

FACULTY HANDBOOK

2018 - 2019



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San Mateo County Community College District
Board of Trustees

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SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

Legal Basis

The California State Education Code provides the legal basis for the Board of Governors of the California Community Colleges, the statewide agency which governs community colleges, and for the local District and its Board of Trustees.

The California Community Colleges

Policies determined by the Board of Governors of the California Community Colleges are carried out by the Office of the State Chancellor. The Office of the Chancellor is located at 1102 Q Street, Sacramento, California 95811.

San Mateo County Community College District: Board of Trustees

The Board of Trustees of the San Mateo County Community College District governs the local District under authority delegated by the State, as specifically authorized in the Education Code. The authority, organization, and duties of the Board of Trustees are detailed in Chapter I of District Rules and Regulations.

Regular meetings or study sessions of the Board are scheduled for the second and fourth Wednesday of each month at 6:00 p.m. in the District Board Room, 3401 CSM Drive, San Mateo, California. The Board reserves time at each regular meeting for the hearing of students, faculty, staff, or interested citizens regarding items which are not on the meeting agenda ("Statements from the Public on Non-Agenda Items"). To be included on the agenda, formal presentations by organizations or individuals must be approved one week in advance by the District Chancellor. Minutes of Board meetings are public records, open to inspection by any citizen by prior arrangement with the Secretary to the Board of Trustees.

District Offices and Services

The Board of Trustees delegates the detailed conduct of District affairs to the District Chancellor. The role and function of District and college administrations are described in Chapter 2 of District Rules and Regulations. District Rules and Regulations are on the District Web site under Downloads.

San Mateo County Community College District (SMCCCD)

The SMCCCD consists of three fully accredited Colleges, and a District Office that offers support to the three Colleges. The three colleges are Cañada College in Redwood City, College of San Mateo (CSM) in San Mateo and Skyline College in San Bruno. The District Office is physically located in San Mateo across from the CSM campus.

Board of Trustees Policies & Procedures

Policies & Procedures - <https://smccd.edu/boardoftrustees/policies.php>

Board Policy NO.2.36 Use of Student Email Addresses –

Email is not appropriate for transmitting sensitive or confidential student information.

Confidentiality regarding student records is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). All use of email, including use for sensitive or confidential information, will be consistent with FERPA.

Email shall not be the sole method for notification of any legal action or disciplinary action.

In order to control the use of mass emails to students, the following recommendations and guidelines are proposed:

1. “Mass email” is defined as a non-personalized email that is sent to more than 100 student email addresses at one time. Emails sent by faculty members to students enrolled in their classes are not considered to be “mass email” even if the number of emails sent at one time exceeds 100.
2. The Vice President of Student Services at each College or designee shall approve the content and timing of delivery of any mass email, including mass email proposed by Auxiliary Services, to all current or prospective students. When determining whether a mass email should be sent, the Vice President shall consider the following:
 - a. the number of mass emails that have been sent to students in the most recent four-week period of time;
 - b. whether prospective email messages from several departments can be combined into one email in order to reduce the total number of email messages sent to students;
 - c. the appropriateness of the message; and
 - d. whether the student has indicated that the College cannot release the student’s “directory information” without the student’s consent. In this case, the College does not have permission to use a student’s email address.
3. Mass emails shall typically be used to communicate with students regarding the following:
 - a. registration dates and opening of the school semester
 - b. financial aid information (not including any personally identifying information)
 - c. special events on campus
 - d. schedule of final examinations
 - e. billing and payment information
 - f. new program information

4. Mass emails to students shall not be used to communicate with students for private commercial purposes (e.g., special deals for college students offered by local vendors, etc.). Mass email may be used for District-sponsored commercial activities (e.g., sales at College bookstores; sales of athletic or special event tickets) with the permission of the College Vice President of Student Services.
5. In order to prevent students from seeing other students' email addresses, mass email messages sent to students should be sent by using distribution groups or the "blind carbon copy" options.
6. At the end of each mass email sent, the student will be given the option to "Unsubscribe" from the mass email list.

Part I: General Information

Skyline College Information

Located in San Bruno, CA, Skyline College is one of the three community colleges in the San Mateo County Community College District (SMCCCD). An open access public institution, Skyline College primarily serves diverse communities across northern San Mateo County and southern portions of the City and County of San Francisco.

In the 2016-17 academic year, Skyline College made up approximately 39% of the District's 38,956 student population, with an annual count of 15,198 students¹ (enrolling approximately 10,000 students every fall semester). The College boasts a wide array of offerings including but not limited to: preparation for transfer to a four-year university; Associate of Arts and Associate of Science degrees, a baccalaureate degree, workforce and economic development through career technical education programs and certificates, basic skills development, and lifelong learning.

Skyline College plays a key role in expanding postsecondary access and opportunity in the local community. In addition to being a top destination for local feeder high schools in northern San Mateo County, the College has an established Middle College program on campus for high school students and actively works to expand course offerings and strategic partnerships with local high school districts.

Please see the Skyline College Fact Sheet in Appendix A for other information including student demographic details.

Skyline College Website - <http://www.skylinecollege.edu/>

¹ CCCC Data Mart; accessed May 23, 2018.

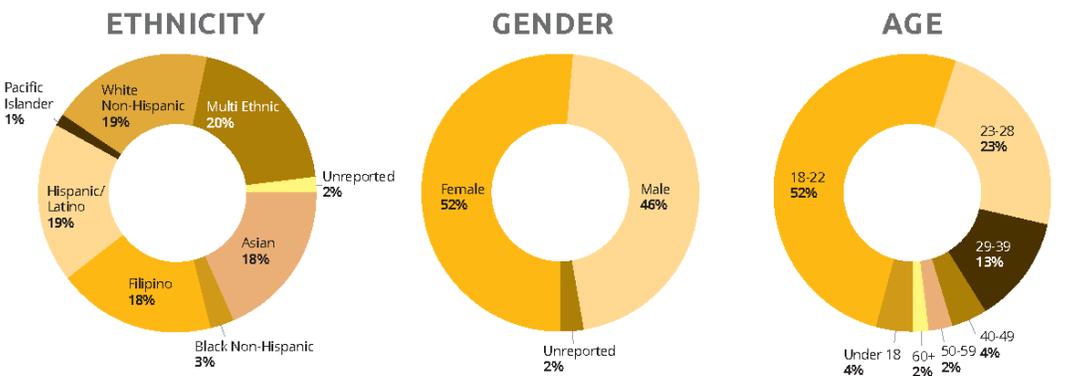
Fact Sheet (2017 - 2018)



Skyline College is committed to developing culturally rich and globally informed educational opportunities for an annual population of over 16,000 students. Students can choose from over 100 degree and certificate programs to achieve their educational goals in an affordable and supportive environment. Key transfer agreements set with a wide range of public and private colleges including UC Berkeley, UCLA, UC Davis and San Francisco State University make Skyline College a top destination for students working to transfer to a four-year college or university.

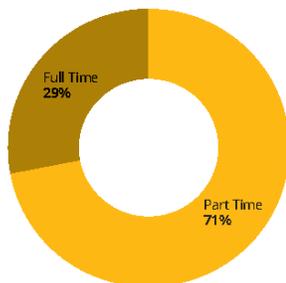
- Curriculum
- 36 Associate Degree programs
 - 19 Associate Degrees for transfer
 - 62 Certificate programs
 - 1 Bachelor's Degree program
 - Honors Transfer Program
 - Learning Communities: Science & Health - Allied Health, Automotive, Bio Bridge, Engineering & Technology Scholars; Arts & Culture - ASTEP, CIPHER, Kababayan, PACE, Puente; Public Service - Teacher Track, First Year Experience, Legal Careers, Social Justice League

FALL 2017 STUDENT DEMOGRAPHICS



FALL 2017 ENROLLMENT

FULL TIME/PART TIME



- **9,221** Students (Total credit students)
- **7,163** Students residing in San Mateo County
- **2,192** New students
- **1,629** New students residing in San Mateo County
- **263** International students
- **8,173** Students in face-to-face courses
- **2,274** Students in online courses
- **40%** Day time students
- **33%** Evening students
- **27%** Day and evening students

Current and Past Fact Sheets - <https://skylinecollege.edu/aboutskyline/factsheet.php>

Mission - Vision - Values

Mission Statement

To empower and transform a global community of learners.

Vision Statement

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Values Statement

Education is the foundation of our democratic society.

Thus:

Social Justice: We are committed to a comprehensive diversity framework that promotes social justice throughout all policies, procedures, and practices of the College.

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparedness, socio-economic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. We are committed to providing students with open access to programs and responsive student services both in person and online that enable them to advance steadily toward their goals.

Student Success and Equity: We value students' success in achieving their goals, on-time, and strengthening their voices as they transform their lives through their educational experience. We aim to close gaps that result in inequitable outcomes by ensuring that each student has the opportunity to succeed.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, a baccalaureate degree, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curricula and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration,

discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Participatory Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability “To meet present needs without compromising the ability of future generations to meet their needs.”

Institutional Student Learning Outcomes

Upon completing an A.A./A.S. degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

- **Critical Thinking**
Students will be able to demonstrate critical thinking skills in problem solving across the disciplines and in daily life.
- **Effective Communication**
Students will be able to communicate and comprehend effectively.
- **Citizenship**
Students will be able to use knowledge acquired from their experiences at this college to be ethically responsible, culturally proficient citizens, informed and involved in civic affairs locally, nationally, and globally.
- **Information Literacy**
Students will be able to demonstrate skills central to information literacy.
- **Lifelong Wellness**
Students will be able to demonstrate an understanding of lifelong wellness through physical fitness and personal development.

College Leadership

College Administration -

<https://www.skylinecollege.edu/aboutskyline/administration.php>

Organization Chart -

https://www.skylinecollege.edu/aboutskyline/assets/SkylineCollege_OrganizationalChart.pdf

Instructional Divisions

Academic Support and Learning Technologies - <https://skylinecollege.edu/asltdivision/>

Business, Education and Professional Programs - <http://skylinecollege.edu/business/>

Global Learning Programs and Services - <http://www.skylinecollege.edu/globallearning/>

Kinesiology/Athletics/Dance - <http://skylinecollege.edu/kinesiology/>

Language Arts - <http://skylinecollege.edu/languagearts/>

Science/Math/Technology - <http://skylinecollege.edu/sciencemathtech/>

Social Science/Creative Arts - <http://skylinecollege.edu/socialsciencecreativearts/>

Student Services Divisions

Counseling - <http://www.skylinecollege.edu/counseling/>

Enrollment Services - <http://skylinecollege.edu/admissions/>

Student Equity and Support Programs - <http://skylinecollege.edu/studentequitydivision/>

Planning, Research and Institutional Effectiveness

Planning, Research and Institutional Effectiveness - <http://www.skylinecollege.edu/prie/>

Campus Facilities

Facilities Operations - <http://skylinecollege.edu/eventsconferences/index.php>

Participatory Governance and Compendium of Committees

The primary mission of Skyline College is to provide quality education to its students in partnership with its community. Participatory governance is a method of college management in which decision makers, whether with primary or delegated authority, are committed to involving affected constituencies in decisions as much as possible. Participatory governance is based upon individuals having a voice in decisions that affect them.

Participatory governance is carefully planned, instituted and evaluated. It is designed to lead to effective participation in decision making that unites constituencies, produces an improved college environment, and draws upon the strength of diversity. Participatory governance

includes the structures and processes for decision making that engage students, staff, faculty and administrators in reaching and implementing decisions that further the primary mission of the college—to educate students. The groups formed to address college matters are properly charged and empowered, the members carefully selected, and processes clearly structured. The structures and processes for participatory governance vary according to task.

In order for participatory governance to work, there must exist a covenant of mutual trust, honesty, open agendas, equity, and respect for differing views. Essential to maintaining this covenant are open communications and feedback from all constituencies. All parties must commit to and take responsibility for fostering and maintaining an environment in which participatory governance can occur, as well as being well informed regarding issues.

Members of the constituent groups must commit to participating in the implementation of decisions made through participatory governance processes and to working within legal and pragmatic parameters of decision makers. The partners in participatory governance acknowledge that traditional and legally mandated roles continue within the context of participatory governance; e.g., the publicly elected members of the Board of Trustees have the ultimate legal and ethical responsibility for setting policy and making decisions regarding the operations of the District's colleges.

Participatory Governance Handbook -

<http://www.skylinecollege.edu/participatorygovernance/assets/documents/handbook.pdf>

Governance Committees -

<http://www.skylinecollege.edu/participatorygovernance/governancecommittees.php>

Compendium of Committees -

<http://www.skylinecollege.edu/participatorygovernance/currentcompendium.php>

Planning Documents and Handbooks

Education Master Plan

<http://skylinecollege.edu/prie/assets/documents/educationmasterplan/Skyline%20draft%20of%20EMP%20-%206.13.13%20with%20graphics.pdf>

Strategic Plan

http://skylinecollege.edu/prie/assets/yearendreports/Strategic_Plan_Brochure_020813_DESKTOP_PRINT.pdf

Balanced Scorecard

<http://skylinecollege.edu/prie/balancedscorecard.php>

Sustainability Plan

<http://smccd.edu/strategicplanning/documents/Skyline%20Sustainability%20Plan.pdf>

Integrated Planning and Resource Allocation Cycle Model

<http://www.skylinecollege.edu/prie/assets/plansandinitiatives/ipracmodel.pdf>

Technology Plan

<http://www.skylinecollege.edu/technologyadvisorycommittee/assets/documents/SkylineTechPlanOct2013.pdf>

Human Resources Plan

http://www.skylinecollege.edu/prie/assets/documents/handbooks/Human%20Resources%20Plan%20T3S%20%20Final_3.pdf

Skyline College Diversity Framework

http://skylinecollege.edu/seed/assets/diversity_framework/framework.pdf

Professional Development Resources

<http://skylinecollege.edu/ctl/>

Campus Resources

President's Office - <https://www.skylinecollege.edu/presidentsoffice/>

Office of the Vice President of Instruction - <http://www.skylinecollege.edu/instructionoffice/>

Office of the Vice President of Student Services - <http://skylinecollege.edu/officevpss/>

Office of Planning, Research and Institutional Effectiveness - <http://skylinecollege.edu/prie/>

Marketing, Communications, and Public Relations Office - <https://skylinecollege.edu/mcpr/>

Curriculum Committee - <http://www.skylinecollege.edu/curriculumcommittee/>

Accreditation - <http://skylinecollege.edu/accreditation/>

The Center for Transformative Teaching and Learning - <http://skylinecollege.edu/ctl/>

Academic Senate - <http://www.skylinecollege.edu/academicsenate/>

Compendium of Committees -

<http://skylinecollege.edu/participatorygovernance/compendium.php>

Skyline Shines - <https://skylineshines.skylinecollege.edu/>

Academic Calendar - <http://www.skylinecollege.edu/academics/academiccalendar.php>

Emergency Preparedness Resources -

<http://www.smccd.edu/publicsafety/emergencypreparedness.php>

Immediate Action Response: The Big Five

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE	Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units
DROP, COVER & HOLD ON	Implement during an earthquake or explosion to protect building occupants from flying and falling debris
SECURE CAMPUS	Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned
LOCKDOWN / BARRICADE	Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement
EVACUATION	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location

Faculty Contract - AFT

The Agreement between the Board of Trustees of San Mateo County Community College District and the San Mateo Community College Federation of Teachers is available at the following link:

AFT Contract

Link to view AFT contract:

<http://aft1493.org/contract-a-salaries/complete-contract/>

Link to view Faculty Evaluation Procedures:

<http://aft1493.org/contract-a-salaries/faculty-evaluation/>

Meta Majors and Guided Pathways

Skyline College is committed to empowering students to find success at every point in their educational journey. The Skyline College Promise is the College's commitment to empower students to reach their educational goal on time.

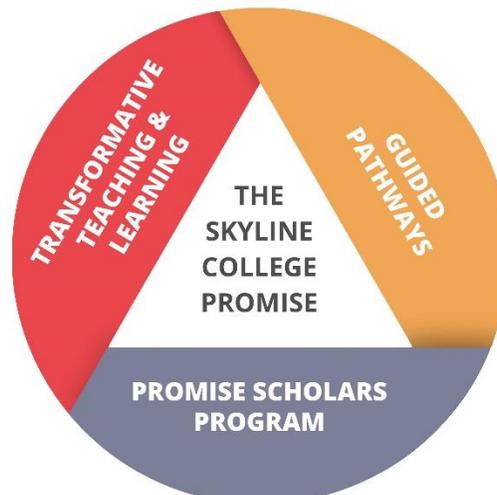
To fulfill this commitment, Skyline College has embarked on a comprehensive college redesign. This effort encompasses the Skyline College Promise Scholars Program; developing meta-majors and guided pathways; making impactful changes to teaching and learning, and integrating efforts across the college.

Link to view Meta Majors Homepage:

<http://skylinecollege.edu/metamajors/about.php>

Link to view Degrees and Certificates:

<http://skylinecollege.edu/metamajors/>



Promise Scholar Program

The Promise Scholars program provides incoming full-time students with comprehensive support that includes a full scholarship for one year, academic support, dedicated counseling, and career and professional development. The program is open to recent High School graduates, or students who have recently completed their GED or adult continuation program.

Link to Promise Scholars Program Homepage:

<http://skylinecollege.edu/promise/>

Part II: What Faculty Need to Know: Information on Classes, Curriculum, and Assessment

Before the Semester Begins...

- **Course Outline of Record:** Obtain from your Division Office a copy of the Course Outline of record for the course(s) you will be teaching. It is a legal requirement that courses must be taught consistent with the official course outline that has been approved by the department and the college's Curriculum Committee.
 - The Board of Trustees -- on the recommendation of the Chancellor, President, and Vice President of Instruction and the advice of the Academic Senate's Committee on Instruction -- approves all courses included in the instructional program. These course outlines are the basis for other institutions such as CSU or UC accepting our courses for transfer credit.
 - The Instructor is responsible for teaching, at a minimum, the material as specified in the course outline of record within the general outline of content and format approved by the Board of Trustees. Subject to consideration of course prerequisites and approved course outlines, instructors remain free to determine how the requisite material is presented and to present additional material as they deem appropriate.
- **Faculty Meeting:** Meet with other faculty teaching your course or ask your Division Dean to suggest faculty who can assist you in planning for a new assignment.
- **Syllabus:** Develop a course syllabus for each course you are teaching. For most classes, a syllabus should be given to students during the first or second class meeting. It is important that students have a clear understanding of the scope of the course and requirements, in writing, from the onset. The syllabus should be complete, well organized, typed and easy to read. Traditionally, a syllabus includes:
 - The overall objectives of the course and Student Learning Outcomes
 - A tentative outline of the sequence of lessons
 - Projected dates for tests and the final examination

- Expected outside course preparation (homework assignments, term papers, required reading, etc.)
- Grading methods
- Attendance and withdrawal policy (in line with college policies)
- Make-up policy
- Extra credit availability
- Degree applicability
- Whether the course is CSU and/or UC transferable and/or meets CSU GE, IGETC, and/or Associate degree requirements. Questions should be addressed to the Skyline College Articulation Officer
- Information about required textbook(s) and other materials for the course
- Instructor office hours and location
- Instructor phone number (preferably through the phone mail system) and/or e-mail address. Ideally, instructors will use the SMCCCD e-mail system since this is the address listed for each instructor in the directory
- Disabled accommodations statement: *In coordination with the DSPS office, reasonable accommodations will be provided for eligible students with disabilities. If you do not yet have an accommodation letter, please contact the DSPS office at (650) 738-4280.*
- **Textbook:** Turn in your textbook requisitions to the Skyline College Bookstore at least a month prior to the start of the semester.
- **Faculty Door Card:** Faculty are to complete the online Faculty Door Card for each semester by using the District portal page.
 - Each faculty member will post an office door card showing scheduled classes and laboratory house and scheduled office hours. Counselors are to include counseling hours. An instructor absent from his/her office for a major portion of a scheduled office or counseling hour will notify the Division Office of his/her whereabouts and time of return and will post this information on his/her office door. Regular faculty on reduced load for any given semester will adjust the minimum required hours proportionally. Faculty with class assignments plus counseling assignments (or other non-teaching assignments) will adjust the minimum required hours proportionally. Adjunct faculty are required to hold one office hour each week per 3 FLC taught. Adjunct faculty are compensated for this on the non-instructional salary schedule at a special rate. Please see your Division Dean for specific hour requirements and location for office hours.
- Review locations of alarm boxes and fire extinguishers nearest your classroom(s). Locations are listed in the Emergency Procedures section of this handbook.) For each class plan an evacuation route that can be used in case of an emergency.

On the First Day or Evening of Classes...

- **Print out your class list, wait list, and authorization (add) codes from WebSmart.** The class list will have the students' G numbers listed; student addresses and phone

numbers can be accessed, if needed. Faculty mailboxes are in Division Offices for day faculty and in the Evening Faculty workroom for evening faculty, and should be checked regularly.

- **Arrive at your classroom a few minutes early** for the first class meeting of each class. Your presence while students are arriving will help alleviate confusion about the course and college procedures.
- **Call roll** from your printed class list. Students who do not report by the end of the first class session may be replaced by other students from the waitlist.
- **Discuss attendance and withdrawal procedures, class times and breaks (for lengthy classes) with your students.**
- **Distribute your course syllabus** to inform the students of course objectives and topics, examination dates, grading policy and other requirements. It is important that your students have a clear understanding of the course requirements from the outset.
- **Review emergency procedures** with each class.

Important Class Information

Class Meetings: Instructors are expected to meet classes at the assigned time and place. Any change of time or place requires prior approval by the appropriate Division Dean. If an instructor is late to a class meeting, students are required to wait ten minutes before leaving the classroom. An instructor who knows he/she will be late should contact the Division Office as soon as possible.

Each class hour consists of 50 minutes' instruction time (e.g., 8:10 to 9:00 a.m. = 50 minutes or 1.0 instruction hour). For classes that meet for more than one hour but less than two hours, there is no break (e.g., 8:10 to 9:25 a.m. = 75 minutes or 1.5 instruction hours). For classes that meet for more than two hours, there is a ten-minute break for each full hour (e.g., 7:00 to 10:05 p.m. = 165 minutes, or 3.3 instruction hours, and 20 minutes' break time). **Instructors must take breaks for classes of more than 2 hours and must not dismiss class early in place of taking breaks.**

Final Examinations

A final examination or activity must be held in each class. **The Final Exam Schedule is different from the regular schedule of classes.** Final examinations/activities for classes may not be scheduled prior to dates listed in the Final Examination Schedule published in the *Schedule of Classes*. **Exceptions must be approved in writing in advance by the Vice President of Instruction.**

Substitute Instructors

The responsibility of securing adequate substitutes is a joint responsibility of the Division Dean and the Office of the Vice President of Instruction. Substitutes must meet minimum qualifications. **Arrangements for substitutes may be made only by the Division Dean or the Vice President of Instruction.**

- A. Sources of Substitutes
 - a. Part-time day or evening faculty who are available
 - b. Full-time faculty
 - c. Retired faculty members

- B. Faculty will either substitute at a time other than a regularly scheduled office hour or provide additional office hours to compensate for those missed due to the substitution.

- C. Faculty members should notify the Division Dean as soon as possible so that necessary arrangements for a substitute can be made by the Division Dean. This includes absence from one or more classes as well as absence for a full day. If not present in class, the assigned instructor is presumed to be either absent or on leave. Note: After 4:30 p.m., notify the evening office assistant at 738-4206, for evening classes. The evening office is located in the One Stop Center of Building 2. The Division Office must record an absence and charge it to one of the types of absence or leave listed in the academic employees' contract.

Class Enrollment Limits: These are established by your Division Dean and are limits on the number of students who can pre-register for a given course or class section. Faculty may add students after the semester is underway. Check with your dean or other support staff if you intend to admit more students than the set enrollment limit for the course to ensure the availability of resources or funds for large class compensation.

Large Class Compensation: Instructors for large classes receive additional compensation as follows:

Additional weekly compensation for large classes:

70-94 students	3 hours
95-119 students	4 hours
120-144 students	5 hours
145-169 students	6 hours

Class Cancellation: Classes may be canceled due to low enrollment (usually fewer than 20 students). Decisions on cancellation for any reason are made by the Division Dean. If you are a Regular or Contract (full-time) Faculty member and one of your classes is canceled, you will be given another class or an alternative assignment. If you are an Adjunct Faculty (part-time) member and your class is canceled, you will receive compensation for your instruction time for each session that the class meets until it is canceled.

Open-Entry Classes: A class in which a student may enroll any time up through the fourteenth week of the semester, if space is available, is considered an open-entry class. After the first two weeks of the semester students must obtain a Late Registration form from the college website at: skylinecollege.edu, under "Forms". Instructors and students must sign the form and return it to the Office of Admissions and Records to complete the registration process.

Instructor Absence or Delay: You should establish with your students that, if you are late and unless a note is posted, they should wait a specified period of time, e.g., twenty minutes, before leaving. A student representative should check with the Division Office (day) or the Evening Office to confirm the cancellation of a class.

If you know you will be delayed or absent, you should call your Division Office between the hours of 8:00 a.m. and 4:30 p.m. or the Evening Office as soon as possible after 4:30 p.m. to report your expected late arrival or absence. Staff can post a notice on your class door and give students instructions on any assignment for them.

Drops and Withdrawals: A student may withdraw from a semester-length class prior to the first four weeks of instruction and no record of the class will appear on the student's official academic transcript. In courses of less than a regular semester's duration, a student may withdraw prior to completion of 30% of the period of instruction and no notation will be made on the student's academic record. Thereafter, a student may withdraw from a semester-length class, whether passing or failing, at any time through the last day of the 14th week of instruction or within 75% of the course, whichever is sooner, and a "W" grade shall be recorded on the student's academic record. In courses of less than a regular semester's duration, a student may withdraw prior to the completion of 75% of the class and a "W" grade shall be recorded on the student's academic record.

The academic record of a student who remains in class beyond the time periods set forth above must reflect an authorized symbol other than "W". A student failing to follow established withdrawal procedures may be assigned an "F" grade by the instructor.

Starting in the summer of 2012, the BOG approved a repeat policy for classes coded as non-repeatable. These are courses that once passed by student (grade of C or better) cannot be repeated. A student that receives a non-passing grade (below C or NP) or W may only repeat a class three times. This is any combination of Ws or non-passing grades. The maximum number of class attempts is 4. It is important to discuss with students the implications that receiving a "W" can now have.

Letter Grades: The grades from a grading scale will be averaged on the basis of the point equivalencies to determine a student's grade point average (GPA). The highest grade will receive four (4) points, and the lowest grade will receive zero (0) points, using only the following evaluative symbols:

Symbol	Definition	Grade Point
A	Excellent	4.0 points
A-	Excellent	3.7 points
B+	Good	3.3 points
B	Good	3.0 points
B-	Good	2.7 points
C+	Satisfactory	2.3 points
C	Satisfactory	2.0 points
D+	Passing, less than satisfactory	1.3 points
D	Passing, less than satisfactory	1.0 point
D-	Passing, less than satisfactory	0.7 points
F	Failing	0 points
P	Pass (at least "C" level achievement)	Units not counted in GPA
NP	No Pass (less than satisfactory or failing)	Units not counted in GPA

Variable Units:

At the time of registration a student should have signed up for the number of units (s)he hopes to earn. The number of units the student registers for will appear on Websmart. If the student earned less or more than what is showing on Websmart, the instructor should change to the appropriate units earned when entering final grades.

Pass/No Pass Options:

Pass/No Pass Credit Courses may be offered in one of the following modes:

1. Courses in which all students are graded on a Pass/No Pass basis.
2. Students must elect the Pass/No Pass option within the first 30% of the class meetings.
P/NP is selected by the student through Websmart.

Courses in which the option of a letter grade or pass/no pass exists will be so designated by the Division Dean in consultation with appropriate members of the division faculty. These courses are appropriately noted in the College Catalog. The utilization of courses graded on a "Pass/No Pass" basis to satisfy major or certificate requirements must be approved by the Division Dean. A maximum of 12 units toward an Associate of Arts/Associate of Science degree or 6 units

toward a certificate may be applied from courses in which the student has elected a "Pass/No Pass" option.

Syllabus Checklist

All instructors should distribute their syllabus to students during the first day of class of each semester including summer. A copy of the syllabus should be submitted to the appropriate Dean and Division by the end of the first week of the semester. Syllabi are kept on file in the Division Office.

NOTE: The order and presentation of information is at the instructors' and divisions' discretion.

I. Essential Information:

- Instructor's name
- Office hours and location (full-time faculty and part-time faculty who have been assigned office space)
- Office phone number and/or District e-mail address
- Course title, number, and CRN (Course Record Number)
- Class meeting day(s) and time(s)
- Semester and year
- Class meeting location (building number/name and room number)
- Class units (e.g. 4 units)
- College Catalog course description
- Student Learning Outcomes:
These should match the SLOs on the Course Outline of Record (COR) for your course, which can be found on CurricUNET (Link: <http://www.curricunet.com/SMCCCD/>). Be sure to select the "active" version of your course to find the current SLOs.
NOTE: SLOs ON SYLLABI ARE REQUIRED BY ACCJC ACCREDITATION STANDARDS.
- Course prerequisites, co-requisites, and/or advisories
(see the COR on CurricUNET for this information)

REQUIRED NOTE: Include the following disclaimer:

Official information about course transferability and degree applicability is stated in the Skyline College Catalog.

Information about course transferability and degree applicability is updated on an annual basis. For the most current information about course transferability, consult a Skyline College counselor and/or ASSIST, the online transfer information database:

<http://www.assist.org/web-assist/welcome.html>

For the most current information regarding Associate Degree requirements, please consult a Skyline College counselor and/or the Skyline College Catalog:

<http://skylinecollege.edu/catalog/>

- Required textbooks, materials, and supplies
- Final exam date and time (see final exam schedule in the Class Schedule). Any changes to the scheduled final exam day or time must be approved by your dean.

Clear Grading Scales, Policies, and Evaluation Criteria

- Exams (points or percentage of grade)
- Quizzes (points or percentage of grade)
- Homework (points or percentage of grade)
- Writing assignments (points or percentage of grade)
- Class participation (points or percentage of grade and the specifics of how these will be awarded)
- Other graded work
- Grading scale for the final semester grade

TBA (To Be Arranged) – (If applicable)

- If your course has TBA hours included on the course outline, you must include the following information in your syllabus:
 - a. Statement that TBA hours are required of all students
 - b. Scheduled day(s) and times for completing the TBA
 - c. Location for completing the TBA hours
 - d. List of the assignments students must complete for TBA hours
 - e. Date by which students must commence work on TBA hours

NOTE: TBA INFORMATION, IF APPLICABLE, IS REQUIRED ON SYLLABI BY TITLE 5 OF THE CA CODE OF REGULATIONS.

Example:

In TBA hours, students' complete exercises in groups or individually that reinforce the lecture content of the current week. These exercises may involve problem solving, mini-labs, and short answer questions. Students are required to complete 16 hours by arrangement in the supervised environment of the Learning Center (5-5100). TBA assignments prepare students for completing their homework assignments and for taking exams.

Accommodations for Students with Disabilities

Include the following statement in your syllabus:

Reasonable accommodations will be provided for eligible students with disabilities. If you do not yet have an accommodation letter, please contact the Disability Resource Center office (DRC) at (650) 738-4123.

Visit the DRC Website for more details -

<http://www.skylinecollege.edu/disabilityresources/index.php>

Academic Integrity/Honesty and Student Code of Conduct

See the Skyline College Catalog, "Student Rights and Responsibilities," for College policies.

II. Recommended Information:

A. Additional Course Information (optional)

- Units/topics to be covered and the estimated dates on which they will be covered
NOTE: The following disclaimer is recommended:
Course content and schedule are subject to reasonable change at the instructor's discretion.
- Reading assignments [chapter(s) and/or page numbers]
- Homework assignments and/or projects, and due dates
- Tentative exam dates, format, and time allowed
- Recommended textbooks, materials, and supplies
- Lab availability (computer labs, language labs, science labs, etc.)
- Available student support services and resources (e.g. Learning Center, Library, Counseling, Student Services, etc.) <http://skylinecollege.edu/catalog/studentresources/>
- Extra-credit assignments
- Warnings of potential pitfalls and advice/strategies for avoiding them
- Recommendations for staying on track

B. Additional Faculty Information (optional)

- Website
- Other contact information

C. Additional Important Dates (optional)

- Drop deadlines (see Class Schedule)
- Holidays (see Class Schedule)

D. Policy Statements (optional)

- Attendance (Note: You may not use attendance for grading)
- Withdrawing from the course (in line with College policies)
- Plagiarism
- Punctuality
- Late work

- Make-up policy for missed assignments, exams, etc.
- Homework
- Extra credit
- Use of computers, cell phones, PDAs, etc, in the classroom
- Classroom visitors (not allowed)
- Food and drink in the classroom
- Classroom safety/health
(See the Skyline College Public Safety website: <http://skylinecollege.edu/publicsafety>)
- Other behavioral issues that are important to you as the instructor

Curriculum Development

The following procedures apply to all curricular (program and course) changes, including additions, deletions and modifications:

- All proposals regarding programs or courses should be initiated at the department level and reviewed by department faculty in cooperation with the Division Dean.
- Faculty and Deans are responsible for review of all materials and initial articulation, if necessary, with other divisions or colleges about proposed new courses or course modifications.
- All forms and pertinent material related to a request for action on programs or courses should be submitted to the Office of the Vice President of Instruction. Deadlines for submission of curricular changes for each academic year will be issued by the Instruction Office.
- The Office of the Vice President of Instruction will submit curriculum additions, deletions and modifications to the Curriculum Committee for review and recommendation.
- The Curriculum Committee's recommendations are forwarded to the Vice President of Instruction and the Academic Senate President for concurrence and recommendation to the College President. New course recommendations are prepared by the Instruction Office and Senate President and submitted to the Board of Trustees for approval.
- Recommendations for new programs follow the same process as for new courses. Upon approval by the Curriculum Committee and the Board of Trustees, new programs are submitted to the State Chancellor's Office for review and approval.

All new course and modification of course requests are submitted through the online curriculum inventory system called CurricUNET. The system and instructions for use can be accessed through the Skyline College Curriculum Committee.

For more information, visit the Curriculum Committee website - <http://www.skylinecollege.edu/curriculumcommittee/index.php>

Annual Program Planning (APP)

The Skyline College Annual Program Plan is an integral piece of the planning and budget processes. The Skyline College model is an integrated one which allows each program and service area to maintain its identity and uniqueness, while creating a standardized approach to annual planning.

The purpose of the Annual Program Plan is to collect information to be used by the college planning bodies IPC (Institutional Planning Committee), ILT (Instructional Leadership Team), SSLT (Student Services Leadership Team), CBC (College Budget Committee), Full-Time Faculty Allocation Committee (FTEFAC) and may be used for Program Improvement and Viability (PIV).

Through this process, faculty/staff have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. Annual program plans are completed by each program/department/unit yearly. The Annual Program Planning document can serve as the basis for completing the six-year Comprehensive Program Review.

To learn more about annual programming planning, visit the APP website -

<http://www.skylinecollege.edu/annualprogramplanning/>

Comprehensive Program Review (CPR)

The Skyline College Comprehensive Program Review is an integral piece of the planning and budget processes. The Skyline College model is an integrated one, used by instructional programs, student services and administrative services. The integrated model is one that allows each Division and service area to maintain its identity and uniqueness, while creating a standardized approach to Program Review. Comprehensive Program Review occurs on a 6-year cycle with annual planning taking place in the 5 years between the review cycle. Comprehensive Program Review is a process which examines all academic, student, and administrative services programs at the College to help determine the overall effectiveness of the institution. The Comprehensive Program Review is also integrated with other ongoing program and service area evaluations including: Annual Program Planning and Student Learning Outcomes and Assessment.

To learn more about Comprehensive Program Review, visit the CPR website -

<http://skylinecollege.edu/comprehensiveprogramreview/>

Student Learning Outcomes and Assessment (SLOAC)

Overview

This section of the framework provides information on Skyline College's approach to student learning outcomes and assessment. The mission of Skyline College is to empower and transform a global community of learners. In keeping with that mission, Skyline College's continuous assessment of student learning outcomes informs key processes and allocation of resources. The Skyline College SLOAC process ensures that assessment at all levels—course, program, and institution-- is integrated through collaborative, college- wide planning, and supports the overall mission, vision, values, and goals of the college. The graphic depiction of the model demonstrates this cycle of continuous feedback. The process describes the flow and recommended starting points, and the philosophy provides the vision and direction for SLOAC at Skyline College.

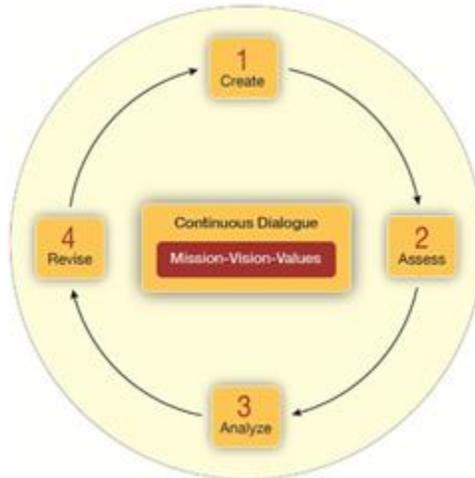
SLOAC Process

The Skyline College process for outcomes assessment revolves around continuous dialogue to ensure a systematic, ongoing cycle of authentic assessment. Such assessment is crucial to the continuous understanding and improvement of student learning.

Authentic assessment promotes continuous improvement by providing necessary evidence to guide effective decision-making at all levels: Classroom/Course level; Program level, including Student Support Services; and Institutional level. Assessment means “the systematic collection, analysis, interpretation, and use of information to understand and improve teaching and learning...Assessment is an ongoing process aimed at understanding and improving student learning” (Angelo 7).

The central questions we are continuously assessing are:

1. Upon completing a course/ program/ degree (including utilization of or participation in student services or special programs/services, e. g., EOPS program), what do we want students to learn?
2. How do we know they have learned it?
3. If the assessment results are less than satisfactory, what do we need to refine in order to help them to learn?



For more information on **Student Learning Outcomes and Assessment**, please visit the SLOAC website - <http://skylinecollege.edu/sloac/>

Copyrighted Material

Faculty Copyright Guidelines for Providing Digital Texts to Students

Below are some commonly-used basic guidelines for faculty providing digital texts (e.g. via email or secure website) to students. (These are just basic "rules of thumb", from the University of Texas, but they are used by many colleges. The law is much more confusing and vague.) If you have any questions, feel free to contact Eric Brenner at x4177. (Caveat: this is not legal advice, nor should it be considered a substitute for legal advice!)

Rules of Thumb for Digitizing and Using Others' Works in Electronic Reserves

The Fair Use Guidelines for Electronic Reserve Systems describe general limitations on the scope of materials that should be included, citation and notice requirements and access, use, storage and reuse of reserve materials.

1. Limit reserve materials to:
 - Single articles or chapters; several charts, graphs or illustrations; or other small parts of a work
 - A small part of the materials required for the course
 - Copies of materials that a faculty member of the library already possesses legally (i.e. by purchase, license, fair use, interlibrary loan, etc.)
2. Include:
 - Any copyright notice on the original
 - Appropriate citations and attributions to the source
 - A section 108(f)(1) notice*

* a Section 108(f)(1) notice is notice that making copies may be subject to

copyright law, e.g.:

Copyright Notice: "Copying, displaying and distributing copyrighted works, may infringe the owner's copyright. The University of Texas System's policy statement on Fair Use of Copyrighted Materials can help you determine whether your use of a copyrighted work may be an infringement. Any use of computer or duplicating facilities by students, faculty or staff for infringing use of copyrighted works is subject to appropriate disciplinary action as well as those civil remedies and criminal penalties provided by federal law."

3. Limit access to students enrolled in the class and administrative staff as needed.
Terminate access at the end of the class term
4. Obtain permission for materials that will be used repeatedly by the same instructor for the same class.

For more information, please visit the Library website on copyright issues - <http://www.skylinecollege.edu/library/copyrightissues.php>

Academic Senate

For information on the Skyline College Academic Senate, please visit their website - <http://www.skylinecollege.edu/academicsenate/>

Media Services

For more instructions, reserving media equipment or help with a problem in the classroom, please contact the Skyline College Media Center – Kamla Bucceri. She can be reached at 738-4142 and in room Building 5, room 5115B. Hours are Monday through Thursday from 7:30 a.m. to 7:00 p.m. and Friday from 7:30 a.m. to 4:00 p.m.

During the day (before 4:30pm), please call 738-4142/4132 or email [Kamala Bucceri](mailto:Kamala.Bucceri).

For technical service after 4:30pm, please call 574-6543 or submit an [ITS Request Form](#).

Information Technology Services (ITS) Help

Information Technology Services (ITS) is SMCCCD's central organization for technology-based services for students, faculty, staff, and administrators. ITS provides computer, data, network, telephone, smart classrooms and web services to Cañada College, College of San Mateo, Skyline College and District Office. ITS connects people to people, to their work and studies, and to the information and technical resources they need to achieve their goals.

Part III: Academic Support - Instructional Services

Library

The Skyline Library collections include a well-balanced selection of print, electronic, and microform resources that have been specifically selected to support the college curriculum and lifelong learning.

All student computer workstations provide access to the Library's online catalog and subscription-based electronic information resources, which are available 24 hours a day from any computer connected to the Internet.

Faculty, students, and staff must have a library card to take full advantage of electronic Library resources on site and remotely. Faculty, students, and staff can access the majority of the Library's scholarly and popular journal databases from any computer on campus. All should have a Peninsula Library Card to take full advantage of the Library's online resources while off campus. A small number of in-house computers provide 15-minute access to the Library's resources without a library card.

Monday - Thursday	8:00 a.m. - 9:00 p.m.
Friday	8:00 a.m. - 4:00 p.m.
Saturday	11:00 a.m. - 4:00 p.m.
Location:	Building 5, 2nd floor

Note: Sunday, holidays, semester breaks, and recesses Closed. Hours listed above are for Fall semester and Spring semester. Please check the library website below for Summer semester hours.

Phone: (650) 738-4311
Email: skylibrary@smccd.edu
Fax: (650) 738-4149

Public Services:

- Faculty Reference Librarians
- College Reserves Collection
- Online Library Catalog
- Online and print reference and research resources
- Current and back issues of magazines, journals, and newspapers
- Loan/Circulation Desk services
- Inter-Library Loan Services
- Private study carrels
- Individual and shared study tables

- Comfortable lounge seating areas
- Computer workstations with Internet access
- Computer workstations with Microsoft Office and software
- Open Wi-Fi network for laptop computers and mobile devices
- Laptop computer printing services
- College archives
- Photocopiers

Library Orientations to Support Classroom Instruction

Skyline librarians welcome the opportunity to work with classroom instructors to present Library orientations specifically tailored to support a course's overall objectives or a special research project. Librarians are available to collaborate with all faculty to design learning activities that help students gain valuable information competency skills, thus giving students the ability to succeed in today's changing information climate. Orientations take place in the Library classroom, which is equipped with computer workstations and a projection unit. To schedule an orientation, contact the Library Reference Desk at ext. 4311, or fill out the form on the Faculty Services page on the Library Web site.

Librarian/Faculty Collaborations

Librarians are always interested in working with classroom faculty to support curriculum. Librarians can work with faculty to create assignments that will help students produce better papers and projects. The Library also solicits faculty input in reviewing current collections and making recommendations for additional resources.

Library Collections:

- Reference Collection: Indexes, encyclopedias, directories, etc. These items cannot be checked out for home use.
- Circulating Collection: About 50,000 items organized into the Library of Congress classification scheme are available for checkout.
- Electronic Information Resources: Numerous specialized online subject databases and resources are purchased or subscribed to by the Library. These resources focus on business, health, general science, social science, humanities, literature, literary criticism, biography, computer technology, social sciences, biological sciences, and other subjects. They are accessible in the Library and from remote locations, and most are available as full-text and/or PDF documents. In addition to the Library's article databases, the Library also subscribes to online encyclopedias, dictionaries, eBooks and downloadable audio books. A PLS Library Card number must be entered for off-campus access to subscription-based Library resources.
- Periodicals Collection: Magazines, journals, and newspapers. The Library currently receives a selection of magazines, journals, and newspapers in print format, the current

issue and the four previous years.

Library Privileges and Services for Faculty

Faculty Borrowing Privileges: The Library extends a special loan privilege to classroom faculty. Faculty members may borrow most books in the circulating collection for an extended loan period of up to one semester. Extended loan requests must be made in person. Faculty must present a PLS Library Card to borrow all Library materials.

College Reserves: To improve student access to supplementary material or materials with limited availability, the Library maintains the College Reserves Collection. The College Reserves program enables instructors to place copies of textbooks, past exams, quizzes, solution manuals, article reprints, etc., in a restricted access collection held behind the circulation desk. Borrowing limits for these materials are set by classroom instructors. To learn more about placing materials "on reserve," please contact the Loan Desk at ext. 4311.

Inter-Library Loan (ILL): The online Library Catalog enables easy access to materials available at all public libraries within San Mateo County. Through interlibrary loan processes the Library can also borrow materials from other public and academic libraries throughout the world. Please contact the Reference Desk at ext. 4311 for more information.

Faculty Purchase Recommendations: The Library welcomes faculty input and suggestions for additions to our collections to support the curriculum. The Library does not purchase materials to support post-graduate level academic research but can aid researchers in borrowing material through ILL. Please contact the Library Director or visit the Library Web site to make a purchase recommendation.

The Learning Commons (TLC)

Through a close collaboration between faculty, staff, tutors, and students, The Learning Center (TLC) empowers students to be responsible, active learners. The TLC is a flexible learning environment providing academic support through individual or small group tutoring, short courses, workshops, computers and instructional media for students enrolled in Skyline courses. The Center offers a comprehensive program of support for all levels of English, ESOL, Reading, Writing and Math, and provides tutoring in a variety of academic subject areas.

Tutorial Assistance: Tutoring is open to all students at Skyline College. Students may sign up for a variable-unit (0.5-3.0 units) course to receive assistance from a professional Instructional Aide or faculty member. In addition, should a student not desire credit, they may register for LSKL 803 which is designated for peer tutoring (there is no charge for peer tutoring).

The Center offers several variable-credit courses for students who wish to earn college credit through their independent, self-paced work in the lab. Students may enroll in these courses up until the eighth week of the semester.

- Learning Skills (LSKL) 110: Effective Tutoring and Practicum: This course enables students to serve as tutors and provide academic assistance to other students. Transfers to CSU. Prerequisites: Minimum grade of B in subject to be tutored and letter of recommendation from instructor in that subject area. Open entry.
- Learning Skills (LSKL) 800: Supplemental Learning Assistance: Students receive tutorial assistance in areas of identified need. Noncredit course. Prerequisites Concurrent enrollment in course in which tutorial assistance is being provided. Open entry.
- Learning Skills (LSKL) 803: Supervised Peer Tutoring: Individual and/or group instruction by peer tutors in TLC to reinforce learning in the basic skills or job training course from which the student is referred. Faculty and/or counselors will refer students based on their learning needs. Open entry. *LSKL 803 is a non-credit course
- Learning Skills (LSKL) 811: Supplemental Learning Assistance for Fundamentals of Math: Individual and/or group instruction to reinforce course content and bolster academic skills and to improve learning in areas of assessed need.
- Learning Skills (LSKL) 828: Supplemental Learning Assistance for Basic Writing Skills: Individual and/or group instruction to reinforce course content and bolster academic skills and to improve learning in areas of assessed need.

The Learning Center Labs:

The Writing / Reading Lab: In the Writing/Reading lab (WRL), Skyline faculty, Instructional Aides, and graduate tutors provide an array of services to help students improve academic reading and writing. WRL services include individual and small-group tutoring; computer-assisted instruction in grammar, punctuation, and other writing-related skills; faculty-taught workshops, conversation and pronunciation practice groups.

The Math Assistance Lab: The Math Assistance Lab (MAL) provides supplemental help for math classes from basic skills through calculus. Tutoring assistance is offered in a variety of formats, including drop-in, small group, and workshops. There is the option of taking a variable-unit section of LSKL 800 and a peer tutoring section (LSKL 803) for no units. Other services include qualified math tutors available to work with learners on a drop-in basis, cooperative learning study groups, math videos and computer-related instruction in Basic Math, Algebra, and Statistics. Tutors also provide guidance in preparing for competency tests.

The English For Speakers of Other Languages (ESOL) Lab: Offers a quiet space for greater practice in pronunciation, speaking and listening through conversation groups, computer-based learning materials, and one-on-one tutoring to improve English language acquisition.

The Language Lab: The Language Lab is designed to support and assist students in the Foreign Languages, ESOL, English and Reading departments. With 35 student stations and an instructor station, all complete with headphones, the Language Lab offers many language-

enhancing software programs for student use, including:

- Rosetta Stone for Arabic, Chinese, Filipino, and Spanish
- Houghton Mifflin English Composition and Grammar
- Audacity (voice recording software)

Students may use the lab to access audio/visual materials for their courses.

The Science, Social Science & Business Lab: The Science and Other Subjects Lab offers tutoring in chemistry, biology, anatomy, psychology, social sciences and other subjects. The Science/Other Subjects Lab offers two choices for assistance through one of two open entry courses: LSKL 800--Supplemental Learning Assistance--offers variable credit (.5 to 3.0) to students working with a professional Instructional Aide. Students working with peer tutors should enroll in LSKL 803, a non-credit, open-entry/exit course.

The Audio, Video and Recording Lab: The Lab consists of two hi-tech studios equipped with cameras, HD monitors, including one large flat panel monitor for slideshow presentations, microphones, and computers for simple video recording.

Computer Lab: The Computer Lab is available to students who are interested in basic computer literacy and to those students who wish to do their online math assignments, type essays, compositions, or research papers; or do internet research or photo editing.

For more information, view the The Learning Center website - <http://www.skylinecollege.edu/learningcenter/index.php>

The Center for Transformative Teaching and Learning (CTTL)

The Center serves as a hub of innovation and professional development where faculty, staff, and administrators will find resources and opportunities that will help them strengthen student learning, engagement, support, and success. Through the integration of pedagogy, technology, and innovation, the Center provides an environment and tools that support the transformation of teaching and learning needed to empower and transform a global, diverse community of learners. The Center is located in Building 1, 311G. The CTTL provides faculty and staff professional development including workshops, distance education pedagogical and technological support, informal discussion groups.

For more information, view the CTTL website - <http://skylinecttl.org/>

Distance Education

Skyline College offers assistance to faculty with creating and maintaining relevant and stimulating online materials. The Distance Education Center is located in Building 1, room 1311G and is fostered and supported at the Center for Transformative Teaching and Learning.

In addition to offering assistance with technology such as WebAccess and Canvas, the Center can also assist with other technology such as Skype. The Skyline College Distance Education Coordinator is Christopher Collins. He can be reached at collinsc@smccd.edu.

Math Engineering and Science Achievement Center (MESA)

Mathematics Engineering Science Achievement (MESA) is an academic enrichment program which helps educationally disadvantaged students excel in math and science and graduate from college with degrees in math based fields. Founded in 1970, MESA program serves pre-college, community college, and university students at over 90 sites throughout California. Skyline College's MESA Program is part of the MESA California Community College Programs (MCCP).

MESA Students at Skyline gain access to:

- A Dedicated Student Study Center
- Academic Excellence Workshops
- Assistance in the Transfer Process
- Career Advising and Internships
- Field trips to universities and industry sites
- Free Tutoring
- Information about Graduate School
- Partnerships with Stanford University
- Partnerships with SFSU's NIH Bridges Program
- Partnerships with UC Berkeley's ELP Program
- Scholarship Resources Go to Sidebar Content

The MESA Center is located in Building 7 room 7309. The MESA Director is Stephen Fredricks. He is located in room 7236C, his phone number is (650) 738-4244 and his email is fredrickss@smccd.edu.

Center for Workforce Development

The Center for Workforce Development (CWD) facilitates the delivery of workforce development programs and services designed to meet local labor market needs and to support entry or advancement in the workplace. The CWD collaborates with Skyline College departments and programs, business and industry, community based organizations, and governmental agencies to connect individuals, agencies or organizations to effective career programs that provide college credit while preparing for upwardly mobile careers.

The CWD develops and administers grants and contracts for economic and workforce development projects and initiatives. This includes funding from the CCCC for the Career Advancement Academy and the Deputy Sector Navigator for Retail, Hospitality and Tourism.

The CWD also works with business to provide customized training and education solutions for both credit and not-for-credit on-site workforce preparation and development needs. The CWD is responsible for coordinating the delivery of contracted credit and not-for-credit courses, associated services, and programs requested by business, industry, governmental or community agencies.

For more information, visit the CWD website - <http://skylinecollege.edu/workforcedevelopment/>

Center for International Trade Development (CITD)

The California Centers for International Trade Development (CITD) are funded by the Chancellor's Office of the State of California to promote the state's international trade and competitiveness, assist exporters and importers, and advance economic and job growth. The CITDs assist California businesses to expand internationally and help colleges become more globalized.

The CITD located at Skyline College contributes to the academic environment of the college and the economic growth of the Bay Area Region B through an array of services and programs. The CITD's first obligation is economic development through international trade by providing one-on-one consulting to small- and medium-sized companies located in San Francisco, San Mateo, East Bay, Silicon Valley, North Bay and Santa Cruz/Monterey counties.

The CITD also contributes to the academic/learning environment at Skyline College and throughout the Bay Area through the development of new degree and certificate programs that impact the community and create opportunities for the economic viability of the Bay Area. Additionally, the CITD works with community colleges in the Bay Area to develop international exchange programs that further expose those educational institutions and Bay Area communities globally. The CITD at Skyline College has established partnerships with different community-based organizations and economic development groups to develop and/or implement cutting edge training programs that target and elevate the economic potential of underserved communities in the Bay Area. The CITD is housed in Global Learning Programs and Services located in building 2, room 2-352.

For more information, visit the CITD website - <http://www.skylinecollege.edu/citd/>

Study Abroad Program

San Mateo County Community College District (SMCCCD) Study Abroad is the district-wide study abroad program housed in the Global Learning Programs and Services Division at Skyline College. SMCCCD Study Abroad offers students to participate in for-credit study abroad opportunities such as a Semester Abroad Program, Short-Term Summer Faculty-Led Study Abroad Courses and Global Internships. Skyline College faculty can design their courses with a study abroad component working in collaboration with their Division Dean and SMCCCD Study

Abroad to lead and teach a Short-Term Faculty-Led Study Abroad Course. Teach abroad opportunities for Skyline College faculty are also available through our Semester Abroad Program with the Northern California Study Abroad Consortium and the American Institute for Foreign Study (AIFS). To learn more about faculty participation in SMCCCD Study Abroad programs, faculty are invited to download the [Study Abroad Guidelines and Procedures Manual](#). For more information about SMCCCD Study Abroad, faculty teach abroad opportunities and student scholarship opportunities please visit the SMCCCD Study Abroad [website](#) or contact Zaid Ghori, Director of Special International Programs, at (650) 738-7088 or ghoriz@smccd.edu.

For more information, visit the Study Abroad program website - <http://www.smccd.edu/studyabroad/>

Passport Acceptance Facility

The Global Learning Programs and Services Division, has been designated an official Passport Acceptance Facility by the U.S. Department of State.

As a Passport Acceptance Facility, we are authorized to receive completed applications for a U.S. passport and submit the application along with all necessary documentation to the U.S. Department of State. The U.S. Department of State will then determine eligibility for a U.S. Passport. It is important to note that only the U.S. Department of State can make the final decision to issue a passport to an individual.

As part of our services, we are happy to provide faculty with the necessary forms required to apply for a U.S. passport, as well as other passport-related forms and field any questions regarding the passport application process. We are also authorized to accept applications for the U.S. passport card. Finally, we also offer on-site passport photo service for passport applications or visa applications. Faculty can contact us at (650) 738-4252 or skylinepassportservices@smccd.edu with any questions.

Part IV: Student Service Programs

Student Services provides a number of services and support to students in their endeavors at the college. Faculty are encouraged to be familiar with services and to let students know what is available.

CalWorks Program

California Work Opportunity and Responsibility to Kids (CalWORKs) provides supportive services to students who receive TANF (Temporary Assistance for Needy Families) as they complete educational training so that they might locate employment that will lead to self-sufficiency. Services include advocacy with the Human Services Agency, individualized

counseling, and assistance with required textbooks, supplies, transportation, child care, work-study, and personal development workshops. To make a referral, visit Building 2. Hours are Monday - Friday, 8:00 a.m. - 4:30 p.m.

For more information, visit the CalWorks Program website - <https://www.skylinecollege.edu/calworks/>

Career Counseling Services

Career Services, located in Building 2, helps undecided students research and determine college majors, educational goals, and career interests and goals. For students who have identified a college major, Career Services helps students look at what their education can yield in the world of work.

Career Counseling Services are designed to assist students to develop and carry out long-term employment and career goals. Services provided include:

- 1) counseling
- 2) workshops that address career research
- 3) career exploration
- 4) career assessment measures available at a nominal cost to assess personal traits, interests, values, and strengths related to career paths.

Career assessments assess personal traits, interests, values, and strengths related to individual career paths. They also assist the undecided student in defining and selecting their major academic area of concentration.

Career Center Employment Services are also available at the Sparkpoint Center in Building 1, room 1219B.

Career Center Employment Services are also available through the SparkPoint NOVA Job Center in Building 1, room 122A. You can obtain personalized job search assistance, access workforce services, and training opportunities.

Career and Counseling Courses: In addition to providing counseling services, many Skyline counselors teach a number of semester length and short-term courses that may benefit students' development. These include:

- Deciding on a major
- Life and Career Planning
- How to Succeed in College
- Five Steps to Academic Success
- Transfer Power
- Up Your Self-esteem

- Anger Management
- Anxiety Management

See the Class Schedule for a current listing of courses.

For more information, visit the Career Center website - <http://skylinecollege.edu/careercenter/>

Dream Center

The Skyline College Dream Center is committed to increasing engagement and awareness surrounding issues that impact the undocumented community by building leadership skills, promoting social justice, and advocating for access and equity within higher education. Our goal is to empower the undocumented community by providing a safe space, fostering a support network, and removing barriers. Additionally, we strive to create equitable access to resources in order to support an informed and involved community that is capable of self-advocacy. The Dream Center offers support with: DACA information, scholarship opportunities, California Dream Act Assistance, AB 540 residency issues, community outreach, staff, faculty, and departmental trainings, educational workshops, and support and advocacy for the undocumented community.

For more information, visit the Dream Center website - <http://www.skylinecollege.edu/dreamcenter/>

Early Learning and Child Development Center

The Skyline College Child Development Center provides a high quality early care and education program for children 2 to 5 years old in a warm, responsive, safe environment. The Child Development Center fosters children's competence in all aspects of their development. Their social, emotional, physical, intellectual, and creative capacities are nurtured by a dedicated staff of early childhood professionals who have a commitment to developmentally appropriate practice. Rich, engaging learning experiences are offered in the areas of literacy, math, science, art, and music. The Early Learning and Child Development Center's indoor/outdoor environment is filled with a variety of opportunities for learning through gross motor play, gardening, and sand play.

The Early Learning Child Development Center serves a minimum of 48 children, ages 2 through 5 years old. The Center offers subsidized child care to eligible student-parents, and college staff and faculty may also enroll and pay a full tuition fee as space is available. The Center is located in Building 14 formerly known as "Loma Chica."

Breakfast, lunch, and an afternoon snack are provided. Meals meet the nutritional guidelines of the USDA and the California Department of Education Child Nutrition Services.

Hours: Monday-Friday, 7:30am – 5:00pm

Phone: (650)738-7070
E-Mail: wattst@smccd.edu

Note: The Center's hours follow the Academic Calendar and is only open while classes are in session.

The Center also has a classroom for the Early Childhood Education program and the serves as a learning lab for students.

Counseling Services

Counseling services are designed to 1) assist students to make decisions about educational and career goals; 2) provide academic planning to complete certificate, associate degree, and/or university transfer programs; 3) help students evaluate academic readiness and plan coursework to build skills; 4) assist students to use campus services and resources; and 5) acquaint students with skills, strategies, and techniques to enhance academic success.

Career Counseling services are designed to assist students to develop and carry out long-term employment and career goals. Services provided include 1) counseling; 2) workshops that address career research; 3) career exploration and job-hunting resource detailing preparatory education and training and labor market trends for career areas; 4) EUREKA, a computer-based California career information system; and 5) career assessment measures available at a nominal cost to assess personal traits, interests, values, and strengths related to career paths.

University Transfer Counseling services are provided by all counselors and are designed to assist students to research colleges and universities, majors, academic requirements, college costs, and other issues related to transfer.

Personal Counseling services are designed to assist students to resolve personal and/or educational issues that may interfere with the ability to succeed and to achieve educational goals.

All students are encouraged to meet regularly with a counselor and, if at all possible to remain with the same counselor throughout their stay at Skyline. Through regular meetings, students come to understand Skyline College, learn the standard policies and procedures and discover the many resources available to them. Faculty are asked to encourage students in their classes to make use of counseling services to ensure proper course selection and good educational planning.

Career and Counseling Courses: In addition to providing counseling services, many Skyline counselors teach a number of semester length and short-term courses that may benefit students' development. These include:

- Life and Career Planning

- Managing Life and Career Changes
- How to Succeed in College
- Five Steps to Academic Success
- Transfer Power
- Careers in Teaching
- Up Your Self Esteem
- Anger Management
- Anxiety Management

See the Class Schedule for a current listing of courses.

How Services Are Delivered: Counseling services are offered to students on both an appointment and drop-in basis. All students are encouraged to make individual counseling appointments. E-counseling is also available. Counseling appointments are required for degree and certificate evaluations, transcript evaluation and development of a Student Education Plan.

Hours of Operation: Monday thru Thursday 8:00 a.m. – 6:30 p.m.; Friday 8:00 a.m. – 12:00 noon. Students may come to the One Stop Student Services Building, Building 2, Second Floor to make an appointment with a counselor or call (650) 738-4318.

For more information, visit the Counseling Services website - <http://www.skylinecollege.edu/counseling/>

Student Equity and Support Programs (SESP)

The Division of Student Equity and Support Programs (SESP) mission is to provide exemplary support services to students, staff, faculty and community members grounded in principles of equity and delivered with integrity and professionalism. Our division is rooted in a “student first” philosophy centered on the idea and practice of meeting students where they are at and supporting them as they work toward academic, professional and personal goals. Identity, socio-economic status, ability and gender are valued and taken into account as we chart a student’s pathway to Get In. Get Through. And Graduate...On Time.

For more information, visit the SESP website - <http://skylinecollege.edu/studentequitydivision/>

Disability Resource Center (DRC)

Special services are provided to students with verified disabilities. These services may include disability management counseling, liaison with faculty, registration assistance, campus orientation, special parking, reader services, note takers, and test accommodations. The DSPS Office is located in Building 5, room 5132, (650) 738-4280. For more information, contact this office.

Academic Adjustments for Students with Disabilities

Federal and state legislation require community colleges to establish programmatic as well as physical access to their academic offerings. Students with verified disabilities have the right to receive reasonable academic adjustments in order to create an educational environment where they have equal access to instruction. The San Mateo County Community College District is responsible for making modifications to academic requirements and practices as necessary, without any fundamental alteration of academic standards, courses, educational programs or degrees, to ensure that it does not discriminate against qualified students with disabilities. Skyline College has developed procedures for responding to accommodation requests involving academic adjustments in a timely manner. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.

Assistive Technology Program

The Assistive Technology (AT) Program gives students with disabilities access to computers using adaptive software and hardware. The DRC offers various courses to support students' use of adaptive software that is unique to their learning and/or computer access needs. When students enroll in DSKL 825 - Assistive Computer Technology, they receive individualized training in the adaptive software that is unique to their learning and/or computer access needs. Students learn to use these tools while completing coursework from other classes in which they are enrolled. Students with disabilities have access to the computers with adaptive hardware and software throughout the day and evenings at various locations on campus and in Building 5, Room 5131, during Assistive Technology Lab hours. The software available for students includes, but is not limited to, text-to-speech (e.g., Kurzweil 3000), speech-to-text (e.g., Dragon NaturallySpeaking), word prediction (e.g., WordQ), brainstorming and organization software (e.g. Inspiration), screen magnification (e.g., Zoom- Text), and a screen reader (e.g., JAWS). For additional information, please contact Kim Saccio-Kent, Assistive Technology Specialist at (650) 738-4497.

For additional information, please contact Kimberly Saccio-Kent, Assistive Technology Specialist at (650) 738-4497 or sacciokentk@smccd.edu.

As part of the Assistive Technology Program, students with learning or physical disabilities may request and receive their textbooks, tests and classroom materials in alternate format (e.g., electronic text, Braille or large print) from the Alternate Media Specialist.

For additional information, please contact Karmann Robbins, Alternate Media Specialist at (650)738-4393 or robbinsk@smccd.edu.

Differential Learning Skills Program

The purpose of the Differential Learning Skills Program is to ensure equal access to education by providing appropriate accommodations, auxiliary aids and services to eligible students upon request.

Students with learning disabilities/differences must provide documentation of disability and need for services. Eligibility for services will be evaluated according to the criteria for determining learning disabilities approved by the Chancellor's office for the California Community College system. Areas assessed include cognitive ability, academic performance and information processing. Criteria addressed include presence of significant discrepancies between ability and achievement and within or between the major modalities for learning.

Learning Specialists and Counseling staff are available to assist students with a variety of support services related to program planning including identification of educational goals, career planning, course selection, course load, priority registration, and transfer services. For additional information, please contact the DRC front desk Specialist at (650) 738-4280.

For more information, visit the DRC website - <http://www.skylinecollege.edu/disabilityresources/>

Cooperative Agencies Resource For Education (CARE)

Cooperative Agencies Resources for Education (CARE) serves students who are:

1. Currently being served by EOPS and
2. At least 18 years old and
3. Currently a recipient of CalWORKs/TANF cash aid for themselves or dependent child(ren) as single head of household.

CARE provides additional support services over those provided by EOPS, such as transportation assistance, vocational grants, school supplies, and special workshops designed to meet the needs of CARE students.

The CARE office is located in Building 2, Second Floor in the Student Services area. For more information, please call (650) 738-4171.

Extended Opportunity Programs and Services (EOPS)

Extended Opportunity Programs and Services (EOPS) is designed to improve access, retention and completion of educational goals by students who meet both low income and educationally disadvantaged criteria. EOPS students have the potential to succeed in college but have not been able to realize their potential because of economic and/or educational barriers.

EOPS offers a range of services such as:

- Academic, Career, and Personal Counseling

- Priority Registration
- One-on-one tutoring
- Statewide University Campus Tours
- UC and CSU application fee waivers
- Book vouchers/grants
- Free school and testing supplies
- Free Printing
- Calculator, SMART Pen, and Chromebook loans

In addition, EOPS offers additional support services for EOPS students who are receiving TANF/CalWORKs for themselves or dependent child(ren). Please see Cooperative Agencies Resources for Education (CARE) Program below.

EOPS is committed to helping students access the resources necessary to succeed in college and works cooperatively with other programs and services on campus whose goals are enhancing scholastic achievement and academic excellence. EOPS also sponsors activities and workshops that promote personal growth.

The EOPS office is located in Building 2, Second Floor in the Student Services area. For additional information call (650) 738-4139, email skyeops@smccd.edu, or visit our website www.skylinecollege.edu.

For more information, visit the EOPS website - <http://www.skylinecollege.edu/eops/>

Financial Aid

Financial Aid programs attempt to fill the gap that may exist between the cost of education and the money available to students from family, employment, savings, and other resources. Skyline College Financial Aid programs assist students who might otherwise be unable to continue their education due to financial hardship.

The Financial Aid Office offers a number of federal, state and local student aid programs. The awards under these programs may be in the form of grants, scholarships, employment opportunities, loans or a combination of these. Information about all programs is available on Skyline's website at www.skylinecollege.edu.

Students are advised that awards are subject to availability of funds. Because some of these programs have limited funding, students are awarded on a first-come, first-serve basis each school year. Financial Aid personnel determine eligibility. For application forms, information on workshops and additional information, students are encouraged to stop by the Financial Aid Office.

Financial Aid Office

Location: Building 2, Room 2234

Hours: Monday - Thursday 8:00 a.m. - 6:30 p.m.; Friday 8:00 a.m. - 12:00 pm.
Phone: 738-4236

For more information, visit the Financial Aid Office website -
<http://www.skylinecollege.edu/financialaid/>

Guardian Scholars Program

The Guardian Scholars Program's (GSP) purpose is to create a network of support that will meet the academic, social, emotional, and financial needs of college-bound students who are transitioning out of the foster care system. Students participating in the Guardian Scholars Program have access to the following services:

- Meal Vouchers
- Textbook
- Transportation Assistance
- Laptop Loan Program
- School supplies
- Free Printing
- Career & College Exploration field trips
- Student Lounge
- Financial Aid Liaison
- Access to additional monies
- Priority Registration (upon eligibility)
- 1-1 scholarship assistance
- Hand-on life skills workshops

Eligibility:

- Current or Former Foster youth
- Kinship
- Legal Guardianship (non-probate)
- Probation youth
- AB12 Extended Foster Care

For more information or to make a referral, please contact Tia Holiday at holidayt@smccd.edu, ext.4315, or visit Building 2, Room 321. Office hours are Monday-Thursday, 8:00 a.m. – 6pm p.m. & Friday 8-12pm.

For more information, visit the Guardian Scholars website -
<http://skylinecollege.edu/guardianscholars/>

Health Center

The College Health Center is available for students, staff and faculty who become ill or sustain injuries while on campus; we are capable of treating most non-emergent health problems. We also provide information, counseling, and referrals on a variety of health related matters. Condoms, pregnancy testing, and TB testing are available daily at the Health Center. All services are free. Planned Parenthood is here most Wednesday's and they provide STD testing for both male and female and family planning.

Campus presentations on Rape Awareness, Domestic & Dating Violence, Child Abuse, Education and Screening for Substance Abuse, Depression, and Eating Disorders, and the Annual Blood Drive. Some of these activities have been co-sponsored with other departments or classes on campus. We offer Certificates of Participation for students desiring extra-credit when their instructor authorizes it. Please call the Health Center if you have ideas for other presentations or you and your class wish to join us. Speakers are available who can relate these topics to your curriculum; the College Nurse can also come to your class and speak on topics related to Health Education and Prevention.

The Health Center

Location: One Stop Center, Room 2209

Hours: Monday thru Thursday 8:30 a.m. – 6:00 p.m.; Friday 8:00 a.m. - 12:00 p.m.

Phone: 738-4270

For more information, visit the Health Center website - <http://skylinecollege.edu/healthcenter/>

Psychological Services

All students at Skyline College are eligible for short-term personal counseling, provided through the health service fees they pay at registration. Counselors are available to see students during specified days and hours. Appointments can be made at the Health Center Office Building 2, Room 2209, or by calling 738-4270 between 8:30 a.m. and 4:30 p.m..

For more information, visit the Psychological Services website -

<http://www.skylinecollege.edu/psychologicalservices/>

SparkPoint

Students and other members of the community utilize SparkPoint services and resources to grow financially. SparkPoint Services are integrated with the network of Student Services provided by Skyline College; and, because of an expanded network of partnerships, SparkPoint provides services and resources not typically included in the community college setting. SparkPoint includes the Career Center and Employment Services, The English Language Institute, The Food Pantry, Financial Education and Coaching, The Grove Scholars Program, and partnerships that support asset development and banking services. SparkPoint at Skyline

College is part of the United Way of the Bay Area SparkPoint Initiative. The SparkPoint Center is located on the second floor of Building 1.

For more information, visit the SparkPoint website - <http://www.skylinecollege.edu/sparkpoint/>

TRiO Student Support Services (SSS)

Skyline College's TRiO Student Support Services (SSS) is a federal program funded by the U.S Department of Education designed to motivate and support low income, first generation, and students with disabilities in their pursuit of transferring while earning an Associate's degree. TRiO programs are the result of two acts of legislation which asserted a national commitment to providing educational opportunity for all Americans regardless of race, ethnicity, or economic circumstance.

The goals of the TRiO program are to provide students with:

1. Academic, career, and personal counseling to help students accomplish their goals
2. Academic support, including tutoring, study skills workshops, mentors, and access to computers
3. Transfer planning
4. Assistance with financial aid
5. Cultural enrichment activities and campus visits to four-year universities
6. Scholarship assistance to those who meet all program requirements

Free tutorial services are available to all students in the TRiO program. One-on-one and small group tutoring appointments are available as well as drop-in. TRiO students may enroll in MATH 650, ENGL 650, or LSKL 800 to receive individualized instruction in math skills, reading and writing skills, or other academic subjects.

COUN 100 - College Success (TRiO) is also offered in the Fall and Spring semesters to provide TRiO students with information on college/universities systems, goal settings, educational planning, life and study skills, stress management, learning styles, college resources, and cultural diversity.

Students interested in joining TRiO must complete and return a one-page TRiO application to determine program eligibility. The Learning Center and TRiO program are both located on the first floor of Building 5, room 5100. To contact TRiO staff, please call (650) 738-4144.

For more information, visit the TRiO website - <http://www.skylinecollege.edu/trio/>

Part IV: College Auxiliary & Information Support Services

Bookstore

The Bookstore staff looks forward to working with faculty to increase services for the campus community and has compiled ideas to assist faculty in working with the Bookstore. The Bookstore is located in building 6, 1st floor. For additional information, please contact the Bookstore Manager at (Phone 650-738-4211; Fax 650-738-4309; Website: <http://bookstore.skylinecollege.edu>)

Regular Hours (Fall & Spring)

Monday through Thursday	7:45 a.m. to 7:00 p.m.
Friday	7:45 a.m. to 2:00 p.m.
Saturday and Sunday	Closed

Regular Hours (Summer)

Monday through Thursday	7:45 a.m. to 6:00 p.m.
Friday, Saturday and Sunday	Closed

Back to School Hours

The Bookstore offers extended hours during the first 2 weeks of each Fall/Spring semester and first week of each Summer semester. Please visit our website for current store hours.

Full Refund Policy

For the first week of school, full refunds will be given with a receipt if the book is in its original condition and accompany with proof of non-enrollment in the course. Books purchased new and returned in used condition will be refunded at the used price (if available). Thereafter, all purchases and rentals are final. For our complete refund policy, please visit our website.

Book Buy Back

During the final exam period of each semester, the bookstore will buy books back from students at approximately 50% of the original purchase price if the bookstore has received an order from an instructor for the use of that book during the following semester and there is an inventory need. If there have been no book orders placed for the immediate upcoming semester, the book will either be refused or bought back by a used book company, which pays approximately 10% - 40% of the book's price. It is, therefore, very important for faculty members to submit book orders as early as possible to ensure that it is on the book buy back list.

Desk Copies

Skyline College Bookstore is only able to provide desk copies for readers printed by Skyline Graphic Arts & Production. Faculty must request desk copies from publishers directly. Contact information for most major publishers are available in the Faculty Resources section of the Bookstore's website.

In the event that the desk copies will not arrive in time for the semester to start, the Bookstore offers copies on an emergency basis by charging for the copy and refunding the money when the book is replaced with a new copy, provided the copy is not marked in any way other and the book is returned in the same semester.

Classroom Materials

Classroom materials (non-text) may be requested by including it on your textbook order form. Instructors are asked to let the bookstore staff know of specific items they would like made available to students. These items can be specialized notebooks, goggles, lab coats, or special uniforms for vocational programs.

Check and Credit/Debit Card Policies

- **Check Policy (Travelers checks and Money Orders included)**
 - Checks must be imprinted with purchaser's name. (Travelers checks excluded).
 - Checks must be dated with the date the purchase is made.
 - A valid SMCCD ID number and one of the following must be presented:
 - Valid state issued ID or driver's license or
 - Government issued ID (e.g., military ID).
 - A service/handling charge will be assessed for any returned checks.

- **Credit/Debit Card Policy**
 - The card user should be the same as the name appearing in the authorized signature space on the back of the card
 - A person wishing to make a purchase on another person's card must present a letter of authorization bearing the signature of the cardholder. (Per American Express's card holder policy, only the name bearing card holder may use the credit card.)
 - Valid identification must be presented for the use of any credit card
 - Valid state issued ID
 - Driver's license
 - Government issued ID (e.g., military ID)
 - Cards may be used only for the exact amount of purchase (Debit/ATM cards excluded)
 - Customers using credit card gift cards are required to know the remaining balance on them at the time of transaction.

- The bookstore also accepts digital wallet payments such as Apple Pay and Google Pay.

How Do Textbook Rentals Work?

- What do students get from renting?
 - Rental books cost 25% - 35% of the new book price (students save up to \$75 on a \$100 book!).
 - Students are allowed to rent a book for one full semester and return it during finals week
 - Students needing the book for the subsequent semester must return the book at the end of the original renting semester AND reread it the following one.
- How do books qualify as rentals?
 - Books that are new editions or just became new editions are the best candidate for it to become a rental since the Bookstore needs to be able to replace copies not returned, and old editions are often not available from publishers.
 - A faculty member commits to using the title for future semesters
 - Workbooks and books that come with access codes may not qualify as rentals due to the single use nature of the item.
 - The bookstore also partners with the 4 major, national used book companies to offer book rentals for titles that faculty may not have long term commitment to.

Contact Kevin Chak at the bookstore: (650) 738-4449, or chak@smccd.edu.

Textbook Adoption

As an alternative to using the preprinted adoption forms, you may use the digital textbook requisition form located on the Faculty Resources section of the Bookstore's website and email it to your dean for approval.

Inclusive Access – Digital Textbooks

The Inclusive Access – Digital Textbooks program is a new textbook model created in collaboration with major publishers and the SMCCD Bookstores that converts textbooks into dynamic digital content that lowers the cost of course materials for all students in the course using this. The digital content includes Interactive Learning Platforms, interactive abilities with CANVAS, and enrolled students will have access to the digital textbook on the first day of instruction. Students in a course using Inclusive Access may also purchase a discounted print copy of the textbook (if available) at the bookstore.

Business Cards

A standard Skyline College business card is available to those who need them (generally program coordinators, division deans, administrators, and others who frequently represent the

college in the community or in off-campus settings). Business cards can be ordered at <https://skylinecollege.edu/mcpr/marketingservices.php>.

Graphic Arts and Production (GAP)

Skyline College Graphic Arts and Production (SkyGAP) provides printing and fingerprinting (LiveScan) services to faculty, staff, students, and the Skyline College community. Work Order forms for printing needs are available in each Division Office. Printing for normal requests is 48 hours (2 business days).

Graphic Arts and Production is supervised by Amanda Bortoli. She is located in Building 5, room 5118 and can be reached at 650-738-7014, bortoliamanda@smccd.edu, or skygap@smccd.edu. Please be advised that SkyGAP will be moving to Building 19 (Pac Heights) beginning on July 1.

For more information and forms for requests, visit the GAP website - bookstore.skylinecollege.edu/SkyGAP

Copier/Duplicator Machines at Skyline College

High speed copier/duplicator machines are located in all Division Offices. They are placed there for the convenience of the faculty needing fast, high-quality copies of tests, handouts, etc. User codes are required for the operation of these copiers and are available from Division Deans.

Skyline College encourages faculty to “go green” by posting appropriate handouts, instructional materials, and other information online. Please be mindful of copyright regulations.

Copyrighted Material

Duplication of copyrighted materials is not authorized by Skyline College. Please meet with your Division Dean or Kevin Chak at Skyline College Bookstore prior to the consideration of posting on-line or duplicating for students copyrighted material. See Appendix E for more information.

Information Technology and Web Services

Phones and computer infrastructure are handled as a District function but with IT technicians located on the campuses. Most service requests should be completed using the District portal page under IT service request form. The website is <http://www.smccd.edu/portal/>. Technicians may also be reached by phone at 738-7010. All requests for technology related equipment must be made through your Division Dean.

Mail Service

Mail service is provided for authorized college business. All Skyline College off-campus mailings must have the sender's name and department in the upper left-hand corner of the envelope. Faculty and staff are not to use the mail service for personal business.

Mail may be placed in the outgoing bins in the Division Offices and Evening Faculty Mailroom. Outgoing mail requiring postage is routed to the central mail room in Building 5, where it will be stamped and dispatched. Please do not enclose paper clips or other bulk in mail to be run through the stamping machine. When mailing quantities of mail to be sealed, leave envelope flaps open and secure the envelopes with rubber bands. Extra thick legal size envelopes must be sealed by hand because they are too bulky to be run through the machine.

Pieces to be mailed must be at least 4 inches high and 6 inches long and seven thousandths (.007) of an inch thick (index card thickness); however, index card size is too small. The college standard size envelopes (both letter and legal) meet the size requirements. Envelopes of unusual size will cost additional postage.

Skyline College's address is 3300 College Drive, San Bruno CA 94066

Classroom Supplies

Paper, pens, pencils, stationery, envelopes, file folders, and other supplies necessary for instructors to complete their teaching and committee responsibilities are distributed through the Division Offices. Students supply their own materials, including their own examination booklets (blue books). For details, see your Division Assistant.

Telephone Service

For instructions on how to use the telephone system, please go to the following link: <http://smccd.edu/its-resources/category/phone/>. If you need further assistance with the phone system, contact the Help Center at (650) 574-6543 or complete an IT Services Request Form by going to the District Portal Page: <http://www.smccd.edu/accounts/portal/>.

Office phones are available for District business and are not to be used by students. The majority of faculty can call area codes 650, 415, 408, and 925.

Hallway courtesy phones are available for District business. Courtesy phones can be used in an emergency by calling Campus Public Safety (ext. 4199) or 9-911. Courtesy phones may also be used to contact faculty and staff at Skyline College, College of San Mateo, or Cañada College.

Facilities/Maintenance/Keys

Faculty are asked to contact their Division Office or the Evening Office regarding maintenance needs and custodial services which are not routinely taken care of.

Service requests can be submitted online. In the evening, faculty are asked to turn off all lights/equipment and close windows before leaving a lab or classroom. Please be security and energy conscious. Any custodial problems should also be reported to your Division Dean or the Evening Secretary.

Work needing immediate attention can and should be called in directly to Buildings and Grounds. Examples include lights, ballasts, restroom plumbing problems, etc.

Key and fob requests are handled through Division Offices. Full-time faculty and staff are issued keys to the building in which their office is located. Classroom doors (day and evening) should always be unlocked when you arrive for your class. If for some reason the door is locked, contact your Division Office or the Evening Office where a key will be available. The general classroom key is coded as a "3K" key. If there is some reason for another key to be issued to you, contact your Division Office.

Food Service

The Sky Cafe is located on the main floor of Building 6 and includes a grill, salad bar, pastries and coffee. Food service is available from 7:30 a.m. – 9:00 p.m. Monday through Thursday and from 7:30 a.m. to 2:00 p.m. on Friday. World Cup Coffee is located adjacent to the Sky Café and prepares specialty coffee drinks and snacks. Please check at the start of the semester for its hours. The cafeteria service is operated by Pacific Dining, a contractor with the District. Pacific Dining is available to cater college events. To see their menu and costs, talk with their on-site manager. World Cup Coffee is also available to cater events, talk to their on-site manager.

Parking

There are multiple Staff Parking lots located near all major buildings on the Skyline College campus. (See map in Appendix A.) These lots are regularly patrolled and vehicles without a valid Staff Parking Permit are ticketed. Parking violation tickets issued by SMCCD Public Safety Officers are processed through the San Mateo County Courthouse in Redwood City, California.

Parking Permits for Faculty and Staff may be obtained from your Division Office, Public Safety Office or the Evening Office. You must have a permit to park on the Skyline campus. Parking permits must be prominently displayed in the front window of vehicles.

Parking for Guest Speakers

If you have a speaker for your class, please get a Temporary Parking Permit from the Public Safety Office, Evening Office or your Division Office. With a temporary permit, visitors may park in any parking lot on campus. Provisions for large numbers of visitors must be made in advance with your Division Office or the Evening Office. Temporary Parking Permits will only be issued on a daily basis.

Handicapped Parking

The Display of a California DMV handicap placard, along with a regular student or staff parking permit, entitles you to park in any handicap student, or staff, parking space. Handicapped parking areas for wheelchair users are provided in parking lots D, G, J, K, L, M, P, R, S.

Temporary Parking Permits

Students who have an obvious injury and have difficulty walking to class can request a temporary parking permit, allowing them to park in a staff lot. The student needs to contact the Public Safety Office to request the permit.

Visitors Parking

Parking for visitors is reserved in lots Visitor Lot D and Visitor Lot M. These visitor lots are pay-by-space meter parking. After parking the vehicle, the visitor notes the number of the parking space, enters the number into the meter, and deposits coin or currency. The receipt from a visitor parking permit machine does not have to be displayed in the vehicle. Visitor parking permits are valid ONLY in the respective visitor parking lot in which they are purchased. Daily permits, Staff/Faculty permits, and Student permits are not valid in visitor parking lots.

Visitors may also park in student lots if they have purchased a daily parking permit. For the location of daily parking permit machines, please refer to the campus map Appendix A.

Part V: Frequently Asked Counseling and Counseling-Related Questions

Enrollment Management: A Faculty Responsibility

- 1. I have a student who does not appear on my official WebSMART class roster. Are they enrolled?**

Students who do not appear on your WebSMART Official Class Roster are not officially enrolled in your class and cannot remain in your class. As faculty, it is your responsibility to make sure all students sitting in your class(s) are officially registered by the published

deadline date. To assist you with this responsibility, take the following actions:

- Print the official roll from WebSMART on the first day of your class. Since students can register for your class up to the day before the class begins, do not print your roll prior to the first day of class because it may not be accurate. The WebSMART roll lists students who are officially enrolled.
- If, on the first day of class, you provide a student with an authorization code to register for your class, then list his/her name on your roll sheet so you can monitor his/her official enrollment. Remind students who have received authorization codes that they must officially register before the published deadline date.
- For a semester length course, a student must complete official registration by the published late registration deadline.
- For a course that is not a semester length course, the student must typically register no later than the next class meeting.

2. A student says there is a problem with WebSMART or registration. Are there registration blocks for some situations? How can I help?

If a student tells you he/she cannot register, there is a problem. Or, if the student thinks he/she is registered but the name does not appear on the WebSMART Official Class Roster, there is a problem. Any of the following situations may be the cause:

- The student has not paid his or her fees and was dropped from course.
- The student is on academic dismissal and not approved to enroll in your class.
- The student does not meet the prerequisites for the class and is not eligible to take the course (District and Title 5 regulations).
- The student has already attempted the course the maximum number of times and is not eligible to enroll in the course again (District and Title 5 regulations).
- The student has an incomplete in the course from a previous semester and cannot register for the course while the previous attempt is recorded as an incomplete (District and Title 5 regulations).
- The student has reached the unit enrollment block and needs approval from a counselor to enroll in units over the maximum (fall/spring limit is 19 units, summer limit is 11 units).
- The student has not attended for more than 1 year and is unable to register without updating the admission application.

3. How does the waitlist process work at Skyline College for students?

For most class sections, if the section is full, the student is offered the chance to be placed on the section's wait list. The wait list works in this way. If a registered student drops the course and a space becomes available, the first person on the section's wait list is automatically notified of an opening by email, and the student has 24 hours to go

back into WebSMART and register for the section. If the student does not respond in the time frame, his/her name is dropped from the waitlist and the next student on the list receives the email notification and registration opportunity. A student may place themselves on multiple waitlists for the same course.

4. How should I admit students from the waitlist on the first day of classes?

- When you print your WebSMART Official Class Roster, print the wait list that has been developed for your section. On the first day of class, if you determine that you can add students, first use the wait list to fill spaces. If a name appears on the waitlist but the student is not present in class, then go to the next student on the waitlist and so forth. Only when you have exhausted the waitlist should you accept other students who are present in the classroom to add.
- In order for a student to add your class they will need to enter an authorization code into WebSMART. You should print the authorization codes from WebSMART and bring them to class.

5. Do faculty have the authority to involuntarily drop a student a student that stops attending a course after the census date?

In Legal Opinion 11-04 issued on March 28, 2011 faculty may drop a student that stops attending a course. The census date does not restrict the faculty's ability to involuntarily remove a student from a course when that student no longer attends that course. Dropping a student from a course for excessive absences is a form of involuntary removal from the course. In this case the student has stopped attending the course, but has not formally submitted any request to withdraw. Title 5, section 55003 states that there are two situations that a student may be involuntarily removed from a course and they are excessive absences or disciplinary action due to student code of conduct. Each faculty will need to define excessive absence, but a rule of thumb is if the student inexcusably misses twice the number of meetings that the course would meet in a week

6. When is it appropriate to issue a student an incomplete grade? What professor and student obligations are part of awarding an incomplete as an end-of-semester evaluation?

- A professor should consider issuing an incomplete only if the student has successfully completed at least 80 percent of the course requirements and has only 1 or 2 outstanding assignments or tests to complete and there are extenuating circumstances that have come up (medical or family emergency, or an unanticipated problem that limits time to devote to academics) that make it impossible for the student to complete the course within the 18-week semester (or 6-week or 8-week summer session).
- It is solely up to the professor to determine whether he/she will award an incomplete. A student may request an incomplete, but it is up to the professor to

determine whether it is warranted or whether the professor wants to take on the added responsibility of monitoring the incomplete process.

- If the incomplete is appropriate, the professor and student must develop a contract describing how the incomplete will be resolved. This contract is sent to the Admissions and Records Office, the professor maintains a copy, and the student receives a copy.
- The contract should clearly identify exactly what assignments and tests are outstanding and include a deadline for these items. Be very specific. The contract includes a default grade. If the incomplete is not completed, then the default grade becomes the final grade after one year. It is important to state the time limit for the work to be received if it is less than 1 year. It is usually desirable to ask students to complete work in as short of time as is reasonable. A student may not enroll in the course while an incomplete is outstanding because the system sees the student as already enrolled with an incomplete. The student must meet with the professor who issued the incomplete to complete the course.

7. What is census, and why is it essential to submit census information on time?

The college receives a significant portion of its State funding based on active student enrollment. Therefore, the college must abide by the California Code of Regulations, Title 5, which requires faculty to “clear the rolls of inactive enrollment.” Inactive enrollment in a course is defined as a student having been identified as a “no show,” one who has officially withdrawn from the course, or one who has been dropped from the course. As further noted in Title 5, “a student shall be dropped if no longer participating in the course, except if there are extenuating circumstances.” No longer participating includes, but is not limited to, excessive unexcused absences. (Title 5, 58004, Application of Census Procedures)

8. Why is it essential to complete positive attendance reporting on time?

Like census reporting, reporting positive attendance is required by Title 5. Positive attendance is the accounting method used primarily for short classes and those that meet “by arrangement” Positive attendance is the reporting of the actual number of hours that a student has been in class. If your class is reported by this method it is important to keep these attendance records for 1 year, since these records may be audited. Submission of positive attendance hours on time is essential to capture FTES generated by students enrolled in these courses. If positive attendance hours are not submitted on time, the college may lose FTES funding. Positive attendance records are reported at the end of the term and found on the same form in websmart as final grades.

9. Why is it essential that final grades be submitted by the deadline date?

Grades that are submitted late negatively affect students and college processes. Late grades delay the transfer process and may cause a student to become ineligible for

transfer because of incomplete transcripts, delay student registration (students are not eligible to register if a required class has not been completed), and affect academic standing since students on probationary status cannot register for future classes while all course evaluations are not in. Late grades affect student cumulative grade point averages, course completion rates, and the graduation evaluation process and can make students ineligible for re-enrollment, transfer, scholarship eligibility, graduation, and more. Failure to submit all college records by published deadlines is not acceptable.

10. WebSMART GLOSSARY

You are sent no paper enrollment information but must retrieve information for each class you teach on Faculty WebSMART.

- Go to WebSMART and log in.
- User ID is your G#; your PIN code is your 6-digit birth date. June 6, 1950, would be 060650.
- Find the tab that says faculty.
- Find faculty WebSMART FAQs to assist you as needed. Follow the steps on this page to identify the semester and the course.
- Find Class List/Wait List/Attendance. Print this list to verify students registered in your class and waitlisted in your class. This form may also be used to record attendance throughout the term.
- Find List Authorization Codes.
 1. Print this list on the first day of your class.
 2. If you want to add students to your class, a student will need an authorization code to use with the section CRN (course reference number) to register for the class officially.
- Find Detailed Class List and Early Alert.
- Find Census/Enrollment Verification.
 1. Drop students who have not attended your class before the census deadline.
 2. View this screen prior to the first day of class.
 3. Every faculty member is responsible for submitting census reports by the course census deadline.
 4. There is a census deadline date for semester length courses.
- For census deadlines for courses that are not semester length, contact your Division Office.
- Census reporting must be done by the deadline date. Census reporting results in state funding.
- Find Final Grades and Positive Attendance.
 1. Report final grades by the deadline.
 2. Report positive attendance by the deadline.

Prerequisite Information and Rules

- 1. What are prerequisites, corequisites, and recommended preparation notations that appear in the Catalog and the Schedule of Classes?**

See the Catalog from the most recent year for the most current information.

2017-2018 Catalog Language: <http://catalog.skylinecollege.edu/current/academic-standards/prerequisites.php>

See the Counseling Division website for information on prerequisites: <https://www.skylinecollege.edu/prerequisites/>

Prerequisites, Corequisites, And Recommended Preparation

The Board of Trustees of the San Mateo County Community College District allows colleges to establish prerequisites, corequisites, and recommended preparation for courses and educational programs. Prerequisites and corequisites must be determined to be necessary and appropriate and must be established in accordance with Title 5 regulations in the California Administrative Code.

A **prerequisite** is a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or program. Prerequisites are so designated in course descriptions in this Catalog.

A **corequisite** is a course that a student is required to take simultaneously in order to enroll in another course. Corequisites are so designated in course descriptions in this Catalog.

Recommended preparation for a course or program is a condition that a student is advised, but not required, to meet before or in conjunction with enrollment. Advisories are designated as “recommended” in course descriptions in this Catalog.

Why Prerequisites and Corequisites?

Title 5 (state regulations that govern community colleges) requires that, if a course has a prerequisite, it must be necessary for the student to succeed in the target course. Furthermore, the college must ensure that the prerequisite is equitably and fairly enforced and that it has been approved in a separate action by the curriculum committee at each college.

What if I am currently enrolled in the prerequisite course(s) within the SMCCCD?

If you are currently enrolled in the prerequisite course(s), the computer will not prevent your enrollment in the desired course. However, should you receive a final grade other than “A,” “B,” “C” or “P” in the prerequisite course(s), you will be notified by Admissions and Records through your student email (my.smccd.edu) that you have been administratively dropped from the course. You are advised to meet with a counselor for further assistance with enrollment.

To learn how a student can meet prerequisites requirements and be cleared to register for classes, visit: <https://www.skylinecollege.edu/prerequisites/>

2. Why do courses have prerequisites? Who determines whether a course has a prerequisite requirement?

A number of college courses require completion of prerequisite courses or require documentation of a specific skill level to ensure that all students have a common academic background to support the level of instruction and student success. District and Title 5 regulations require that, if a course has a prerequisite, it must be consistently enforced. As a result, if a student has not completed the prerequisite (course or skill level), he/she may not enroll or remain enrolled in the course for which the prerequisite is required. The Curriculum Committee, an Academic Senate committee, approves course prerequisites as part of the curriculum review and approval process.

3. How do I know whether the course I am teaching has a prerequisite?

The official course outline, the current Catalog, and the Schedule of Classes indicate enrollment limitations for courses. You will find information about prerequisites, corequisites, and recommended notations for courses in these documents.

4. How does computerized prerequisite checking function in the San Mateo County Community College District?

The SMCCCD uses a computerized prerequisite checking in most English, Reading, and Mathematics courses as well as courses in many disciplines at the time the student attempts to enroll in the class. Since then other courses have been added to the list of courses that have computerized prerequisite checking at the time the student attempts to enroll in the class. When attempting to register or add to the waiting list for a class where computerized blocking is in place, the WebSMART registration program searches for one of the attributes below:

- Results from placement tests, completed in the SMCCCD within the last 2 years, that meet prerequisite skill level requirements.
- Successful completion of the prerequisite course within the SMCCCD, or Faculty Handbook.
- Current enrollment in the prerequisite course within the SMCCCD.

If none of these attributes is located in the SMCCCD student database, a message appears that says that registration cannot be completed due to a missing prerequisite.

5. How can I find out whether the class I am teaching uses computerized prerequisite checking?

Ask your Division Dean.

6. What if I, as the instructor of a course with a prerequisite, want to waive the prerequisite for a student?

See the counseling website for information on the Prerequisite Challenge Process:
<https://www.skylinecollege.edu/prerequisites/challengeprocess.php>

Prerequisite Challenge Process

Who may want to challenge a prerequisite?

A student who has not completed the stated prerequisite course or a student who has not achieved a qualifying score on a placement test score to meet the stated prerequisite or corequisite for a course which he/she wants to register in.

Students are advised to determine if they qualify to file a Prerequisite Equivalency petition prior to filing a Prerequisite Challenge petition. [Read more about the Prerequisite Equivalency Process.](#)

When can a student challenge a stated prerequisite?

You can challenge a prerequisite on one or more of the following grounds:

- If you believe you have the knowledge or ability to succeed in the course without completing the prerequisite.
- If you believe that the prerequisite has been established in violation of Title 5 regulations or the SMCCCD District Model Policy.
- If you believe that the prerequisite is discriminatory or is being applied in a discriminatory manner.
- If you believe that the prerequisite course has not been made reasonably available.

How do I challenge a prerequisite?

Get more information from this [handout on the Challenge Process.](#)

Step One:

Complete the [Prerequisite Challenge Petition](#). Paper applications can be found at the One-Stop Center, Building Two, Second Floor.

Step Two:

Attach the following documents to your petition:

1. A **formal letter** explaining the reason you are challenging the prerequisite or corequisite. Include in the letter a detailed description of how you meet the prerequisite requirement.

2. Additional **supporting documentation**, such as: college transcripts as evidence of successful course completion, catalog course description, course outline/and or course syllabus, documentation of professional work experience, high school transcripts (if relevant), letters of recommendation from employers or instructors, samples of graded papers, professional licenses or certificates.

Step Three:

Submit your Prerequisite Challenge Petition, along with appropriate documentation, to the appropriate Division Office.

Await response from the Division Office regarding the status of your petition. You will be notified within 5 working days of receipt of your petition.

Please note:

- You must submit your completed challenge packet no later than five (5) working days prior to the published last day of the late registration period.
- You will be notified within 5 business days if your challenge is approved. You will be cleared to register for the class only if your petition is approved.
- Questions regarding your prerequisite challenge and any supporting documentation should be directed to the appropriate Division Office.

What message will I receive on WebSMART if I do not meet the prerequisite for the course in which I am attempting to enroll?

If you have not met the prerequisite or presented documentation to challenge the prerequisite you will receive the following message on WebSMART when you attempt to enroll: You do not meet the prerequisites for this course. You will not be able to register for the class until you clear the prerequisite(s). To obtain prerequisite information, equivalency/challenge processes, and forms go to:

www.skylinecollege.edu/prerequisites/index.php.

7. Does Skyline College accept high school coursework as completion of a prerequisite?

No. However, a student may be placed in an English or Math course based on high school work via a Multiple Measures Assessment done when they enroll. In other disciplines, a student may be able to challenge a prerequisite based on high school work. Refer to challenge process in question 15.

8. What if the student says he/she has the knowledge or ability to succeed in the course based on work experience or other life experience?

Advise the student to challenge the prerequisite. See question 15 for more information.

9. When and how can a student challenge a prerequisite?

Placement testing is required for:

- all matriculating students who intend to complete a vocational certificate, and/or associate degree, and/or university transfer, or
- any student who intends to enroll in an English, ESL, Reading, or Mathematics course, or
- any student who intends to enroll in a class that has an English or Mathematics prerequisite.

The Assessment Center, Building 2, room 2233 administers computerized placement tests year round by appointment. Test results place the student in the appropriate-level course. Students retrieve test results on WebSMART and are encouraged to discuss test results and course placement with a counselor.

Helping Students Succeed/Student Services Support

10. I want to provide my students with information about how to survive and thrive in my class. Can student services help me?

Yes! Many students are unaware of how to be successful in college.

First, professors can help students by clearly outlining in a class syllabus or class handout information that describes course goals, learning outcomes, evaluation processes, student expectations, a course calendar of activities, a study schedule, and the like. Encourage all students to meet with you during office hours at least once during the semester.

Secondly, invite student services professionals to make presentations to your class. Presentations can be general in nature or can be tailored to your specific course. Some of the more general presentations include the following, but don't hesitate to contact the Dean of Counseling, Advising, and Matriculation to discuss any special student support you want or need in your classroom.

- Using student support programs to improve your college success (counseling services, transfer services, career services, basic skills services, and more)
- Planning for college—the comprehensive student educational plan
- Using study skills for college-level academics
- Using time management for personal and academic success
- Understanding the system—college planning
- Understanding the system—university transfer process
- Choosing a college major. Selecting courses to meet your educational goals

For a comprehensive list of student services, refer to the college website:

<https://www.skylinecollege.edu/officevpss/>

11. How can I find out how the course I teach fits into students' educational goals? Is the course applicable to the associate degree general education? Associate degree majors? University transfer general education? University transfer majors?

Connect with the College Articulation Officer for information and advice.

Should/How do I include this information on my syllabus?

It is not recommended that faculty post this information due to potential for error and implications for graduation and/or transfer. It is recommended to follow Curriculum Committee Guidance via the Curriculum Handbook (See Course Syllabus Checklist).

<https://www.skylinecollege.edu/curriculumcommittee/index.php>

12. What information do students need to be reminded of regularly?

Regularly announce important information or include it on your course syllabus.

- First Two Weeks of School is the Late Registration Process. All semester-length courses need to be added within this period.
- Students manage their own enrollment on WebSMART. Check the schedule summary to make sure enrollment is complete. Pay fees on WebSMART. Keep personal information (address, phone, email) up to date on WebSMART.
- Students Use WebSMART to select the PASS/NO PASS option, if applicable to your course
- Know the Last Day to Withdraw From Classes
- All Students with Educational Goals should meet with a Counselor at least once a year to evaluate progress.
- Take Advantage of Continuing Student Priority Registration Each Semester. So many students wait until the last minute to register and then are disappointed that they do not get the courses they need and want. If students register during their continuing student priority registration period, this will not happen. Watch for registration announcements and check the calendar in the class schedule for registration information.
- Use Support Services that help students succeed.

13. How do academic counseling services work at Skyline College?

Counseling is an essential service for students who intend to complete a certificate, associate degree, or transfer to a university. Appointments for counseling appointments

can be made in Building 2, or by calling 738-4318. Students are encouraged to develop a comprehensive SEP with a counselor and to meet with a counselor at least once a year to monitor progress toward goals.

Counselors Help Students To:

- Clarify educational and career goals;
- Plan coursework to complete vocational certificates, associate degrees, and university transfer;
- Develop Student Educational Plans (SEP);
- Understand their current academic readiness and academic challenges;
- Understand educational options and decision-making processes;
- Connect with support programs and services to support success;
- Interpret placement test results;
- Understand college policy and processes; and
- Focus on personal and educational growth and development.

14. What support services and programs are available for my students?

Please visit the college website campus resources webpage:

<http://skylinecollege.edu/campus-resources/> for a comprehensive list of support programs and services.

15. I have a student who is having problems in my class. What can I do and where can I go for help?

Below is a list of services you can refer your student to and/or connect with yourself:

Academic Counseling: <http://skylinecollege.edu/counseling/>

The Learning Center: <http://skylinecollege.edu/learningcenter/>

Psychological Services: <http://skylinecollege.edu/healthcenter/>

Disability Resource Center: <http://skylinecollege.edu/disabilityresources/>

16. What is Early Alert, available on faculty WebSMART, and how do I use it?

- Early Alert is a computerized program that allows faculty to alert students enrolled in their classes of any deficiencies that are affecting their progress and success in the class.
- Early Alert is designed to provide a consistent and efficient method to alert students.
- Early Alert is available in faculty WebSMART on the class roll page and is easy to use.
- Early Alert can be used from the beginning of the semester but is not available on or after the last day to withdraw.

- Early Alert can be one method to communicate with your students and let them know how they are doing in your class.
- A number of alerts can be sent to one student.

For more information, contact the Counseling Division Dean to learn who the Faculty Lead for Early Alert is.