be submitted to the Purchasing Services Office on a *Stores Requisition Form*.

The *Stores Requisition Form* is a three-part form. The original (white) and packing slip (pink) should be forwarded to Purchasing Services for processing. The center copy (yellow) should be retained by the ordering department for reference. Only items appearing in the Stores Catalog may be ordered with a Stores Requisition. All other requirements must be ordered with a *Purchase Requisition Form*.

Business Cards

For De Anza employees, business cards can be ordered through Printing Services at ext. 8861.

Purchase Requisition

Large items such as furniture, computer equipment and software, and items exceeding \$200 should be ordered through a Purchase Requisition process in Banner Self-Service Finance. Completed and approved Purchase Requisitions will be forwarded to Purchasing Services and must provide a complete description and quantity of the goods in addition to an account code, budgeter approval and delivery location.

Direct Pay

Generally, a *Direct Pay Form* can be used for supplies and materials that are not available through Central Stores. <http://business.fhda.edu/accounting/bannerforms>

Additional information about the services provided by Purchasing Services is provided in the Purchasing Services Quick Reference Guide which you can download at:

<http://www.centserv.fhda.edu/district/purchasing/docs/qrg.pdf>

WHO TO CONTACT

If you need a Stores Catalog, contact Purchasing Services, Linda Mahi [ext. 6193]. The Stores Catalog is also available online at: www.centserv.fhda.edu/district/purchasing/stores.shtml. For all other Purchasing-related questions and concerns contact Purchasing Services [ext. 6193].

Travel Information

Per Diem

The meal per diem, periodically adjusted for inflation, is presently \$55 per day as follows:

- Breakfast \$10
- Lunch \$15
- Dinner \$30

Total \$55

Personal Automobile Transportation

When an employee elects to use a personal automobile for out-of-district transportation, the employee will be reimbursed at the current IRS statutory limit for the first 300 miles. Beyond that mileage, the employee will be reimbursed at the “economy” airfare to/from that location. The current mileage reimbursement rate is 57.5 cents per mile. To be reimbursed for mileage, employees must complete and submit the *Trip Voucher Form* to Accounting Services: http://business.fhda.edu/_downloads/FORMTripVoucher.pdf

WHO TO CONTACT:

Direct all travel reimbursement and per diem questions to Accounting Services at ext. 6252. Travel policy information is available at: <http://business.fhda.edu/policies-and-procedures/index.html>.

Purchasing Card (ProCard)

In order to expedite the purchase and accounting of low cost and frequently needed items, the district issues “procurement cards” (ProCard) to certain employees authorized to purchase on behalf of the district. This card works just like a credit card. The card is intended for small purchases and may not be used for equipment purchases, meals, food or beverages. Normally, the maximum is \$1,000 per transaction and \$2,000 per month. To request a ProCard application or for more information, call Business Services [ext. 6202]. To view procard policy and procedures go to: <http://business.fhda.edu/policies-and-procedures/e-procard-policies-and-procedures.html>

How Do I Get Paid?

All employees are paid monthly. Contract employees are paid on the last working day of the month. Temporary and student employees are paid on the 15th of each month.

Time Reports

The main source of information to Payroll Services each pay period is the time report submitted by each employee. Each classified staff member submits an *Employee Monthly Time Report* through their Liquid Office account. Time and leave reports are due on the 17th of each month.

Faculty employees do not submit a report every month. They submit a *Leave Report for Faculty Employees* when they are absent due to illness, personal leave, jury duty, etc.

Temporary employees and student employees submit their time card indicating the hours actually worked each time period through their MyPortal account. No pay is generated for these employees unless this card is submitted for authorization by the due date.

Direct Deposit

All employees are eligible to have their paycheck deposited directly into their bank or credit union account. The money goes into the employee’s checking or savings account and is available on payday. Instead of receiving a check, the employee receives a payment advice that lists the same information as a paycheck stub (gross pay, deductions, net pay, etc.). Direct deposit offers the benefits of convenience, dependability and safety. Employees interested in direct deposit must complete a *Direct Deposit Authorization Agreement* in their MyPortal account and submit it to District Payroll Services.

Deductions

Employees may authorize certain voluntary deductions (e.g., for professional association dues or for tax sheltered annuities [403b and 457 plans]) to be made from paychecks. *Payroll Services Deduction Withholding Request Forms* are available online at <http://business.fhda.edu/payroll/forms>.

WHO TO CONTACT:

For payroll-related questions or concerns call Ly Luu at Payroll Services at ext. 6257.

How to Get Stuff Fixed or Moved

Trouble Calls

Employees who experience a maintenance problem with room temperature, plumbing, electrical, carpentry, entry or other lock problems, can call the Plant Services maintenance assistance number [ext. 5438] at De Anza.

Furniture Moves and Special Events

College Services can only sporadically provide employees with all the necessary labor and equipment to accommodate furniture moves and special event set-ups. Contact Paula Joseph at josephpaula@fhda.edu [ext. 8758]. Please allow at least 5 working days for your request.

Painting Requests, Office Repairs, Large and Small Projects

For painting requests, office repairs and small projects, call Plant Services [ext. 6155 or 6154] for assistance. For large projects such as building remodels, De Anza employees should call Sally Gore [ext. 5438] at De Anza.

All requests for work to be performed by Plant Services should be made on an online Work Requisition Form. Go to www.fhdawo.com. You must obtain a user name and password from Steve Schmidt, Plant Services [ext. 6168] in order to place an online work order.

Key Dates to Remember

Academic Calendar

The district and the Faculty Association negotiate the academic calendar. A “college year” is the same as the fiscal year: July 1 through June 30. The “academic year” is that portion of the college year beginning with the first day of Fall Quarter and ending with the last day of Spring Quarter.

Opening Days

The first day of Fall Quarter is designated the District/Senate Day. Activities are held either at Foothill or De Anza (on an alternating basis) for all employees in the district. Contract and regular faculty are required to attend. Part time faculty are encouraged to attend and are paid a stipend for attending. Opening day is a regular work day for classified staff and they are encouraged to attend.

The second day of Fall Quarter is College Day during which each college offers welcoming activities and events. This is also a mandatory day for contract and regular faculty. Part time faculty are encouraged to attend and are paid a stipend for attending. Classified employees are also encouraged to attend. Time is usually provided for deans and directors to meet with their division/department. Classes do not meet on District Opening Day or College Day.

Board Meeting Dates/Agenda Deadlines

The Board of Trustees normally meets on the first Mondays of the month at 5 p.m. in the District Board Room at the district office facility. Board meetings are open to the public and district employees are encouraged to attend. Agendas and minutes are available on the Chancellor’s Share File. Board items are submitted through the presidents’ offices on each campus or through Central Services. Agenda items are due eight working days prior to the board meeting.

<http://www.fhda.edu/about-us/board/index.html>

Year-End Deadlines, Purchasing

Each year, the Purchasing department sends a memo to notify district employees of year-end accounting and purchasing closing dates.

Professional Achievement Awards (PAA)

July 1 is the deadline for faculty to apply for a PAA. See Article 38 in the FA/District Agreement for detailed information on PAA awards.

Professional Development Leaves (PDL)

October 15 is the deadline for faculty to apply for a PDL. For details see Article 17 in the *FA/District Agreement* for detailed information.

Staff Development Leave

December 15 is the deadline for classified employees to apply for a staff development leave. See Article 10 in the ACE Agreement and Article 8 in the CSEA Agreement for detailed information.

Training/Retraining Stipend Requests

Faculty deadline date established annually by Professional Development Leave Committee (normally late in Winter Quarter). *Administrators* who wish to apply for a Training/Retraining Stipend have two application dates: April 1 and December 1.

District Holidays

There are 15 paid holidays each year, including all legal school holidays. These are:

- Independence Day
- Cesar Chavez
- Labor Day
- Veteran's Day
- Thanksgiving (two days)
- Christmas Eve (last working day before Christmas)
- Christmas Day
- Day after Christmas
- New Year's Eve
- New Year's Day
- Martin Luther King, Jr. Day
- Lincoln's Day
- Washington's Day
- Memorial Day

District Health and Safety Policies

Tuberculosis Examination

The district will enforce the Education Code requirements that faculty, administrators and classified employees shall have on file a valid certificate indicating freedom from active tuberculosis. This certification must be submitted at least once in each four-year period.

This policy shall not apply to classified employees hired for any period of time less than a school year whose functions do not require frequent or prolonged contact with students or who are not working in food services or child development centers.

Fingerprinting of Employees

Each employee hired by the Foothill-De Anza Community College District, with the exception of student employees, shall be fingerprinted and such fingerprints shall be submitted to the Department of Justice. It is further directed that any information received in response to this policy shall be handled in a confidential manner consistent with the District's personnel practices.

District Participatory Governance

The Foothill-De Anza Community College District offers many opportunities for faculty, classified staff, administrators and students to participate in the governance of the colleges and the district. Shared or participatory governance is a way to involve those who are affected by decisions in the decision-making process and is mandated by law. Title 5 regulations state that faculty, classified staff and students have the "right to participate effectively in governance." Participation in decision-making does not necessarily imply total agreement nor is the same level of involvement by all parties necessary in every decision. The ultimate responsibility for all decisions rests with the board of trustees.

Administrators are full participants in the governance of the colleges and the district. Some administrators are members of participatory governance teams by virtue of their positions; others are placed on committees to represent the Administrative Management Association. Other committees may call for volunteers to serve. All administrators in the district are expected to participate in participatory governance at both the college and the district level.

The three primary governance committees are the Chancellor's Advisory Council, The College Roundtable at Foothill and the College Council at De Anza.

- The Chancellor's Advisory Council advises and consults with the Chancellor on district-wide matters of policy and governance, acts as a steering committee for district committees (Budget, Human Resources and Technology), serves as a clearinghouse for policies before they are forwarded to the Board, and ensures that all constituencies are fully informed about District matters. Membership includes the leadership of the De Anza and the Foothill Academic and Classified Senates, the presidents of employee bargaining units (FA, SEIU, CSEA, and Teamsters), the president of the AMA, a representative of the Minority Staff Association, the presidents of the De Anza Student Body (DASB) and the Associated Students of Foothill College (ASFC), the Presidents of the colleges and the Vice Chancellors of the district.
- The College Roundtable at Foothill is an advisory group to the president organized with a mission-based perspective. Most members represent one of five missions of the college: Student Outreach and Recruitment, Transfer, Career Education, Basic Skills, and Student Development and Retention. While there are representatives from various constituency groups, such as the students, senates and collective bargaining units, the primary focus of the Roundtable is the welfare of the college as a whole.
- The College Council at De Anza is an advisory group to the president. It is primarily responsible for advising the president on matters of policy, governance and resource allocation as well as proposing and recommending annual and multi-year goals. The Council oversees college strategic planning process, achievement of outcomes, efficiency standards and budget policies and procedures. Members represent the leadership of the academic and classified senates and collective bargaining units as well as the three major divisions of the college: Instruction, Student Services, and Finance and College Services.

DISTRICT COMMITTEES

Budget Development Advisory Committee

Chancellor's Advisory Council
District Research Advisory Committee (DRAC)
District Diversity Advisory Committee
Educational Technology Advisory Committee (ETAC)
Human Resources Advisory Committee (HRAC)
Joint Development Group (JDG)
Major Capitol Construction Review Committee
Professional Development Leave Committee (PDL)

FOOTHILL COLLEGE COMMITTEES

Administrative Council
College Roundtable
Curriculum Committee
Deans Council
Educational Resources Advisory Committee
General Education Review
Institutional Planning Committee
Transfer Advisory Committee
Workforce Education Advisory Group

DE ANZA COLLEGE COMMITTEES

College Council
Curriculum Committee
Finance and Educational Resources Planning and Budget Team
Instruction Planning & Budget Team
Student Services Planning & Budget Team
Campus Budget Team
Campus Facilities Team
Technology Task Force
Diversity Advisory Group

Appendix K:
Common De Anza Acronyms

A & R	Admissions and Records
ACE	Association of Classified Employees
AMA	Administrative Management Association
AT	Applied Technologies Division
ATC	Advanced Technology Center
AV	ETS Technical Services (formerly Audio-Visual Services)
BH	Biological, Health, Environmental Sciences and Workforce Division
BROC	Budget (Re) Balancing Options Clearinghouse
CA	Creative Arts Division
CB	Business and Computer Science Division
CATS	Computerized Assessment of Transcripts System
CD	Child Development and Education Division
CDC	Child Development Center
CSEA	California School Employee Association
DARE	Developmental and Readiness Education
DASB	De Anza Associated Student Body
DSP&S	Disabilities Support Programs and Services
DSS	Disability Support Services
ETS	Educational Technology Services
FA	Faculty Association
FERPBT	Finance and Education Resources Planning and Budget Team
FII	Fund for Improvement of Instruction
HTTC	High Tech Training Center
IPBT	Instructional Planning and Budget Team
IR	Institutional Research
IIS	International/Intercultural Studies Division
JDG	Joint Development Group
LA	Language Arts Division
LC	Learning Center
MERS	Monthly expense report summary
MSA	Multicultural Staff Association
MSI	Master Schedule Input
OTI	Occupational Training Institute
OWA	Outlook Web Application
PAA	Professional Achievement Award
PDL	Professional Development Leave (sabbatical)
PGA	Professional Growth Award
PSME	Physical Science, Mathematics, and Engineering Division
SS	Social Science and Humanities Division
SSPBT	Student Services Planning and Budget Team
VATEA	Vocational and Technological Education Act

Appendix L: Organizational Chart



