

CHANDLER-GILBERT COMMUNITY COLLEGE

Faculty Guidelines 2011-2012

Information for Residential
and Adjunct Faculty

Chandler-Gilbert Community College
Fourteenth Edition

Prepared by CGCC Faculty.

This is not a legal document, nor is it intended to replace the “Residential Faculty Policies” (RFP) or the “Adjunct Faculty Policies” documents. It is an informational guide revised and published annually in order to assist faculty in the performance of their jobs at CGCC.

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Instructional Philosophy Statement

Instructional Philosophy

CGCC's Instructional Philosophy embodies the College Mission by providing quality life-long learning opportunities in a learner-centered environment through effective, accessible educational programs and activities.

CGCC is committed to making students' college years a transformative experience by fostering a positive learning environment that actively engages students in the subjects they are studying. Further, dedication to a sense of social responsibility and community engagement develops students as informed and interested citizens.

CGCC faculty use a variety of instructional strategies and innovations that are learning-centered; for example, students are involved in seeing, doing, solving, discussing and reflecting, and actively listening. Instructors help students acquire current and relevant knowledge, developing critical thinking skills to apply that knowledge. CGCC also values instruction that is cross-curricular and that helps students become more aware of their own learning processes, which will serve them well in their academic, professional, and personal lives beyond CGCC.

Instructional Initiatives

Chandler-Gilbert Community College places a consistent emphasis on providing quality teaching and learning for students through ongoing faculty development. Each semester CGCC residential and adjunct faculty are offered a rich and diverse calendar of faculty development opportunities to ensure that they design classroom activities that actively engage students in meaningful and relevant learning. The CGCC Faculty Development program focuses on the following instructional initiatives:

ACTIVE LEARNING

When students interact with others and become active rather than passive learners, their achievement as well as their cognitive and social development improves. The challenge for faculty is to engage students in doing both in and outside of class. Faculty committed to active learning design assignments that ask their students to work cooperatively and collaboratively and to participate in meaningful conversation, simulation, investigation, role playing, debate, problem solving, service, research, self reflection, performing, reading and writing, etc.

CIVIC RESPONSIBILITY

Civic responsibility involves the engagement of our students in civic activities encompassing a variety of salient issues. CGCC has a commitment to promote community service and student development opportunities. Our civic responsibility initiative focuses on the awareness of local, national, and global issues, ultimately building an atmosphere of democratic dialogue.

CLASSROOM RESEARCH

Classroom research encourages college faculty to become more systematic and sensitive observers of learning as it takes place. Assessment instruments are created, administered, and analyzed by the teachers themselves. Students and teachers are involved in a continuous monitoring of student learning. This process helps students reflect on what they have learned and how they have learned it, while providing faculty with continuous feedback about their effectiveness as teachers.

DIVERSITY

Faculty infuse their curriculum with diversity-related materials and activities that promote the understanding, appreciation, and acceptance of diversity. The goal is to transcend cultural boundaries to encourage students to acquire the knowledge, skills, and willingness to participate in a diverse and multi-cultural world.

GLOBAL ENGAGEMENT

Faculty work to broaden the context of course curriculum to create awareness of global perspectives. To successfully prepare students to understand the world they inherit and work to improve it, CGCC is committed to providing students with global-learning opportunities.

LEARNING COMMUNITIES

The CGCC learning communities program is dedicated to offering student-centered and student-directed learning models that create a supportive network through the cooperative association among fellow students, instructors, administrators, advisors, and support staff, while providing learning experiences that often extend beyond the classroom walls. In learning communities, two or more classes are connected through content, ideas, and activities. Using a variety of learning methods, learning communities can be comprised of linked activities between courses, linked and clustered courses, and completely integrated single or team-taught courses.

SERVICE-LEARNING

Service-learning makes academic course material relevant to students' lives by providing them with hands-on learning experiences that serve community needs. Service must be thoughtfully integrated with academic instruction, including structured time to think, talk, and write about the service experience. This pedagogy provides meaningful service to the community as it fosters students' critical thinking and problem solving skills, social and personal development, and civic and community engagement.

STUDENT LEARNING AND OUTCOMES ASSESSMENT

Because faculty at CGCC are dedicated to effective teaching and successful learning, assessment of student learning at CGCC is continuous. Its goal is to monitor and improve the degree to which students are meeting course competencies and cross-curricular and general education

outcomes. Faculty use assessment to systematically collect and examine student achievement data and to interpret results, which leads to reflection and review of teaching practices and recommended changes in curriculum and instruction.

Students participate in formal and informal assessment activities that will help faculty improve teaching and learning. Assessment of student learning occurs at multiple levels at CGCC:

1) Individual class, 2) Course or Learning Community, 3) Discipline or Program, 4) Division, and 5) College.

WRITING ACROSS THE CURRICULUM

Writing is a multifaceted tool that can be used to create a sense of community among learners and to help students access prior knowledge, build new knowledge, reflect on what they have learned, assess their learning, and better understand their own learning processes. Writing Across the Curriculum at CGCC facilitates student learning by promoting the use of writing in all disciplines. It assists and supports faculty and students in using writing as a vehicle for student learning and for improving students' ability to write clear, effective prose.

CGCC Cross Curricular Outcomes for Student Learning and Outcomes Assessment

The following are cross-curricular areas for instructional emphasis and outcomes assessment for all CGCC students. Instructors determine to what degree any of the outcomes are directly relevant to success in individual courses, and are encouraged to give those outcomes a high profile in instructional and assessment activities, reinforcement of learning and in evaluation of student work.

Personal Development

Personal development is the lifelong process of discovering self and building relationships.

Indicators

For proficiency, students will demonstrate the following as appropriate to discipline, course, or level:

- Set and measure progress towards achieving goals
- Accept responsibility for one's behaviors
- Develop understanding and awareness of differing viewpoints
- Work with diverse groups of people to accomplish an assigned task
- Engage in actions to benefit others in the broader community
- Reflect upon successes and failures and identify lessons learned

Critical Thinking

Critical thinking is the cyclical process of appropriately analyzing, evaluating, applying and synthesizing information. It is characterized by reflection, connection of new information to existing knowledge and reasoned judgment.

Indicators

For proficiency, students will demonstrate the following as appropriate to discipline, course, or level:

- Reflect upon prior knowledge and experience
- Analyze information and perspectives to determine their relevance in a given situation
- Differentiate fact from opinion
- Connect new information to existing knowledge
- Apply synthesized knowledge to a new situation
- Base conclusions and new questions on reasoned judgment and evidence
- Evaluate thinking processes and conclusions

Communication

Communication is the process of purposefully expressing ideas and information in a way that engages the intended audience, produces understanding, and elicits a thoughtful response.

Indicators

For proficiency, students will demonstrate the following as appropriate to discipline, course, or level:

- Analyze the context, audience, and purpose throughout the communication process
- Apply or adapt conventions suitable to the purpose, context, and audience
 - Use appropriate format, genre, and/or organization
 - Choose appropriate language, voice, and tone
 - Control syntax, grammar, and in written communication, also punctuation and spelling
- Display visual information using appropriate signs, symbols, gestures, or graphics
- Evaluate the effectiveness of the communication

Literacy

Literacy is the ability to critically access, comprehend, interact with, and use printed, electronic, oral, and artistic materials.

Indicators

For proficiency, students will demonstrate the following as appropriate to discipline, course, or level:

- Plan and conduct a search for information, including
 - Recognizing a need for information
 - Finding a variety of source materials
 - Evaluating sources for accuracy, credibility, reliability, and appropriateness.
 - Using information appropriately to assess prior knowledge, values, and/or experiences
- Analyze and evaluate materials for
 - Context, audience, and purpose
 - Logic, assumptions, inferences, fallacies, and biases
 - Relationship of form and artistic devices to content
- Use the information to test assumptions, decide a need for further research, confirm or alter one's stance, solve a problem, or make a decision

SEE *your* WORLD



The CGCC Faculty Development Team has selected “SEE Your World” as the college theme. We hope to engage students and the college community in an exploration of the following questions:

What do we need to know about the world today?

What does it mean to be a citizen in a global sense?

How should we act in the face of large unsolved global problems?

SEE Your World stands for:

Social

Hunger, poverty, education, disease and health, HIV/Aids, children’s health, maternal health, gender equality, war and peace

Environmental

Forests, water quality, sanitation, water availability, bio-diversity, carbon-dioxide emissions, energy use, waste, biotechnology, agriculture, land

Economic

Employment, trade issues. debt, market-access, manufacturing, poverty

The learning outcomes we hope to achieve are the following:

- Understand and appreciate the complex and diverse identities in local communities and around the world
- Acquire interdisciplinary knowledge of the world’s social, environmental and economic problems
- Develop a heightened sense of local and global interconnections and interdependence
- Explore the historical legacies that have created the dynamics and tensions in the world
- Learn how to engage in deliberative dialogue about local and global issues, even when there might be a clash of views
- Understand one’s role in a democracy as both a local and a global citizen
- Engage in actions to sustain and preserve communities and the environment for future generations

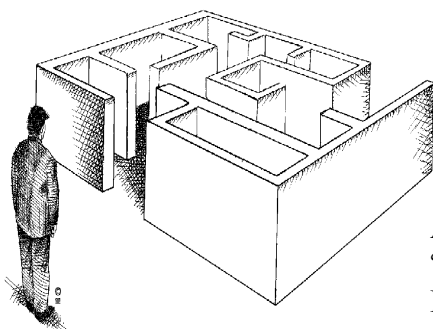
These areas of focus are drawn from Kevin Hovland of AAC&U and author of *Shared Futures: Global Learning and Social Responsibility* and from Caryn McTighe Musil of AAC&U and author of *Assessing Global Learning: Matching Good Intentions with Good Practice*.



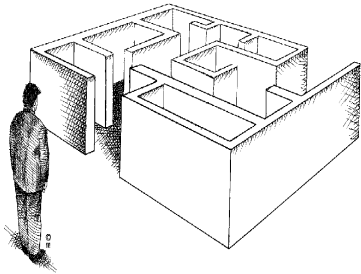
Contents

Section I.	General Information	11
Section II.	Elements of an Effective Course Syllabus	37
Section III.	Fair Use Guidelines	43
Section IV.	Library Services	47
Section V.	Makeup Testing Services	51
Section VI.	Teaching Aids	57
Section VIII.	List of College Resources	65

I. General Information



Adjunct Faculty: Hiring	13
“After Hours” Work	13
Blackboard Online Course Management	13
CGCC Alert.....	13
Café Credits.....	14
Chandler Early College (CEC)	14
Class Time	14
Classroom Management Issues.....	14
College Safety Office	17
College Vehicles	17
Communication (Email and Voicemail)	17
Copy Center & Reprographic Services	17
Course Syllabus	18, 37
Disabilities Resources	18
Disclosures and Conflict of Interest	18
Disruptive Student Behavior	19
Documents of Interest	19
Early Alert	19
Early Outreach Academic Programs.....	19
Email.....	19
Emergency Notification System.....	20
Employee Services/Human Resources.....	20
Facility Use.....	20
Faculty Absence.....	21
Faculty Associations	21
Faculty Commons.....	21
Faculty Development Team	22
Faculty Evaluations.....	22
Faculty Loads (Residential Faculty)	22
Fair Use Guidelines	23, 43
Field Trips	23
Final Exams.....	23
Grades: General Information.....	23
Grades: Changes.....	24
Grades: Incomplete Contracts.....	24
Grades: Last Day of Attendance (LDA) Notation.....	24
Grades: Pass/Fail.....	25



Grades: Posting	25
Grades: “W” and “Y”	25
Graduation.....	25
ID on Campus.....	25
Instructional Technology.....	25
International Education Program	26
Learning Center	26
Library Services.....	26, 47
Lost and Found.....	26
Mail.....	26
Makeup Testing Service.....	27, 51
Maps.....	27
Media Services.....	27
Parking (Pecos).....	27
Parking (Williams).....	28
Paychecks.....	28
Phones.....	28
Professional Growth.....	28
Re-Entry Services	29
Room Reservations.....	29
Rosters and Records.....	29
Safety on Campus.....	30
Sexual Harassment.....	30
Smoking.....	30
Social Security Numbers.....	30
Student Affairs.....	30
Student Records: Your Responsibility for Attendance and Confidential Student Information.....	31
Students: Absences.....	31
Students: Athlete Grade Checks.....	32
Students: Disabilities and Special Needs	32
Students: Privacy.....	33
Students: Underage Students.....	33
Supplies.....	33
Taping of Classes.....	33
Technical Support Services (TSS)	33
Websites (Personal).....	34
Withdrawal from Class.....	34
Workrooms.....	35
Writing Center.....	35

Please read the [*College Catalog/Student Handbook*](#) and the current class schedule to become familiar with the MCCCDC legal policies and procedures. (Copies are available in the Admissions and Records Office, from Pecos Campus "E" building receptionist, and from the Student Services Office at the Williams Campus.)

In addition to these documents, full-time faculty policies are in the [*Residential Faculty Policies Manual*](#) and adjunct faculty policies are in the [*Adjunct Faculty Policies Manual*](#). (See your employee group representative or division secretary for copies or download them at http://www.maricopa.edu/hrweb/pol_dwld.php.) The MCCCDC Bluebook of administrative policies lists additional policies relevant to faculty. (See your employee group representative or division secretary for copies or download them at <http://www.maricopa.edu/legal/dp/bluebook.htm>.)

Adjunct Faculty Hiring

Adjunct (also called “part-time”) faculty are hired on a course-by-course, one-semester-at-a-time basis. The teaching assignment depends on sufficient enrollment. A class may be cancelled by the division chair with administrative approval. In such cases, the teaching assignment will be cancelled. A maximum of 9.0 load hours is allowed per semester district-wide for adjunct faculty. Notify your division chair if you are teaching at multiple Maricopa locations.

“After Hours” Work

The college is closed Monday through Friday from 11:00 PM to 5:00 AM and from 8:00 PM to 8:00 AM on weekends and all District holidays.

Blackboard Online Course Management

Blackboard Online Course Management System

Blackboard is an online course management system that provides instructors with web-based resources to easily post course information, syllabi, and course documents. Additionally, you can use Blackboard to create interactive discussion boards, assignment management, and online assessments. Blackboard also offers a Grade Center to maintain grades and allows your students to view grades online. This content is accessible to students and faculty anytime and anywhere an internet connection is available.

Blackboard courses are automatically created and populated with your student enrollments for all courses each semester and are available for immediate use.

If you are interested in using Blackboard for your course(s) or need support, see Tech Central for online assistance and calendar for available Workshops and Open Labs at <https://inside.gcc.maricopa.edu/techCentral> .

CGCC Alert

CGCC Alert is Chandler-Gilbert Community College's emergency notification system that will help ensure rapid and reliable mass communication to students, faculty, and staff. The CGCC Alert system is designed to communicate with cell phones via a text message, and email systems, should a crisis or emergency situation occur at any of CGCC's three locations.

During an urgent situation, the CGCC Alert system will send a text message (SMS) to your mobile device and an email to the email address you have listed in my.maricopa.edu. When you receive the message, it is very important that you confirm receipt when prompted. If no confirmation is received, CGCC Alert will continue cycling through your points of contact.

With the exception of periodic tests, you will receive a message **ONLY** when a situation arises that disrupts normal college operations and that may place students, faculty, staff, or visitors at risk. A college lockdown, evacuation, or necessary college closure are a few examples of emergency notification messages. The college will send out a CGCC Alert notification message only after carefully assessing a situation and determining that it is serious enough to warrant universal notification.

All employees are automatically signed up for the CGCC Alert service. In order to receive a message in an emergency situation, employees should update [HRMS](#) personal contact information. Login with your MEID and password to review and update your cell phone number and email address. The reliability of this system is dependent on the accuracy of contact information to ensure you will receive an alert in the event of an emergency.

See also “Emergency Notification Systems” below.

Café Credits

See “Faculty Development Team.”

Chandler Early College (CEC)

CGCC and the Chandler Unified School District (CUSD) have changed the focus of the partnership located on the Pecos campus. Chandler Early College has replaced the San Tan Academy and serves college-bound high school students. It provides an opportunity for high school students to get a head start on college by participating in an on-campus program to help them achieve a high school diploma along with some college credits by their high school graduation date.

Students from the CEC take college classes along with their high school classes. Mr. Jeff Cowger is the Director of the CEC and can be reached at (73)27118.

For questions about this new focus, please call the Vice President of Student Affairs office at (73)27309.

Class Time

All faculty members are expected to conduct each class for the specified time and are legally responsible to provide the required number of instructional minutes. Please use maximum instructional time to the best advantage. Begin classes with meaningful activity on time and **DO NOT dismiss them until the appropriate end time.**

Classroom Management Issues

Students in your classes must be registered for your class and appear on your class roster. If a student is not on the roster, please send them back to the Admissions and Records office. If the

student has some issue that prevents them from registering for class but wants to stay, you must refer them to the Student Support and Transition Services office or the Vice President of Student Affairs office. Both offices have day and evening hours to serve students. Students who wish to audit a class must register and pay the audit fee.

It is very important to get support when you first recognize that you may have a potential student issue in class. If there are students behaving in ways that make you uncomfortable or are inappropriate to your class, we recommend that you speak with your division chair, a residential faculty member, or call the CGCC Student Support and Transition Services office at (85)75188 to discuss the situation when it FIRST comes to your attention. We can often help you think through what you want to do when a situation first shows itself instead of waiting until you have a crisis.

The goal of this college is to help students become successful learners and understand appropriate classroom behavior. You should be clear on your syllabus about your expectations regarding being on time, cell phones, pagers, breaks, etc. See more information in the syllabus section of this guide.

Removing a student from your class. An instructor does have the right to remove a student from one class meeting, but there is a process that should be followed if this happens. If you are thinking of removing a student from a class, please consult with your division chair and the CGCC Student Support and Transition Services office at (85)75188. An instructor may **remove a student** from one class meeting for disciplinary reasons. If an instructor removes a student for more than one class period, the instructor must notify the Vice President of Student Affairs in writing, stating the nature of the problem and the instructor's actions and recommendations. Students can only be removed for a limited time, and we can often find better ways to work with the student rather than create a classroom crisis.

If you are in the middle of class and have to unexpectedly ask a student to leave class, we recommend the following:

- Give the class a break.
- Talk with the student in private and explain the matter, but don't close any doors and put yourself in a corner. Never humiliate a student in public or private.
- Be calm when explaining to the student that they need to leave the class for the rest of the class period and that you will set up a meeting to discuss things at a different time. They cannot continue to disrupt the classroom process; it violates college student policies.
- Sometimes it is a good idea to call College Safety at (73)27280 (Pecos) or (98)888888 (Williams) from the classroom phone before you talk with the student. A College Safety officer can come to the area for the duration of the class and walk you to your next class or to your car.
- Immediately report any action taken with the student to your division chair and the CGCC Student Support and Transition Services office at (85)75188.

For information regarding student rights, misconduct in class, removal of students from class, student grievances and other student matters, please refer to the *College Catalog/Student Handbook* at <http://www.cgc.maricopa.edu/catalog/>.

In any emergency (medical, fire, or any other crisis), remember to observe the following:

- Remain calm.
- Summon co-workers or bystanders to assist.
- **Call College Safety at (73)27280 (Pecos) or (98)88888 (Williams), and 911 if necessary.**
- Proceed alertly and with extreme caution.
- Provide incident documentation as requested.

If you dial 911 from any phone, be sure to also call College Safety, and include the classroom number and building name. Copies of the “Emergency Procedure Guide” should be posted in all classrooms and are also available from the College Safety Office.

Classroom access: Many classrooms remain unlocked during business hours except for computer classrooms and those with multimedia equipment. If your classroom is locked when you need access, contact College Safety at (73)27280 (Pecos) or (98)88888 (Williams). **Please DO NOT leave doors unlocked or propped open** if you are not present. Any faculty member who teaches in a classroom that is routinely locked when they need access should ask their division secretary for an Access Device Request form.

Classroom appearance of an instructional area and its general neatness are important factors in establishing an atmosphere conducive to learning. You may rearrange the desks and chairs, but please return them to their original position before leaving. A copy of the standard furniture configuration is posted in each classroom. Erase all boards before you leave the room. Return the overhead projector and screen to their appropriate places. Please restrict the consumption of food and drinks in the classroom, and be sure to leave the room in good condition for the next class. Use of tobacco in any form is prohibited by law and MCCCCD policy.

Classroom phones are for internal use only, not for outside calls. Please do not allow students to use these phones.

Classroom technology varies somewhat from room to room. If you find yourself needing assistance, or suspecting a problem of some kind, the following resources may be called to troubleshoot issues at Pecos or Williams.

For help with **classroom computers, printers, telephones, or Blackboard:**

TSS Help Desk (73)27025

For help with **audio or visual equipment:**

Media Services (73)27110

All campus computers (classrooms, offices, and labs) require the use of an MEID and MEID password to logon.

College Safety Office

A number of services including identification cards, parking permits, delivery of emergency messages, safety escorts to parking lots, injury assistance, and minor auto-related concerns are provided by the College Safety Office at (73)27280 on the Pecos Campus and at (98)88888 on the Williams Campus.

College Vehicles

To drive a college vehicle you must complete an online defensive driving program, pass the associated exam with a score of 80%, and authorize a Certified College Safety officer to review your driving history. If everything checks out okay, then you will be permitted to drive a college vehicle. The driving history review will be repeated annually. The defensive driving exam score is good for 3 years. Campus vehicles may be reserved for official college travel by phoning the Campus Office of College Safety at least 24-48 hours ahead. A valid driver's license is necessary, and gas cards are available.

Communication (Email and Voicemail)

All residential and adjunct faculty are receive a MEMO (email) account. Official communication, college news, announcements, emails from students, and other important information will be sent to this account. Faculty are encouraged to access this account regularly.

All faculty are also eligible for a college voicemail account. Adjunct faculty should contact their Division Secretary to request a voicemail account.

Email accounts and voice mailboxes are activated each semester and monitored for activity. Inactive mailboxes will be deleted from the system. Email passwords expire every 120 days if not changed. For assistance with email or voicemail, visit Tech Central at <https://inside.cgc.maricopa.edu/techCentral> .

Copy Center & Reprographic Services

Convenience copy machines for limited faculty use are located in CHO201, EST112, and EST212 at the Pecos Campus and in each instructional building at the Williams campus. These copy machines require individual pin numbers. To set up your pin number, click on the link below, log in with your MEID, click "pin management," type in a new pin number, then press "Change Pin": <https://equitrac1.cgc.maricopa.edu:2941/webtools/start.html> . Please note that this link works only on the CGCC campus; pin numbers may not be established from an off-campus location. Tech Central provides easy access to this link and to further information on establishing your pin at <http://inside.cgc.maricopa.edu/techcentral> .

Faculty at Williams needing to print more than 50 copies should send their work to Copy Services at the Pecos campus. Daily deliveries and pickups occur daily between Pecos campus and the Williams campus at approximately 12:30 pm each day. It is requested that you have your copy request to the Williams Cashiers Office by 12 noon. Contact IKON by email ikoncan@cgmail.maricopa.edu or call (73)27106 if you have any questions.

Pecos faculty are also encouraged to plan ahead and utilize the IKON Copy Services. Drop-off locations are conveniently located in all service areas at the Pecos campus (see division secretaries

for the nearest point for you). Deliveries are made directly to your office or mail station at the Pecos campus. The Copy Center adheres to copyright laws. Please see “Fair Use Guidelines” later in this document to assist in planning your course materials.

Coin operated machines are available for students in various locations on both the Pecos and Williams campuses.

Course Syllabus

CGCC is committed to student success. Good classroom management is an important part of student success and together we can help students be successful. The most important tool is your course syllabus. Guidelines to help you prepare your syllabus including required information are contained in Section 2 of this document, “Elements of an Effective Syllabus.” CGCC residential faculty have great examples of successful syllabi, so ask a colleague for an example. The VP of Student Affairs will be glad to review your syllabus from a student affairs perspective.

Disabilities Resources

See “Students: Disabilities and Special Needs,” below.

Disclosures and Conflict of Interest

All faculty, both residential and adjunct, should review Maricopa County Community College District policies for acknowledgement and disclosure, found online at <http://www.maricopa.edu/disclosure> . This page includes a link to a chart showing exactly which disclosures employees must complete annually and each semester depending on their employment status and other criteria.

Pursuant to ARS 38-503, employees who or whose relatives have a substantial interest in any decision of the District or who have a substantial interest in any contract, sale, purchase or service to the District shall make known such interest by filing a disclosure statement. Annual announcement of this will be made; however, it is the responsibility of each person to keep the disclosure form current. Consult the Vice President of Administrative Services at (73)27222 for further details. Any employee disclosing such an interest shall refrain from voting upon or otherwise participating in any manner in such decision, contract, sale, purchase or service.

All Governing Board-Approved employees shall annually complete and submit a conflict of interest form and shall submit an acknowledgement that they have read and understand the District’s Conflict of Interest Policy. Updated disclosures shall be made during the year by the employee as needed if circumstances change. Other employees may also be required by the Vice Chancellor of Business Services to annually complete these forms, given the nature of their job responsibilities and the potential for conflicts of interest.

All Board-Approved employees shall be required to take a course currently entitled Legal Issues: Public Sector Employment or its successor course offered by the District Employee and Organizational Learning Team or its successor office.

Disruptive Student Behavior

Don't wait for things to change. When you first observe inappropriate student behavior, the best course of action is to deal with the facts of the behavior as soon as possible. If students are behaving in ways that make you feel uncomfortable and you want to discuss it with someone, please feel free to call the CGCC Student Support and Transition Services office at (85)75188. They will review all of your options and help you decide next steps to take with the students. For more information, see the "Classroom Management" section, above.

Documents of Interest

Be familiar with these additional documents:

Residential Faculty Policies

Available at: <http://www.maricopa.edu/employees/divisions/hr/managing/policies>

Adjunct Faculty Policies

Available at: <http://www.maricopa.edu/employees/divisions/hr/managing/policies>

Faculty Development Program & Resources

Available at: <http://www.cgc.edu/fd>

MCCCD Course Competencies

Available at: <http://www.maricopa.edu/academic/cctal>

Early Alert

College Student Services' Early Alert program supports the retention of CGCC students in class. If you have student concerns, complete an Early Alert referral form, which can be found on the Student Services webpage or under "Referrals" in your *myCGCC portal*. The College Student Support and Transition Services office will contact the student and try to get the student the needed services to keep that student in class all semester.

Early Outreach Academic Programs

High school students who participate in CGCC's ACE (Achieving a College Education) PLUS and Hoop of Learning Program for Native Americans may be in one of your classes, especially on Saturdays. If you need more information, please contact the Office of Early Outreach Programs at (85)75188.

Email

All faculty are provided a MEMO email account, the official district's email network system. Division Secretaries request accounts for all new faculty; you will receive notification at your personal email address when your MEMO account has been created. Adjunct faculty are strongly encouraged to check their MEMO account frequently for important communication from their division chair, division secretary, and students as well as a wealth of other college information sent via email.

For more information about setting up and using your MEMO account, visit CGCC's Tech Central site at <https://inside.cgc.maricopa.edu/techCentral> .

Please adhere to district policy and procedure for using the MEMO system. MEMO email passwords expire every 120 days. To avoid problems with email access please update your MEMO password at least once each semester.

Also see “Communication” in this document.

Emergency Notification Systems

The safety and well-being of our students, faculty, and staff is of primary importance. CGCC has created a multimodal crisis communications plan in an effort to maximize communication efforts during an emergency. In addition to CGCC Alert system, CGCC may use fire alarms, runners, Building Safety Coordinators, the college's homepage, and CGCC's emergency hotline number (480-731-8900) to communicate with students and their families, as well as faculty and staff, in the event of an emergency. Emergency Notifications Systems are tested at a minimum annually, and in many cases every semester.

See also “CGCC Alert,” above.

Employee Services/Human Resources

College Employee Services can assist you with the following:

- Hiring process for Board-approved employees
- Hiring process and paperwork for new Temporary and Student employees
- New Employee Orientation
- Payroll documentation (W-4, A-4, direct deposit forms, address change forms, payroll calendar)
- Time & Labor/HRMS
- Employee group policies and general employee relations questions
- Performance Evaluations
- General benefits information (sick & personal time, wage and salary schedules, employee discounts)
- Employee development activities and workshops

Contact Sandi Lien (73)27042 or Jackie Lucchi (73)27279 for information.

Facility Use

Faculty members may use district facilities and equipment for job-related purposes as long as there is no interference with the academic program. **To reserve a room at any CGCC location,** use the College Event Management System R25, accessible through the “quick links” at the CGCC homepage. For more information, see “Room Reservations” below. You may also contact the rooms coordinator at rooms@cgcmail.maricopa.edu or by phoning (73)27331.

Your supervisor must approve off-site use of equipment, and the appropriate forms must be filled out. Special requests for room set-up require a work order request. Contact your Division Secretary for assistance.

The new college policy calls for the college to be open during weekdays from 5am until 11pm. Employees are free to access spaces and tackle their work between these hours. This does not

necessarily mean that doors will be unlocked. It simply means that employees who have keys or smart cards will be authorized to be in college facilities during these hours. On the weekend, the college will be open from 8am until 8pm. An exception to the closure hours would apply to any formally planned event that is scheduled with the rooms coordinator in the R25 scheduling software. Emergency access during closure hours and holidays would have to be gained from the College Safety Department. For example, in the event an employee left plane tickets on his or her desk or otherwise had a compelling reason to access a building.

Faculty Absence

All faculty members are expected to be present for each class they are scheduled to teach. If you cannot meet your class due to illness or a planned absence, contact your Division Chair or the Division Secretary so that they can hire an official substitute. The **substitute must be provided with a prepared assignment**. Special paperwork and timecards must be filled out with the Division Secretary for absences and substitutes. All substitutes must be approved by the Division Chair and must complete the appropriate paper work (I-9 forms) prior to substituting.

Adjunct faculty will not be paid for missed class sessions. In special situations a faculty member may request an alternate day and time for a make-up class, but it must be agreeable to the students and the Division Chair, and a room assignment must be officially approved by the rooms coordinator.

Only the Division Chair or Vice President of Academic Affairs is authorized to cancel an individual class session. In the event that no substitute can be found and the class must be cancelled, a notice is to be placed on the classroom door. Both the switchboard, (73)27000 at Pecos or (98)88000 at Williams, and the Vice President of Academic Affairs' secretary at (73)27014 must be informed if a class does not meet at its regular time. Faculty may serve as substitutes for other faculty if certified, and will be paid at the current substitute rate when paperwork is on file. See your Division Secretary to sign up as a substitute.

Faculty Associations

The **Faculty Senate** serves all full-time residential faculty as the negotiating body between faculty and administration, both at the college and at the District and Governing Board levels. Faculty representatives serve on administrative councils and committees to participate in the formation and implementation of policies affecting educational and professional working conditions in MCCC. Full-time faculty are encouraged to attend Faculty Senate meetings on the first Friday of every month.

Contact this year's **Faculty Senate President, Paquita Garatea**, (85)75542, for membership information, or visit the website at <http://www.dist.maricopa.edu/org/faculty> .

The **Adjunct Faculty Association (AFA)** serves the needs of part-time faculty. More information can be obtained from the website at <http://www.dist.maricopa.edu/afa> .

Faculty Commons

At the **Pecos Campus, C201** serves as a "faculty commons." This room provides a comfortable setting for work or quiet time. Adjunct faculty mail files, photocopy machine, computers (both

Mac and PC), phones, supplies, etc. are available here. Access to this room is with an entrance code only. See your Division Secretary for that number. **Student access is prohibited unless arranged for and supervised by faculty.**

There are additional workrooms for adjunct faculty to work at Pecos, Williams, and Sun Lakes locations. Ask your Division Secretary for further information or see “Workrooms” later in this document.

Faculty Development Team

The Faculty Development Team coordinates, facilitates, and sponsors opportunities for faculty with emphasis on specifically identified initiatives and areas of focus. The team supports learning, encourages faculty collaboration, and creates a climate that encourages and rewards instructional innovation. Information concerning faculty development initiatives, team members, and resources is available at: <http://www.cgc.edu/fd> . A frequently updated calendar of faculty development events may be found at <http://www.cgc.edu/fdcalendar> . Faculty development events will be advertised via email throughout the academic year.

Adjunct faculty will receive “café credits” for their participation in CGCC-sponsored faculty development events. The café credit program includes a transcript of an employee’s faculty development participation during the academic year and a small stipend paid as adjunct faculty complete workshops and other CGCC-sponsored professional development. More information may be found on the “Faculty Resources” page of the faculty development website.

The Faculty Development Team meets three times per semester and includes representatives of campus instructional initiatives and academic divisions, but its membership is open to any interested faculty member. Contact Faculty Development Coordinator Heather Horn, (85)75193, if you would like to attend these meetings.

Faculty Evaluations

Adjunct faculty evaluations and classroom visits will be conducted each of the first three semesters of employment, and as needed after that by the Division Chair or designee.

Full-time faculty are evaluated according to the procedures in the *Residential Faculty Policy Manual*, Section 3. See your Division Chair or current FEP representative for more information.

Faculty Loads (Residential Faculty)

Full time faculty are expected to meet all classes as scheduled and **maintain academic support hours as required by the RFP**. In addition, full time faculty are to participate in program, division, college and district activities, or other class-related activities to meet their 30 hours of accountability per week. A typical work week would include: 15-16 hours in the classroom, 5 hours academic support, 9-10 hours of service to the college, totaling 30 hours of accountability. Needless to say, faculty spend many more hours grading and providing student feedback, preparing for classes, reading professional literature, etc.

Each faculty member will consult with the Division Chair and the **Vice President of Academic Affairs** or designee regarding acceptable activities to fulfill the hours of accountability.

Examples of activities that fulfill accountability include, but are not limited to the following:

- service on college and district committees
- overseeing special projects
- advising a student club or organization
- attending division, program, faculty or other meetings
- tutoring students
- supervision of adjunct faculty or other employees
- participation in faculty or staff development activities
- advising students
- recruiting at local schools or agencies
- representing the college in community activities/local boards
- writing curriculum
- developing program materials

Fair Use Guidelines

Faculty are expected to comply with all guidelines related to the "fair use" of **printed or media materials in classes**.

For detailed information, refer to the guidelines later in this document or at <http://www.copyright.gov> . In addition, Library Faculty, Dr. Larry Miller, (85)75138, can provide you with online resources.

Field Trips

Acquire a copy of the "Travel Packet for Off-Campus Activities and Field Trips" from the Office of Student Life. The packet can also be found under "Resources and Forms" on the Student Life website at www.cgc.edu/slif . The Office of Student Life will assist faculty in planning field trips, including understanding liability and assumption of risk issues, and completing forms. Contact the Office of Student Life at (73)27104 at the Pecos Campus or your Division Secretary.

Final Exams

The final exam schedule for each semester is published in the current class schedule and on the college calendar website and **CANNOT BE CHANGED**. Faculty must use the time assigned for their classes.

Grades: General Information

Testing and grading are primarily the instructor's responsibility. Standards for determining grades **must be in the syllabus** and explained to the class on the first day. You are encouraged to discuss your grading practices with your Division Chair.

A = Excellent	4.0 grade points per semester credit
B = Above Average	3.0 grade points per semester credit
C = Average	2.0 grade points per semester credit

D = Pass	1.0 grade points per semester credit
F = Fail	0.0 grade points per semester
	(+LDA)
W = Withdrawn Passing	not computed in GPA (+LDA)
Y = Withdrawn Failing	0.0 grade points per semester
	(+LDA) Computes as "F"
N = Audit	not computed in GPA
P = Credit	not computed in GPA
Z = No Credit	not computed in GPA (+LDA)
I = Incomplete	to be used in special situations only (explained below)

LDA = "last day of attendance" as explained below.

Students no longer receive “report cards” in the mail. Grades are available to students online.

Grades: Changes

The instructor of record for any class may process a change of grade form. Students have up to one (1) year following a class to appeal a grade. **Change of grade forms** are available from the Admissions and Records Office or Enrollment Services in the A building at the Pecos Campus or from Division Secretaries. This form requires the signature of the instructor, the Division Chair, and the Vice President of Academic Affairs.

Grades: Incomplete Contracts

Students who are doing acceptable work may request an incomplete grade if they are unable to complete the course by the end of the term due to illness or other **extenuating circumstances**. If the instructor approves the request, the instructor will post a grade of “I” and complete the online grade contract on the grade roster in the SIS Faculty Center. Students have up to 7 months to complete the work and should NOT register for the course again. Instructors must fill out a change of grade form after the student completes the work.

Typically, an incomplete contract is an option when only a small portion of the class remains unfinished. **Faculty are not obligated to honor a request for an “incomplete.”**

The instructor who established the incomplete contract, as "instructor of record," must be the instructor to complete the grade change form once the incomplete has been fulfilled.

Grades: Last Day of Attendance (LDA) Notation

The **last date of attendance (LDA) is required** when withdrawing a student from class. List the last day the student attended your class on the grade roster in your SIS Faculty Center. Last day of attendance is required when giving a grade of “W,” “Y,” “F,” or “Z.”

The last date of attendance is critical for our college student reporting and impacts student financial aid. Please be very diligent in accurately reflecting the last day a student attends your class. Please do not wait till the end of the semester to reflect that a student never attended or left after the first week. Additionally, use the Early Alert program to help you find the student and get the right information as soon as possible.

Grades: Pass/Fail

Some courses may be taken under a P/Z system at the discretion of the instructor. **Special forms must be filled out** with the Admissions, Records and Registration Office no later than 14 days into the semester. Credits earned with a “P” grade may be counted toward graduation.

Grades: Posting

The Family Education Rights Privacy Act of 1974 (FERPA) prohibits posting grades associated with a student’s name or social security number. Contact your Division Chair for alternative procedures or utilize the grade function in the online course management program, Blackboard. Instructors post official final grades on the grade roster in the SIS Faculty Center.

Grades: “W” and “Y”

One of the **greatest areas of confusion** is the use of the “W” or “Y” grade. Up through the 7th week of class, a grade of “W” will be assigned for any withdrawal. After the 7th week, if the student is passing the course at the time of withdrawal a “W” is assigned. If the student is failing, a “Y” grade may be assigned at the instructor’s discretion. (A "Y" grade is calculated into a student's GPA as "F.") It is advisable for the instructor to make known their grading policy in this area on the first day of class.

Please read the *College Catalog/Student Handbook* for more information about the “W” and “Y” grades. Instructors post “W” and “Y” grades on the grade roster in the SIS Faculty Center. List the last date of attendance whenever assigning a “W”, “Y,” “F,” or “Z” grade, and provide a reason for any “W” or “Y” grades. Reason codes are available from the Admissions and Records Office, (73)27320.

Graduation

All residential faculty **are expected as part of their accountability** (as referenced in the RFP) to attend graduation in full ceremonial garb (available through the bookstore).

Adjunct faculty and other CGCC employees are invited to attend and march with the residential faculty.

ID on Campus

Students, faculty, and college employees are encouraged to wear visible identification at all times. Photo identification cards are available from the College Safety Office. Neck lanyards can be purchased in the CGCC Bookstore.

Instructional Technology

The Instructional Technology department supports CGCC faculty in the following matters:

- * eLearning technologies (including Blackboard support)
- * Course-production assistance following Quality Matters™ standards
- * Technology training for new and continuing instructors
- * Research for instructional applications of emerging technology

For assistance with any instructional technology, please see our website on Inside, or email instructionaltechnology@cgcmail.maricopa.edu .

International Education Program

CGCC's International Education Program office provides services to students, faculty, visitors and exchange faculty from all over the world. Annie Jimenez manages the IEP office, which includes support services and programs for international students and domestic students interested in study abroad opportunities. In addition to intercultural resources and services, this office also supports faculty development opportunities. For more information, visit the IEP website at: <http://www.cgc.maricopa.edu/ss/intl> .

Learning Center

The CGCC Learning Center's mission is to support students' academic learning by providing free tutoring and resources to reinforce and supplement classroom instruction and to assist CGCC students to achieve academic success. All Learning Center services are free to students currently enrolled at Chandler-Gilbert Community College. At the Pecos Campus, the Learning Center is located on the second floor of the Library, rooms LIB227, LIB228, LIB229 and LIB237. At the Williams Campus, the Learning Center is located in Bridget Hall, rooms BRID114 and BRID115. The Learning Center also provides instructional support resources in the form of videotapes, software, and print materials. For a schedule of tutoring hours, additional information, or assistance, students should contact the Learning Center at (480) 732-7231, or visit our website at <http://www.cgc.edu/lc> .

Library Services

Faculty librarians are eager to assist you and your students with library assignment design, research activities and support, and creative projects applying all aspects of information literacy.

Faculty are invited to submit requests for publications, such as books, periodicals, and media material such as videos, DVDs, and CD-ROMs to support curriculum.

“Library Information” later in this publication provides details of the library operations and services, information about the availability of study rooms, and procedures for accessing the CGCC Library from home.

Lost and Found

All found items should be turned in to the College Safety Office immediately.

Mail

Incoming mail for full-time faculty is distributed in BRD121, the mailroom at the Pecos Campus. Faculty receive keys to access their personal mailbox. Mail folders are located in CHO201 for most Pecos adjunct faculty.

At the Williams Campus, most mail is distributed at the Student Services Office in Bluford Hall. Adjunct faculty at Williams should check with their Division Chair about options for receiving mail.

Outgoing mail at each campus may be placed in labeled boxes. Intercampus mail envelopes are available from division secretaries. Please check your mail frequently.

Make-up Testing Services

Make-up testing is provided as a service to full- and part-time faculty. Please refer to the process and form provided later in this document in the “Make-up Testing” section. The Testing Center is located on the Pecos Campus.

Maps

Maps are available for all CGCC locations and for individual buildings in both the class schedule and college catalog. Also, they may be accessed at <http://www.maricopa.edu/map> .

Media Services

Media Services has staff available to support classroom instruction at all three college locations.

Instructors can call ahead to:

- Request training on specific equipment in the room
- Request equipment for a specific class
- Request Media Services help personnel to come to the classroom for onsite troubleshooting during class.

Please use the online form to request support for special events, classroom support, or to report a problem: <http://www.cgc.maricopa.edu/academic-affairs/media/Pages/media-requests.aspx> . You must have an MEID and password to log into this form.


Media Services also **maintains an extensive video library available for CGCC Faculty and Staff for check out or playback via the campus cable system.**

The Video Database Collection is alphabetically ordered to make searching easy. All titles can be checked out by faculty for classroom use or preview, by coming to the customer service window on the second floor library. The tapes can also be played back via the CGCC Cable System. For more information, go to <http://www.cgc.maricopa.edu/academic-affairs/media/Pages/digital.aspx> .

Parking (Pecos)

Parking spaces on the Pecos Campus are painted as follows:

Yellow = Employee
White = Student
Green = College Vehicle

 = Disabled
Red = No Parking

Do not park in spaces marked for visitors. Parking permits are required at the Pecos campus. Permits are available for no charge at the College Safety Office.

Please obtain a brochure on parking regulations and violations from the College Safety Office. Violations are ticketed.

Parking (Williams)

Chandler-Gilbert Community College students, faculty, and staff at the Williams campus may obtain a MCCC CD decal to park in lots owned by MCCC CD, as well as Lot 16, which are shared by ASU at the Polytechnic campus and CGCC. Students, faculty, staff, and anyone who chooses to park at any other ASU at the Polytechnic campus parking lot will be required to purchase and properly display a valid ASU parking decal or hourly visitor's permit for their vehicle at all times.

It is important to note that ASU at the Polytechnic campus diligently enforces their parking regulations.

Paychecks

Paychecks are distributed by the Fiscal Office every other Friday (see the calendar of paydays later in this document). As a rule, the first paycheck of the semester is usually distributed within the first three weeks of the start of the semester.

As faculty, you have the following choices for receiving your paycheck, which may be arranged with Division Secretaries:

- Direct deposit
- Mail to your residence
- Pick up in person at Fiscal Office cashier's window

To ensure prompt receipt of your paycheck, the following forms must be completed and on file:

- Immigration Form 9 (I-9)
- Federal Withholding Form (W4)
- Employee Information Form

Phones

When dialing from within the district, use only the last five digits of a phone number, for example, (73)27280 (Pecos College Safety) or (98)88888 (Williams College Safety).

Long distance calls require an access code. Please see your Division Chair or Division Secretary if your position requires you to make long distance calls.

Professional Growth

Professional growth opportunities and funding are available for both full-time and adjunct faculty. Contact your employee group representative for details. Tuition waivers are available for up to 6 credit hours per semester for adjunct faculty. Full-time faculty, their spouses and dependent children are entitled to tuition waivers. Forms are available at the Fiscal Office or online at <http://www.cgc.maricopa.edu/adminservices/fiscal/Pages/fiscal-services.aspx> . Please contact Tom Nicol, Manager of the Fiscal Office, at (73)27313 with questions or concerns.

Email announcements promote a variety of events and opportunities for your professional growth.

Re-Entry Services

Students return to college at various stages in their lives. Laura Larson, a coordinator in the Office of Student Support and Transition Services, can assist re-entry students with any personal or academic transition issues, including

- Admissions
- Academic advisement and registration
- Major exploration
- Financial aid and scholarships
- College policies
- Community building
- Transitioning into college life
- Managing realistic expectations of college culture
- Balancing personal life and academic demands

Please feel free to refer prospective and current re-entry students to the website at www.cgc.edu/reentry or by calling (85)75188.

Room Reservations

Room reservations for instructional events may be made using the College Event Management system, R25. Before completing the online request form, faculty and employees should check space availability by accessing [Calendar and Events](#) and then click “College Events.” A username and password are required to access the request form. Password requests should be directed via email to rooms@cgcmail.maricopa.edu. Special event set-up requires a Facility Reservation Request “blue sheet” be completed. Contact your Division Secretary for assistance.

Rosters and Records

You may access your class rosters via my.maricopa.edu . A link to a reference guide with more detailed instructions is found at Tech Central: <http://inside.cgc.maricopa.edu/techcentral> .

There are two specific rosters that require your attention. They are listed below.

45th Day Roster

This is a paper roster used to support reporting enrollment to the state for funding. This is a crucial roster and must be accurate, signed, and returned to the Admissions and Records Office by the date requested on the cover sheet. This roster certifies that all students listed have been attending class. Please drop any students that have not been attending prior to the 45th day of each fall and spring semesters. You may not make any changes on the 45th day roster.

Final Grade Roster

Faculty post final grades on the grade roster in the SIS Faculty Center. Grades for semester-based courses should be posted by the end of final exam week. Grades for short-term courses should be posted within two working days of the last class.

Last Day of Attendance

Federal regulations require that all withdrawals and grades of F, Z, and Y have a last date the student attended the course.

Safety on Campus

When working late, be sure to check in and out with the Office of College Safety. Lock yourself in your office or workplace and close your window blinds, and call a College Safety officer to secure inside work areas and outside doors when you depart. You may request a College Safety officer to escort you to your vehicle after hours and after class.

Familiarize yourself with “The Emergency Procedures Guide” and building evacuation procedures as posted in rooms, and locations of emergency phones.

DO NOT leave doors propped open during class time.

Sexual Harassment

The “Sexual Harassment Policy for Students and Employees” is detailed in the *CGCC Catalog and Student Handbook*. Additional information about Maricopa policies is available online at <http://www.maricopa.edu/legal/dp/shoncampus.htm> .

Smoking

Smoking is allowed only in designated smoking areas marked by signs and at sufficient distance from building entrances. No smoking is permitted in any building at any time.

Social Security Numbers

It is illegal to use social security numbers or student names when publicly posting grades. Contact your Division Chair or Division Secretary for alternatives. **Do not permit students to identify themselves using their social security number either in whole or in part.**

Student Affairs

Pecos Campus:

- **Enrollment Services** under the leadership of Dean Daniel Herbst includes
 - Admissions, Records & Registration – Linda Shaw
 - Financial Aid – Nancy Regehr
 - Advisement – Ryan Cain
 - Recruitment and Orientation – Jesus Chaidez-Hernandez
 - Testing/Assessment Services – Bethany Moncivaiz

- **Student Services** that report directly to the Vice President of Student Affairs (VPSA), Bill Crawford III include:
 - Athletics – Athletic Director – (TBD)
 - Student Life and Leadership (Service Learning) – Mike Greene
 - Student Support and Transition Services (Disability Resources) – Dawn Gruichich
 - International Education Programs – Annie Jimenez
 - Early Outreach Programs – Laura Matayas
 - Career Center – Mary Frederick

Williams Campus:

Student Affairs reports through Provost John Schroeder and provides services at the Williams campus in Bluford Hall.

- **Student service** functions report to Rochelle Reinesch and include:
 - Advisement
 - Admissions, Records and Registration
 - Recruitment
 - Testing/ Assessment
 - Student Life
 - Financial Aid
 - General Student Support
 - Career Services – by appointment

More information about all of the CGCC student affairs areas is located at the CGCC web site. Student Affairs is bilingual in Spanish in all student services areas.

Student Records: Your Responsibility for Attendance and Confidential Student Information

Faculty are expected to maintain accurate records of class attendance and grades, as these records may be audited. It is recommended that you keep records for at least one year after the end of the class. **Keep your records confidential.** Please read the "Disclosure of Educational Records" section of the *College Catalog/Student Handbook*. Faculty may share grade progress with appropriate college staff for financial aid, student leadership, or other college purposes. Faculty are not authorized to share grade information with non-college staff, including parents of students. These policies are in accordance with the Family Educational Rights Privacy Act of 1974 (FERPA), which prohibits any person connected with the institution—including administrators and faculty—from improperly disclosing student information. FERPA does not allow posting grades associated with a student's name or social security number. Refer questions about this policy to the Vice President of Student Affairs Office.

Students: Absences

Attendance requirements are determined by each course instructor. The faculty member must provide students with written attendance requirements as part of the course syllabus. You may want to discuss attendance practices with other members of your division.

Students who fail to attend the first scheduled class meeting and have not contacted the instructor **may** be dropped as a "no-show" at the faculty member's option. Faculty should drop no-shows during the first week of classes to avoid complications for Financial Aid. Faculty members may elect to use the withdrawal policy located under "Withdrawal Policy" later in this document.

The following are important considerations for dealing with student absences as outlined in the college catalog in the "Attendance Policy" section:

- Students who fail to attend the first class session or to contact the instructor regarding the absence may be withdrawn at the instructor's discretion.

- Attendance requirements must be included in the course syllabus.
- “Official” absences are those that occur when students are involved in an official activity of the college such as a sports event or field trip. Students must present an official absence excuse form to the instructor. These absences shall not count against the number of absences allowed by the instructor. Prior arrangements for make-up work must be made.
- Other official absences include jury duty and subpoenas, for which appropriate documentation is required.
- In the event of the death of an immediate family member, absences for a period of up to one week will not be counted against the number of absences incurred. Appropriate documentation is required and students should notify instructors as soon as possible.
- Absence for religious holidays requires a written statement by the student one week prior to the date. Documentation is required and students must arrange make-up work with the instructor.
- It is up to the instructor to decide if make-up work is allowed for other absences. Please refer to “Make-up Testing Services” in this document for details of this services, or phone the Testing Center at (73)27159.
- If student develops a serious medical issue and cannot attend class, please call the Student Support Services office at (73)27050 to discuss options for the student. Our goal is to help students make it through the whole semester.

Students: Athlete Grade Checks

The athletic department has implemented an online grade checking system that will allow faculty, student athletes, coaches, and athletic staff to communicate with each other regarding academic progress of student athletes. The athletic department hopes to closely monitor our student athletes’ academic progress. Please contact either Coach Vee Hiapo at (73)27365 or the Athletic Department (73)27073 with your questions or concerns.

Students: Disabilities and Special Needs

The Americans with Disabilities Act (ADA) requires that academic accommodation be provided for those students with documentation of special needs. The disability may be physical, cognitive, sensory, or mental, including learning disabilities. Students are responsible for self-identifying, ensuring that appropriate documentation is on file with the Disability Resources and Services Office, and requesting “reasonable accommodation.” The College Student Services staff will determine what accommodations will be made.

Faculty have the responsibility to cooperate with the Disability Resources and Services Office in providing authorized and appropriate accommodation.

Scott Silberman, Psychology Faculty, serves as Faculty Liaison to the Disability Resources and Services Office and is available for individual assistance in aiding students who need accommodations, as well as consulting with faculty.

Please refer to the section of this document on syllabus requirements for more information.

Students: Privacy

The student's social security number, as well as grades, absences, attendance, and transcripts are a few of the items protected by the **Family Educational Rights and Privacy Act of 1974 (FERPA)**. Students' addresses and phone numbers are also protected by FERPA. FERPA does not allow posting grades associated with a student's name or social security number. More information is available from Linda Shaw, the Director of Admissions and Records, (73)27307.

Students: Underage Students

The Underage Student Program (UAS) was developed to address the needs of a growing population of college students who are between 12-15 years of age. These students may be home-schooled or come from our feeder junior high and high schools. Our goal is to ensure that their educational experience at Chandler-Gilbert Community College is positive and successful by providing support services. If you are in contact with underage students before they have enrolled for your class, please ensure that underage students have gone through the proper college enrollment process. Refer them to the UAS Advisor in the Advisement Center.

Faculty will be notified via e-mail or phone call of the student's enrollment. If a faculty is not assigned to a class section at the time of registration, the Division Chair will be notified of the student's enrollment. Faculty have the right to deny enrollment into their course and may restrict the number of underage students in their classroom. Faculty may be requested to complete and submit a mid-semester and end-of-the-semester grade check to the UAS advisor in the Advisement Center.

The following restrictions apply: no children under 12 years of age in academic classes, students must be 16 years or older to enroll in a science course, and underage students may not enroll after the first week of class. Underage students must be approved by the Director of Enrollment Services or designee, PRIOR to attending CGCC classes. For more information, call (73)27255.

Supplies

See your **Division Secretary** for supply needs including the instructor's copy of the textbook, course competencies, markers, and a sample syllabus.

Taping of Classes

MCCCD acknowledges that faculty are, by law, afforded **copyright protection for their classroom lectures**, and may limit taping (audio or visual); however, each instructor must inform the students of his/her policy regarding taping **during the first week of class**. Failure to do so will allow the students the right to tape. Students with certain disabilities may require accommodations that include taping of classes. The Disabilities Resource Services office will inform faculty of all accommodations that have been arranged for the student.

Technology Support Services (TSS)

Technology Support Services (TSS) is responsible for information technology support at the college. TSS consists of functional groups who provide various levels of technology support.

The TSS **Help Desk** provides service and support for faculty and staff with technology issues such as classroom computers. Call (73)27025 to report a problem or submit a work order, or stop by the Help Desk in LIB238. The Help Desk features

- The Tech Bar, offering improved support for walk-in customers
- Face-to-face interaction and assistance with computer problems
- Comfortable waiting area and couch
- Group demonstration space for technology demos
- Technology training classes

Technology support is also available online at **Tech Central**, a compilation of end-user documentation created by the technology groups on campus, including TSS, CIC, Media, Blackboard support, and others. Tech Central offers links and answers questions of specific concern to both new and returning faculty: <https://inside.cgc.maricopa.edu/techCentral> .

For questions about audio-visual technology on campus, see “Media Services,” above.

Websites (Personal)

Faculty and students may use Maricopa’s computing resources for development of personal websites as a learning tool. Use of Maricopa’s resources for this purpose is a privilege, not a right. The development and maintenance of such a website is subject to the Personal Website Standards, as well as the General Standards for Use of Maricopa’s Computing Resources found in the MCCC Blue Book (Administrative Policies) <http://www.maricopa.edu/legal> .

Withdrawal from Class

The goal at CGCC is to help students complete all classes. Please use the Early Alert program so that Student Support and Transition Services can intervene before a student decides to withdraw from your class and early enough to make it possible for the student to become successful. Students may be officially withdrawn from specific courses in the following ways:

Through the 7th week, a student may withdraw online or initiate an official withdrawal from any course by submitting a course withdrawal form with the required signatures to the Office of Admission and Records in accordance with the published deadline. A grade of "W" will be assigned.

After the 7th week, a student may initiate a withdrawal. The instructor will assign a grade of "W" or "Y" on the grade roster in the SIS Faculty Center and provide the LDA and reason for withdrawal.

Instructors should attempt to identify and withdraw students who never attend the class in a timely manner, preferably during the first week of classes, to avoid complications with Financial Aid. Withdrawals with a reason of no-show are not acceptable after 45th Day.

An **instructor has the option of withdrawing a student** who has accumulated unofficial absences in excess of the number of times a class meets per week. Students withdrawn for excessive absences may be reinstated only with the approval of the instructor. A grade of "W" will be assigned through the 7th week. After the 7th week, a grade of "W" or "Y" will be assigned.

Instructors electing to withdraw students must post the withdrawal on the grade roster in the SIS Faculty Center and provide the reason for the withdrawal and the LDA (last day of attendance).

At their discretion, instructors may assign a grade of "F," "Z," "W," or "Y" on the final grade roster for students who failed to complete an official withdrawal form. The reason and LDA, for a "W" or "Y" must be provided.

One point of confusion for students is whether their instructor will drop them if they stop attending classes, or if they are responsible for completing the withdrawal process. It is suggested that each instructor put a statement in the course syllabus as to whether or not it is his or her practice to withdraw students for nonattendance.

Workrooms

The following rooms are available as faculty workrooms on the **Pecos Campus: CHO201, EST112, EST212**. Copy machines, telephones, mail, photocopy pick-up stations, and general supplies are available in these rooms.

The Faculty Commons Room (Pecos CHO201) provides additional equipment and a "lounge" section with comfortable seating. Faculty workspaces are also available at the Williams Campus and Sun Lakes Education Center. Contact your Division Chair or Division Secretary for information.

On the Williams Campus, faculty workrooms are located in EGEL113, BAYL128, and THOM112. All locations require card key access. Contact your Division Secretary for card key application and processing assistance. A copy machine for faculty use is in the Student Services area of the Aviation and Technology Center (Bluford Hall).

REMINDER: Faculty are encouraged to use self-service copy machines only for limited or small jobs.

Student access to faculty workrooms and use of the equipment is restricted.

Writing Center

The Writing Center (LIB227 at the Pecos Campus and BRID114 at the Williams Campus) is a welcoming environment in which tutors help students become stronger writers. Through a student-centered approach, we encourage an understanding of and critical reflection about writing and demystify the writing process to foster independence. Writing tutors work with students at all levels and abilities and in all disciplines to help them develop effective strategies for any writing situation.

Tutors help students develop strategies to achieve their goals as writers by counseling them to make informed choices. We do not write, edit, or proofread papers for students. Instead, tutors give individualized attention to students at all stages of the writing process. We listen, dialogue, read carefully, and ask questions. We provided guided practice to build confidence and enhance critical thinking about writing. Ultimately, we aim to help students become successful, independent writers.

Tutoring is available free to CGCC students on a drop-in basis for help with *any* writing assignment from *any* CGCC class.

Our services include:

- One-on-one tutoring sessions (writing and ESL support)
- Writing Center orientations, which can be scheduled in the Writing Center or in your classroom and can include our orientation video and scavenger hunt options
- Interactive software to improve students' English, reading, and writing skills
- A large collection of writing-related handouts and reference books
- Computer stations for student use
- Writing Center workshops covering a variety of topics. For the workshop schedule, descriptions, and recorded workshops, please see the "Workshops" page of our website: http://www.cgc.edu/lc/writing_center
- Writing, grammar, and ESL resources available on our website: http://www.cgc.edu/lc/writing_center
- A Learning Center Facebook page for students, faculty, and staff that provides Math, Science, and Writing Center announcements, updates, and tips at CGCC Learning Center/Tutoring Services.

Please feel welcome to contact Karin Heffel Steele, the Writing Center Learning Associate, at karin.heffel.steele@cgcmail.maricopa.edu at any time for more information, to ask questions, or to share feedback.

II. Elements of an Effective Course Syllabus



- I. Definition and Contents**
- II. Required Information**
- III. Recommended Information**
- IV. Recommended Statements**
- V. Other Recommended Syllabus Elements**

I. DEFINITION and CONTENTS

The syllabus is an instructor's legal contract with his or her students. Generally, it is a compilation of course information, guidelines, policies, and procedures for a course. A weekly or daily outline should be included with a disclaimer that the class may vary from the outline in order to meet the needs of the students.

To achieve effective and efficient communication of instructor expectations, and to avoid potential student/instructor conflicts, the administration of CGCC is asking all instructors to include certain common elements in their syllabi. The following information provides a list of these required elements and statements, and suggestions for optional content.

The exact wording and format of a syllabus is up to each faculty member, and some elements may be embedded under other elements.

A syllabus must be distributed to all students at the first class meeting. You may choose to disseminate hardcopies or have online versions as part of your personal webpage and/or Blackboard site. A copy of your syllabus must be on file with your division secretary.

II. REQUIRED INFORMATION

In accordance with Maricopa Administrative Regulations, the following items must be included in the course syllabus:

- College name and Campus (Pecos, Williams, Sun Lakes)
- Instructor's name and contact information for student support
- Course information
- Title, prefix, course number and section number(s)
- Academic term and year, e.g., Fall 2011
- Course description and/or overview
- Course objectives
- Grading standards and practices
- Attendance requirements
- List of required and recommended texts and materials
- Statement of student responsibility for the information in the syllabus
- Statement of student responsibility for the college policies included in the college catalog and the student handbook
- Information about the availability of services for students that require special accommodations
- Statement indicating that information included in the syllabus may be subject to change, such as "Students will be notified by the instructor of any changes in course requirements or policies."

III. RECOMMENDED INFORMATION

The following is information that should be included in all course syllabi:

COURSE INFORMATION

- Course description (available at <http://www.maricopa.edu/academic/ccta/>)
- Course competencies or list of topics
- Required texts, materials, supplies, and fees
- Class location including campus location (Pecos, Williams, Sun Lakes), building and room number

INSTRUCTOR INFORMATION

- Instructor's name. Indicate how you wish students to address you: "Dr.," "Mr.," "Ms.," etc.
- Office location including campus, building and room number
- Office phone or voicemail number (Adjunct faculty should also include the division secretary's phone number. Adjunct faculty should obtain a college voicemail account and check it regularly)
- Email address
- Statement of philosophy and/or instructor expectations
- Guidelines for taping/recording lectures or class activities

INSTRUCTIONAL INFORMATION, ACTIVITIES, ASSIGNMENTS AND COURSE OUTLINE

- Schedule of class meetings, indicating holidays and special dates (such as service learning projects, field trips, etc.)
- Statement of instructional methods to be used in course delivery or format (online, hybrid, lecture, cooperative learning, projects, lab, presentations, etc.)
- Course outline which includes a list of topics, chapters or content plus assignments and their due dates (Include a disclaimer that these dates may change.)
- Exam dates
- Assessment procedures (number and kind of tests or learning assessment process)

INFORMATION REGARDING GRADING, ATTENDANCE, AND LATE WORK

- Grading policy including how students may track their grades
- Explanation of how final grade is computed
- Attendance and withdrawal policy (distinction and use of "W" and "Y")
- Plans for make-up work and late work policy

EXPECTATIONS FOR STUDENT BEHAVIOR AND CIVILITY IN THE CLASSROOM

- Policy and consequences for academic misconduct, including plagiarism (as defined below) and cheating (Refer to the general guidelines and policies outlined for students in the *College Catalog and Student Handbook*.)
- Policies on interruptions and disruptions such as tardiness, beepers, cell phones, pagers, etc.
- Statement of academic integrity/ethics/academic honesty
- Statement on respect for diversity

IV. RECOMMENDED STATEMENTS

It is recommended that the following statements be included “as is” in your syllabi:

STATEMENT REGARDING OUTCOMES AND ASSESSMENT

The faculty and programs at CGCC are dedicated to effective teaching and successful learning with emphasis in the following areas: communication, critical thinking, literacy, and personal development.

Periodically, students will participate in formal and informal assessment activities that will help faculty improve programs and teaching strategies. These activities are designed to facilitate student growth in whatever combination of the above outcomes applies to a course.

STATEMENT REGARDING STUDENTS WITH DISABILITIES

Students with disabilities are required to register for services in the Disability Resources and Services (DRS) office in the Student Center at the beginning of the semester. Do not wait to visit the DRS office if you want support with any CGCC classes. The DRS office will meet with you to determine accommodations based on appropriate documentation. Therefore, faculty members are not authorized to provide or approve any accommodations for students in this class without written instructions from the DRS office. This must be on file before any accommodation will be provided. You can contact the DRS office at (480) 857-5188.

INFORMATION ON LEARNING CENTER

The CGCC Learning Center's mission is to support students' academic learning by providing free tutoring and resources to reinforce and supplement classroom instruction and to assist CGCC students to achieve academic success. All Learning Center services are free to students currently enrolled at Chandler-Gilbert Community College. At the Pecos Campus, the Learning Center is located on the second floor of the Library, rooms LIB227, LIB228, LIB229 and LIB237. At the Williams Campus, the Learning Center is located in Bridget Hall, rooms BRID114 and BRID115. The Learning Center also provides instructional support resources in the form of videotapes, software, and print materials. For a schedule of tutoring hours, additional information, or assistance, students should contact the Learning Center at (480) 732-7231, or visit our website at <http://www.cgc.edu/lc>.

STATEMENT CONCERNING PLAGIARISM

Plagiarism is defined as presenting the work of another as one's own. More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate documentation format.

From the *CGCC Student Handbook*:

“Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.”

ACTIVATE AND ACCESS YOUR MARICOPA STUDENT EMAIL

The Maricopa District provides every student with Google-powered Maricopa Student Email upon enrollment. CGCC uses this official student email to send information concerning class enrollment, financial aid, tuition, and other important student information. Students *must activate* this email account in order to receive these messages. Activate your Maricopa Student Email now at maricopa.edu/google.

CGCC EMERGENCY ALERT

The CGCC Alert system utilizes text messaging and email to notify students of emergency situations on or around campus. Students should update their contact information in the Maricopa Online Student Center at my.maricopa.edu in order to receive a CGCC Alert notification in the event of an emergency.

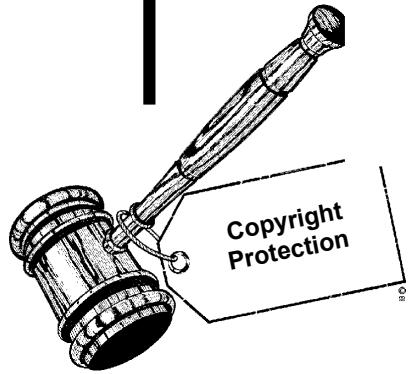
STUDENT PAY2PRINT

As of June 1, 2010, all CGCC students must pay for printing in the college computer labs and libraries. Registered students will receive their first 50 prints at no charge. Thereafter, black and white print costs will be 10 cents per print. Pre-paid printing accounts can be set up in the CGCC Cashier's Office. For more information, contact the CGCC Cashier's Office at (480) 732-7312.

V. OTHER RECOMMENDED SYLLABUS ELEMENTS

- List of learning services on campus: library, computer lab, Learning Center, etc.
- Transfer status of course (Please verify transferability each semester with the current *Course Equivalency Guide* online at <http://az.transfer.org/cas/CEG/ATF/index.html>)
- Tips for student success
- Format for assignments or standards for written work
- Explanation of time commitment required for success in the course, for example the number of homework hours expected each week
- Honors Program information or project explanation, if applicable
- Signature of receipt and understanding indicating the student has read the syllabus
- A brief instructor bio including experience and education that qualifies you to teach the course
- A statement letting students know they are welcome to seek support from the Vice President of Student Affairs office (480-857-5188) if they feel they have been discriminated against at CGCC

III. Fair Use Guidelines





Copyright Laws

source: <http://www.copyright.gov/>

***Anything that is fixed and tangible is copyrighted
and © is no longer required¹!***

Anything in a stable or palpable form is copyrighted as soon as it is created. Examples include literary works, musical works, dramatic works, pantomimes and choreographic works, pictorial, graphic, and sculptural works, motion pictures and other audiovisual works, sound recordings, and architectural works.

How this applies to educational use

Limitations on exclusive rights: **Fair Use**

“Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, *for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research*, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include -

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.” source: <http://www.loc.gov/copyright/title17/92chap1.html#107>

What is not protected by copyright: see <http://www.copyright.gov/circs/> .

How this applies to graphics:

Trademarks are more vigorously enforced than copyrights, so don't use any trademarked graphics.

Many graphic sites list their specific use policies and that usually falls into one of four categories.

1. Free for any use
2. Free for non-commercial use (if you are selling anything, it is commercial)
3. Free for use with written permission from the graphic's creator
4. Restricted from use without permission from (and usually payment to) the graphic's creator

Read each graphic page to find what permission is granted – it may be at the bottom of the page.

Generally you may use a graphic unless it indicates that its use is prohibited. ***ALWAYS give credit for every graphic used by describing the graphic at the bottom of the page on which it is used and list its source and URL.***

It is strongly recommended that faculty read: <http://www.xmission.com/~emailbox/netiquette.htm> .

Copyright seal from <http://www.copyright.gov> .

¹ 1988 Berne Agreement, see <http://www.loc.gov/copyright/circs/circ1.html#noc>

IV. Library Services



Library Policies Accessing Library Resources from Home Library Group Study Room Policy

Acquire appropriate forms such as “Reserve Request Form,” “Materials Request Form,” and “Telecom/Media Request Form” from Library faculty and staff.



CGCC Library Policies

<http://www.cgc.maricopa.edu/library>

Pecos Library Circulation Desk: (85)75100
Williams Library Circulation Desk: (98)88611

Hours

Pecos Campus:

Mon. - Thurs. 7:30 am - 9:00 pm
 Friday 7:30 am - 2:00 pm
 Saturday 10:00 am - 2:00 pm
 Summer and holiday hours vary.

Williams Campus:

Mon. - Thurs. 8:00 am - 6:00 pm
 Fri. 8:00 am - 2:00 pm
 Sat. & Sun. Closed
 Summer and holiday hours vary.

Patrons may obtain library privileges by presenting their college ID card at the circulation desk. Patrons are responsible for any use of their ID card, unless reported lost. College ID cards are valid at all Maricopa Community Colleges.

Community members are welcome to use the library resources at any time. Register at the circulation desk for a community borrower's card.

Loan Periods

Books	21 days
Magazines	Library Use Only
Newspapers	Library Use Only
Pamphlets	21 days
Video tapes/DVDs	7 days
Audio tapes	21 days
CD-ROMs	21 days
Interlibrary loans	21 days

Fine Policy

The CGCC Library charges fines for late materials as follows:

Books	\$.10
Interlibrary loan books	\$.10
Pamphlets	\$.10
Videos/DVD's	\$.10
Audio tapes	\$.10
CD-ROM	\$.10
Reserve materials	\$.50 per hour

All fines accrue on a per day basis with the exception of reserve materials.

Damaged Materials

The CGCC Library charges for the cost of any repair required on material that has been damaged while charged out to patrons. Fees will be determined by the Technical Services Librarian.

Lost Materials

The CGCC Library charges fair market cost for the replacement of any lost item, plus a \$5.00 processing fee.

For information about overdue, damaged and lost materials, and fines, call the Pecos Library Circulation Desk at (85)75102 or Williams Library Circulation Desk at (98)88611.

Accessing CGCC's Library from a Home Computer

A college identification card and preregistration in the CGCC Library is required before accessing online databases from off-campus.

The CGCC Library homepage provides access to books and online access to journals, magazines, and newspapers databases.

Follow these steps:

- Go to:
<http://www.cgc.maricopa.edu/library>
- EITHER-
- Select "Library Catalogs"
- Select "CGCC Library Catalog"
- OR-
- Select "Magazines and Journals" or "Newspapers"
- Click on desired database. An authentication box will appear
- Enter your MEID (username) and PIN (last 4 digits of your phone number as the password) in the authentication box.
- Use desired databases

If you have difficulties connecting, please call the Pecos Library Reference Desk at (85)75100 or Williams Library Reference Desk at (98)88275.

Library Group Study Rooms

Group study rooms are primarily intended for meetings related to assignments by faculty for college students who are commuters and need a place to meet. This often is the result of class assignments where students need to plan group presentations for their active learning assignments. Group study rooms may be reserved by talking with a member of the circulation staff.

Students may reserve group study rooms for a specific day and time two days in advance.

Faculty may reserve up to five group study rooms (except LIB109) for a specific day and time in advance anytime during the current semester for library-related assignments.

Group study rooms are for the use of CGCC faculty, staff and students for the following events:

- Studying
- Collaborative learning groups
- Groups viewing videotapes or instructional slides
- Videotaping practice speeches using the videocamera and VCR

A sign-up sheet is posted on each group study number plaque. Users are asked to sign these sheets when they use the rooms.

V. Make-up Testing Services

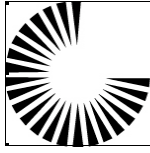


Hours of Testing Services

Make-up Testing Policies and Procedures

**Sample Make-up Test Request Form for
Instructors**

Request to Proctor Make-up Exam Form



Testing Services at the Pecos Campus

Hours of Operation Fall/Spring

Monday -Thursday 8 am-7 pm
Students must check-in by 5:30 pm

Friday 8 am – 2 pm
Students must check-in by 1:00 pm

Visit our web site for up-to-date
hours of operation:

www.cgc.edu/testing

Limited Saturday testing available
(by appointment only) during the
academic year. An appointment can
be made by calling
(480) 732-7159 #8.

Email requests will not be accepted.

Note: Saturday appointments must
be made by 12 noon on the
Thursday before a test is being
requested. We would prefer
students make arrangements at least
1 - 2 weeks in advance.

To extend a completion date add
another student or any general
correspondence please send email to
testing@cgcmail.maricopa.edu
or stop by in person.

Bethany Moncivaiz, Coordinator
Heather Elliott, Testing Technician

Chandler-Gilbert Community
College

2626 East Pecos Road
Chandler, Arizona 85225
Phone: 480-732-7159
Fax: 480-732-7241
www.cgc.edu/testing
testing@cgcmail.maricopa.edu

The CGCC Testing Center provides a variety of services to assist students as they pursue their career, educational, and personal goals.

The Testing Center provides the following services:

- Placement testing for English, reading and math (ACCUPLACER, ASSET & CELSA).
- **Make-up testing** is provided as a service of the Chandler-Gilbert Community College Testing Center for full and part-time faculty. This service is extended for **make-up testing only** for students who may have missed an exam due to extenuating circumstances such as death in family, illness, etc. or have been referred by Disability Resources for **testing accommodations**. Please refer to the Faculty Handbook for Make-up Testing Policies and Procedures. Note: Due to the high volume of Make-up testing and testing for online and hybrid courses we are unable to accommodate retests.
- The Testing Center also provides proctoring services for **online and hybrid** courses.
- NET Exam (Nursing Entrance Test).
- HCC (Health Care Core) – Credit by examination.
- Proctoring services for institutions outside of Maricopa Community College District.
- Please let your students know that:

- All testers **ARE REQUIRED** to present a valid and current picture I.D. before testing (This includes students between the ages of 12-18).
- They will need to provide the testing staff with the course title and instructor's name. (i.e. ENG101 – Instructor is Sally Sample).
- They will need to provide their 8-digit student I.D. to sign-in for testing.
- Students are responsible for providing their own Scranton forms, calculators, or any other item allowed by the instructor.
- Computerized tests will need to be scheduled in advance; they will need to let the staff know they are reserving a computer to take a test.
- Seating is limited.

Please encourage your students to visit our web site: www.cgc.edu/testing
testing@cgcmail.maricopa.edu





CHANDLER-GILBERT COMMUNITY COLLEGE

FACULTY – MAKE-UP EXAM FORM

Pecos Campus, Enrollment Services, Building A
 Phone 480-732-7159 Fax 480-732-7241

Visit our web site for online submission of exams: www.cgc.edu/testing
 Questions/Notifications: testing@cgmail.maricopa.edu

Instructions:

1. All exams must have instructor's name and course (Example: Smith - ENG101)
2. Copies of the exams must match the number of students listed at the bottom of the page
3. Testing Center will not accept or distribute any homework or handouts.

Course: (Example: ENG101)	Exam/ Quiz #:	Instructor's Name:	Phone Number:
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Instructor's E-mail:

Completion date: If the completion date is expired, students will be referred to instructor.
 Instructor notification of extensions must be received in person or
 by email: testing@cgmail.maricopa.edu (NO PHONE REQUESTS).



Completion date:

Faculty Instructions

Notes allowed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Open Book: Yes <input type="checkbox"/> No <input type="checkbox"/>	Calculator allowed: Yes <input type="checkbox"/> No <input type="checkbox"/>
Scantron form required: Yes <input type="checkbox"/> No <input type="checkbox"/>	Time limit per exam:	* No-Show Policy: Exams missed by students and not picked up by instructors, will be properly disposed of at the end of the semester.

DELIVERY SPECIFICATIONS

Note: If a delivery specification is not listed it will be designated as a pick-up.

Pick-up Date: _____ **Deliver to Room #** _____ (Via Mail Room)

IMPORTANT NOTE:

For Testing Center Hours of Operation visit our web page at:
www.cgc.edu/testing

Special Notes:	Disability Resource Office: Instructions for special needs students.
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Students taking the exam: **(full class rosters are not accepted)**

Student Name(s):	Reason student(s) did not take exam in classroom:	Date exam was taken in Testing Center: (date/initial)
1.		
2.		
3.		
4.		
5.		

MAKE-UP TESTING POLICY AND PROCEDURES

Fall 2011

Make-up testing is provided as a service to Chandler-Gilbert College full and part-time faculty. Make-up testing is available by request only. **Please allow 24-48 hour notice.** Please call **480-988-8000**. Testing and proctoring are provided by our Assessment Department. **NO GRADING WILL BE DONE BY PROCTOR.** Students **must** provide a photo I.D., before any make-up test is administered.

PROCEDURE FOR FACULTY

1. Faculty member should complete the cover sheet for make-up testing form provided by Assessment Office. **No test will be accepted without this form. (See Back).**
2. The complete make-up test form and test should be delivered to the Assessment Office by the faculty member or his/her designee. The Assessment Office is located in Bluford Hall Building, Student Services.
3. The Assessment Office staff will review the form upon receipt for any clarification that might be needed.
4. The faculty member or his/her designee should plan to personally pick up the test at the end of the established time period, or directions should be stated if we are to mail back to instructor.
5. Please inform students that they **must provide a photo I.D.** to take any make-up test.

Make-up Testing

Monday - Thursday
8:30 a.m. – 4:30 p.m.

Please call to make an appointment

REQUEST TO PROCTOR MAKE-UP EXAM

EXAM INSTRUCTIONS

To be completed by instructors:

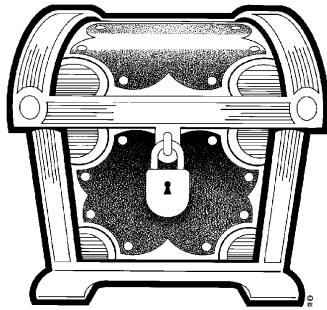
INSTRUCTOR'S NAME:	FACULTY INSTRUCTIONS:
Course Name: _____	Notes Allowed: Yes _____ No _____
Date Exam Sent to Testing Center: _____	Open Book: Yes _____ No _____
Completion Date Requested: _____	Calculator Allowed: Yes _____ No _____
<p align="center">DELIVERY SPECIFICATIONS</p> Please select one option: Exam will be picked up: Yes _____ No _____ If No, Please deliver to: Name: _____ Office #: _____ OR Mail Box # _____ Extension # : _____	Time Limit Per Exam _____ Scantron: Yes _____ No _____
DRS (Disability Resources Students) Only	
Special Request:	
Other comments:	

List of Students required to take the exam

Name:	Social Security Number:

For official use only

Date of Exam: _____
Time of Exam: _____
Proctor Name: _____



VI. Teaching Aids

Every Student Counts

On the Way to Being a Great Teacher

**A Self-Assessment for Instructors:
Questions to Ask Yourself**

**Promoting Academic Integrity in the
Classroom**

Planning Instruction: Lesson Plan Outline

Every Student Counts: The Top Ten Ways to Help Students Succeed

- Get to know your students by name and try to show a personal interest in each one.
- Create a community in your classroom where students interact and are actively engaged in learning.
- Show your passion and enthusiasm for your course content and teaching.
- Make students accountable to come to class by taking attendance and administering frequent assessment measures.
- Use relevant real-world examples and applications of your content that will be of interest to your students.
- Provide meaningful feedback to students on assignments, tests, projects, and grades.
- Be accessible by phone, email, and office hours for assistance.
- Help connect students to support services such as tutoring, financial aid, computer lab, advisement, career services, study groups, etc.
- Make your expectations clear, consistent, and fair throughout the semester.
- Set high standards and believe your students will succeed.



On The Way to Being a Good Teacher

*(Compilation of ideas from Gordon Jesse, CGCC Theatre Faculty
and from sources for teaching adults.)*

Use class time wisely.

- Start on time.
- Hold class for the entire allotted time period.
- End with a closure activity ("*What did you learn today?*" "*What questions do you have?*").

Record attendance and tardies every class meeting.

- Address both in the syllabus.
- Make attendance part of the grade (i.e. participation points).

Learn students' names quickly. Use team builder and "getting-to-know-you" activities in early weeks to help you and the students with this.

Produce a thoughtful and thorough syllabus (see guidelines in this document). Stick to it or distribute or post online printed addendums/adjustments as needed.

Design assignments in detail:

- State the purpose.
- Delineate expectations.
- Provide criteria for evaluation/grading.
- Assign points to all expected learning and in proportion to the complexity of each aspect.
- Give "do's" and "don'ts" based on previous students' efforts.
- Give directions both orally and in writing.
- Plan for transfer of skills and previous learning (i.e. hold students accountable for reading, writing, thinking, math, etc. skills).

Create grading criteria (checklists, rubrics, evaluation grids, etc.) for each assignment. Communicate the standards at the onset of each assignment, use exemplary models to illustrate standards, and provide students with specific feedback on strengths and weaknesses in their efforts.

Return assignments in a timely manner (well before the next assignment).

Utilize college learning initiatives that are integral to your teaching: cooperative learning, outcomes assessment, classroom research strategies, intercultural or international perspectives, service learning, linked assignments, etc.

Treat grades and grading sensitively.

- Avoid group grades.
- Avoid giving the same grade to the whole class.
- Don't change grades in front of the class.
- Arrange private meetings for grade disputes.

Design effective instructional materials.

- Do not violate copyright stipulations.
- Produce clean copies.
- Attend to presentation, spelling and grammatical accuracy of your handouts.

Vary your teaching methods.

- Mix independent and cooperative learning.
- Attend to learning styles or intelligences.
- Consider experiential learning such as service learning, field trips, etc.
- Design collaborative activities.
- Invite guests, speakers, panels.
- Use multimedia and make media options available to students.

Respect students' time, intelligence, life experiences, efforts, and maturity.

Self-Assessment for Instructors: Questions to Ask Yourself

1. *Are you energetic and enthusiastic in the classroom?*
2. *Can you maintain enthusiasm?*
3. *Do you have a sense of humor in the classroom?*
4. *Are you always patient in the classroom?*
5. *Do you avoid sarcasm, ridicule, or embarrassment?*
6. *Do you keep a balance between being a friend and being in charge?*
7. *Do you avoid distracting mannerisms?*
8. *Do you love teaching? Do you love your subject?*
9. *Are you willing to try new things in order to motivate your students and help them in their educational endeavors?*
10. *Do you make your subject's language "alive" and useful to the students?*
11. *Do you use a variety of teaching techniques and activities?*
12. *Do you set a good pace at the beginning of the semester?*
13. *Do you encourage and compliment students?*
14. *Do you watch for signs of fatigue or inattentiveness, and change your activities accordingly?*
15. *Do you try to have active participation in each class?*
16. *Do you involve the quiet or shy students as well as the vocal ones?*
17. *Do you admit you don't know something and agree to look it up?*
18. *Do you prepare a syllabus and use it consistently?*
19. *Are you always prepared for class?*
20. *Are you always on time or early for class?*
21. *Are you prepared for unexpected situations in class, and are you flexible?*
22. *Do you encourage the students to study ahead on the material?*
23. *Do you include review?*
24. *Do you check assignments?*
25. *Do you use a variety of visual stimuli (charts, computer)?*
26. *Do you almost never sit down while in the classroom?*
27. *Do you use study partners in class and encourage study groups outside of class?*
28. *Do you use small group work in class?*
29. *Do you "float around the room" during group activities, asking pointed questions?*
30. *When writing on the board do you turn to face the class frequently?*
31. *Is your board writing conducive to good note-taking?*
32. *Do you clear the board for the next teacher before you leave, and return the room to its original set-up?*
33. *Are you consistently updating your own teaching and learning skills?*
34. *Are you familiar with the school's policies and procedures?*

Promoting Academic Integrity in the Classroom

Some of the ideas presented here are inspired by Professor David Resnick of the University of Wyoming who wrote "Academic Honesty". Also included are ideas from CGCC faculty. Finally, some words come directly from a CGCC Faculty Forum (October 1997) printed in its "A Report on Academic Integrity: A Collegial Conversation." Some suggestions for establishing a climate of honesty and academic integrity:

I. Discuss academic integrity with your students.

- ❖ Facilitate a conversation about how rules and regulations pertain to your class specifically. *Do the students know how plagiarism might apply to work in your course? Do they understand the ethical principles behind it so they can avoid it? Do they know when it's appropriate to get help from others and when they need to work independently?*
- ❖ Talk about academic integrity to promote it (Resnick). Discover what issues students have with it and address them openly.

II. Promote academic integrity in your assignments, activities and exams.

- ❖ Hold students accountable for learning throughout the process; don't merely rely on a final product. For instance, for complex projects, require a proposal or plan, an outline, a bibliography, etc., in addition to the final performance.
- ❖ Plan major writing assignments (essays, reviews, research papers and reports) to include initial drafts on which to provide early feedback. Consider revisions and improvements between "before" and "after" versions.
- ❖ Avoid using the "take home" method of exams solely. For each "take home" assignments, provide a comparable "in class" assignment.

III. Be prepared for situations involving academic integrity.

- ❖ Reflect on a past experience, which, in hindsight, could have likely been handled better. Mentally rehearse a revised scenario – one free of accusations, anger, or threats – that has learning at the heart of the matter.
- ❖ Practice some phrases to use in conflicts: *"Help me understand how this is your work." "Why do you suppose there's such a difference between your usual standard and this?" "Let's discuss how this situation involves academic integrity." "I am concerned about your actions. Do you know why?"*
- ❖ Consider pausing before you act. When a situation arises, don't be afraid to respond with *"I am not prepared to tell you what is going to happen now. We'll discuss it in a meeting."*
- ❖ Never lose sight that you are not trying to defeat someone. You are trying to help a student reap the rewards gained through academic integrity.



Planning for Instruction: A Suggested Outline

<p style="text-align: center;">FOCUSING THE LESSON FOR STUDENTS</p>	<ul style="list-style-type: none"> ✓ Set-up something motivational—new question, situation or topic. ✓ Get students actively involved right away (mentally or physically) "Think about where we left off last session." "Do you remember the question we asked last time?" ✓ State the objective, purpose, and relevancy of the lesson. "Today will be an introduction to _____ in preparation for ____." "By the end of today's session, you should be able to ____." "Today's class will help you ____." "You'll want to pay special attention to today's review for the test." ✓ Divide content, skill, concept, etc., into meaningful parts. Present one at a time.
<p style="text-align: center;">GIVING INFORMATION AND EXAMPLES</p>	<ul style="list-style-type: none"> ✓ Present information in a variety of ways and use visuals. Give information (lecture), ask questions, direct activities (including cooperative group work as interludes in long lectures), provide wait time and responses that enhance thinking, interaction, and exchange of ideas. ✓ Demonstrate and model skills and label key features. Provide examples and non-examples. ✓ Allow for practice, repetition, rehearsal in class, if possible.
<p style="text-align: center;">CHECKING AND CHANGING DELIVERY</p>	<ul style="list-style-type: none"> ✓ Watch students practice, check a sample of their work for understanding. ✓ Ask key questions that tell you they "get it." ✓ Avoid "Are there any questions?" ✓ Decide how to proceed: change content, adjust strategy, abandon.
<p style="text-align: center;">CLOSING & PROVIDING FOR PRACTICE</p>	<ul style="list-style-type: none"> ✓ Get students actively involved (mentally or physically) in summarizing what they learned in the lesson. "Think about the five most important points from today." "Jot down one thing you learned, one question you still have from today." "If you had to explain to an absent group member what we learned today, what would you say?" ✓ Provide homework that will either cap that day's lesson or prepare students for tomorrow's. <p style="text-align: right; font-size: small;">Compiled by S. Fagan/Based on M. Hunter's Model</p>

VII. Resources



List of Faculty Resources

Adjunct Faculty Association.....
www.dist.maricopa.edu/afa/

Adjunct Faculty Professional Growth
Franklene Smith
(73)27126

Adjunct Faculty Representative (CGCC)
Michele Kemp
(51)78160
michele.kemp@riosalado.edu

ASU Center for Learning and Teaching
Excellence (CLTE)
<http://clte.asu.edu>

Blackboard Support
<http://inside.cgc.maricopa.edu/techcentral>

College Employee Services.....
<http://www.cgc.maricopa.edu/adminservices/employment/Pages/emp-services.aspx>
Sandi Lien
(73)27042
Jackie Lucchi
(73)27279

Computer Lab.....
Sherri Basha
(73)27226

The Connection (CGCC Student Newsletter).....
Trish Niemann
(73)27030

Copyright/Fair Use Resource.....
<http://www.copyright.gov>
Dr. Larry Miller
(85)75138

Courier (CGCC Employee Newsletter).....
Trish Niemann
(73)27030

Curriculum Committee
Nancy Short
Faculty Representative
(73)27227

Curriculum Processing.....
Mardy Coronado
(73)27018

Disability Resources and Services
(85)75188

Diversity Initiative
Lori Girshick
(85)75536

Division Chair Council
Matt Fisher
(85)75538

Employee Development
Brent Bartel, Coordinator
Staff Development
(98)88111
Heather Horn, Coordinator
Faculty Development
(85)75193

Facilities Services.....
Jim Dusek
(73)27123

Faculty Development
Heather Horn, Coordinator
(85)75193

Faculty Evaluation Program (FEP)
Jeanne Canham
(73)27082

Faculty Professional Growth
(Salary Advancement)
Nancy Short
(73)27227

Faculty Senate
Paquita Garatea
President
(85)75542

Fitness Center (Pecos & Williams).....
Dr. Brent Alvar
(98)88401

Fulbright Scholar Program.....
<http://www.cies.org>

Global Learning Initiative.....
Dr. Paul Petrequin
(85)75256

Grant Information.....
Trina Larson
(73)27222

Honors Program
Co-coordinators:
Shirley Miller
(73)27133
Dr. Teri Moser
(85)75120
Toni Vitagliano
Support staff
(73)27252

Instructional Technology.....
Ben Archer
Director of Instructional Technology &
Course Production
ben.archer@cgmail.maricopa.edu
(73)27261

International Education Program.....
Annie Jimenez
(73)27391

Learning Center (Tutoring)
Eva Falletta
(73)27231

Library (LRC).....
<http://www.cgc.maricopa.edu/library>
Barbara Stott
(85)75137
Mary Beth Burgoyne
(98)88611
Dr. Kim Chuppa-Cornell
(73)27022
Carol Dichtenberg
(85)75133
Dr. Larry Miller
(85)75138

MCCCD Diversity Newsletter.....
<http://www.maricopa.edu/diversity/newsletter/>

MCCCD Faculty Association.....
<http://mccfa.org>

MCCCD Technology Training
<http://www.dist.maricopa.edu/training/currentregistrationform.htm>

MCCCD Women's Leadership Group
<http://webport.cgc.maricopa.edu/published/w/lg/wlg>
Kris Bell
CGCC Representative
(73)27184
Yvette Strickling
CGCC Representative
(73)27310

Media Services
Pecos Campus
(73)27110
Williams Campus
(98)88153

R3: Reflection, Renewal, Role.....
Pam Davenport
(73)27135
Darby Heath
(85)75442

Reentry Services
Laura Larson
(85)75447

Service Learning, General
Alison Whiting, Coordinator
(73)27069

Service Learning, Instruction
Vanessa Sandoval
(73)27267

Service Learning, Teacher Education Program
Jennifer Spring
(73)27309

Student Learning and Outcomes Assessment...
Dr. Roy Schiesser
(85)75195

Student Life Office
Mike Greene, Director
(73)27146

Student Support Services
(85)75188

Technology Help Desk
helpdesk@cgcmail.maricopa.edu
(73)27025

Webmaster (Content changes/additions).....
Lesley Cryderman
(85)75341

Writing Across the Curriculum.....
Dr. Diane Clark
(73)27178