Brookhaven College is one of the seven colleges of the Dallas County Community College District. Educational and employment opportunities are offered by Brookhaven College without regard to race, color, age, religion, national origin, sex, disability or sexual orientation.
DCCCD MISSION

To equip students for successful living and responsible citizenship in a rapidly changing local, national and world community.

BROOKHAVEN COLLEGE MISSION

At Brookhaven College, a public, open-door, two-year institution dedicated to student success, we provide quality educational programs by offering a broad range of programs, learning opportunities and experiences. We prepare our students to value the individuals and organizations within our diverse community and to face the challenges as responsible and productive members of society. We achieve our mission through our goals and strategic directions.

WORKFORCE AND CONTINUING EDUCATION MISSION

The Brookhaven College Workforce and Continuing Education mission is to identify and respond to community needs. We will provide quality education and training at an exceptional value through noncredit programs and courses that improve and enrich the lives of our diverse community.

WORKFORCE AND CONTINUING EDUCATION VISION

Brookhaven College Workforce and Continuing Education adds value to individuals and companies through education and training.
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Dallas County Community College District

The Dallas County Community College District was created by the State of Texas in 1965 to offer higher education to individuals within and outside the county boundaries.

Dallas County houses the DCCCD’s seven colleges, Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, Northlake, and Richland colleges. It also includes the District Office, District Service Center, Bill J. Priest Institute for Economic Development and R. Jan LeCroy Center for Educational Telecommunications. In addition, the colleges have several satellite facilities to service the growing demand for education in Dallas County.

Brookhaven College and Workforce and Continuing Education

Brookhaven College was built in 1978 and is the newest of the seven colleges. It currently stands as the third largest college in the district. Recent enrollments have included 12,900 credit and 11,000 noncredit students per semester.

The college employs 120 full-time and approximately 500 adjunct faculty members. Faculty credentials, typically for those teaching transfer courses, include a master's or doctoral degree, with at least 18 graduate hours in the teaching discipline.

Workforce and continuing education instructors are professionals from the community chosen for their knowledge, expertise and experience in their fields. Training and instruction are offered as courses, programs, seminars, workshops and distance learning opportunities. Registration is continuous, convenient and customer-oriented with new classes starting throughout the year on weekdays and weekends both during the day and evening hours. Workforce and continuing education classes are offered at the college and in a variety of locations throughout the community.

Students of the Workforce and Continuing Education Division are served by an Associate Vice President of Workforce and Continuing Education, a team of administrators and professional support staff, and more than 300 adjunct faculty members.

Brookhaven College locations and operating hours

<table>
<thead>
<tr>
<th>MAIN CAMPUS</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookhaven College</td>
<td>Monday – Thursday 8:30 a.m.–6 p.m.</td>
</tr>
<tr>
<td>3939 Valley View Lane</td>
<td>Friday – 8:30 a.m.–4:30 p.m.</td>
</tr>
<tr>
<td>Farmers Branch, TX 75244</td>
<td>Saturday and Sunday – Closed</td>
</tr>
</tbody>
</table>
p 972-860-4600                       |                                    |
f 972-860-4610                       |                                    |
OFF CAMPUS

R.L. Turner High School
1600 S. Josey Lane
Carrollton, TX 75006

Office Hours

Monday – Friday  5 – 10 p.m.

Parking Hints:
Park in the rear lot of the building and enter the school through the door farthest to your left as you face the building from the parking lot. This door is the most northern door that opens on the parking lot. You will be entering through the cafeteria. The B hall is to your left after you walk through the cafeteria.
Important Phone Numbers

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCE Division Office</td>
<td>972-860-4600</td>
<td>S022</td>
</tr>
<tr>
<td>WCE Phone Registration</td>
<td>972-860-4715</td>
<td>S022</td>
</tr>
<tr>
<td>Business Office/Cashier</td>
<td>972-860-4819</td>
<td>S057</td>
</tr>
<tr>
<td>Follett Bookstore</td>
<td>972-484-7652</td>
<td>S238</td>
</tr>
<tr>
<td>Brookhaven Police</td>
<td>972-860-4290</td>
<td>B200</td>
</tr>
<tr>
<td>Human Resources</td>
<td>972-860-4813</td>
<td>A224</td>
</tr>
<tr>
<td>DCCCD IT Help Desk</td>
<td>972-860-4352</td>
<td></td>
</tr>
<tr>
<td>eConnect Help Desk</td>
<td>972-669-6402</td>
<td></td>
</tr>
</tbody>
</table>

Workforce and Continuing Education Division Administrators

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>PHONE #</th>
<th>E-MAIL</th>
<th>ROOM #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vernon Hawkins</td>
<td>Associate Vice President</td>
<td>972-860-4221</td>
<td><a href="mailto:vHawkins@dcccd.edu">vHawkins@dcccd.edu</a></td>
<td>S027</td>
</tr>
<tr>
<td>Angel Boyer</td>
<td>Program Director</td>
<td>972-860-4574</td>
<td><a href="mailto:aBoyer@dcccd.edu">aBoyer@dcccd.edu</a></td>
<td>S034</td>
</tr>
<tr>
<td>Sheila Brock</td>
<td>Grant Manager</td>
<td>972-860-4603</td>
<td><a href="mailto:sBrock@dcccd.edu">sBrock@dcccd.edu</a></td>
<td>W109</td>
</tr>
</tbody>
</table>

Workforce and Continuing Education Division Program Coordinators

<table>
<thead>
<tr>
<th>NAME</th>
<th>PHONE #</th>
<th>E-MAIL</th>
<th>ROOM #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angel Boyer</td>
<td>972-860-4574</td>
<td><a href="mailto:aBoyer@dcccd.edu">aBoyer@dcccd.edu</a></td>
<td>S034</td>
</tr>
<tr>
<td>Susana Ruelas</td>
<td>972-860-7846</td>
<td><a href="mailto:sRuelas@dcccd.edu">sRuelas@dcccd.edu</a></td>
<td>W109</td>
</tr>
<tr>
<td>Chris Cantrell</td>
<td>972-860-4119</td>
<td><a href="mailto:cCantrell@dcccd.edu">cCantrell@dcccd.edu</a></td>
<td>S037</td>
</tr>
<tr>
<td>Julie Stearman</td>
<td>972-860-4367</td>
<td><a href="mailto:jStearman@dcccd.edu">jStearman@dcccd.edu</a></td>
<td>S033</td>
</tr>
<tr>
<td>Rick Tuman</td>
<td>972-860-4678</td>
<td><a href="mailto:rTuman@dcccd.edu">rTuman@dcccd.edu</a></td>
<td>S030</td>
</tr>
<tr>
<td>Sylvia Wise</td>
<td>972-860-7849</td>
<td><a href="mailto:sWise@dcccd.edu">sWise@dcccd.edu</a></td>
<td>W109</td>
</tr>
<tr>
<td>Dennis Maddox</td>
<td>972-860-7848</td>
<td><a href="mailto:dMaddox@dcccd.edu">dMaddox@dcccd.edu</a></td>
<td>W109</td>
</tr>
</tbody>
</table>

In case you have a last minute emergency that will prevent you from making it to your class on time please call:

- (972) 860 – 4600 During business hours
- (____)_____ - _______ Evenings and Weekends
INSTRUCTIONAL RESPONSIBILITIES

Adjunct Faculty Responsibilities

A part-time instructional employee is expected to do the following.

1. To meet all classes at the place and time specified, or when unable to do so, to notify the division office.
   a. If unable to attend class, the faculty member will be required to arrange for class assignments and/or instruction in consultation with the appropriate supervisor.
   b. The instructor under contract is responsible for handling any financial compensation of a substitute, should a substitute be used.
   c. Under unusual and exceptional situations the college may be required to pay the substitute. In those situations the pay of the instructor under contract would be reduced by the amount of the substitute pay.
   d. In all cases where substitutes are used, the individual engaged is required to have the minimum teaching credentials for the subject area and a cleared criminal background check.

2. To be well prepared for each class session.

3. To develop a syllabus for each course taught. Each syllabus should contain at least the following minimum of information.
   a. Course name, number, and section
   b. Contact Hours
   c. Meeting days and times
   d. Instructor’s name
   e. Means available for the student to contact the instructor:
      1) Division office (part-time day instructor). Notes and/or telephone messages will be placed in the instructor’s mailbox
      2) Instructor’s home telephone number (optional)
      3) Instructor’s business telephone number (optional)
      4) Instructor’s voice mail, or e-mail
   f. Required materials, including textbook to be used
   g. Description of class attendance policy
   h. Description of grade determination procedure
   i. Description of the number and type of examinations to be given
   j. Description of other assignments, when due, and how the assignments will be evaluated
   k. Statement of course objectives
   l. This syllabus should be turned in to the Program Manager one week before the first class day. (See sample Syllabus in Appendix A. An electronic copy of the template can be e-mailed to you.)

4. To check your assigned mailbox before each class period.
5. To certify and submit final certification rosters in accordance with the deadlines and guidelines established by the Workforce and Continuing Education Division. (No further contracts will be approved until all course related material is submitted).

6. To be familiar with the contents of handbooks, instructional resource guides and other items of information which are distributed for faculty use.

7. Maintain accurate class rosters. These class rosters should contain all information that is needed to reflect how each student earned a completion for the course.

8. To enforce district and college policies, including those related to privacy of student information in accordance with the Family Educational Rights and Privacy Act and provisions, which prohibit smoking and the consumption of food and/or beverages in classroom areas.

9. To participate in staff development activities agreed upon by you and your supervisor.

PLANNING AND ORGANIZING YOUR WORKLOAD

The First Class Meeting

Careful and thoughtful planning prior to the first class day will assist you in achieving an organized method of instruction. The following items should be addressed at the first class meeting.

1. Greet each student.


   Note: If the student’s name does not appear on the class roster and they lack a paid fee receipt, one must be obtained before the student may attend the class. Notify the WCE office and/or your program manager for support, if necessary.

3. Have students fill out the Student Information form to verify their name, current address and phone numbers. Remember, student information is confidential. Return the forms to the Workforce and Continuing Education Division office no later than the end of the third class day. Please keep a list of your students’ contact information for your records in case you need to contact them due to an emergency.

4. The following announcements should be made to the class.
   - CEUs will ONLY be awarded to students who meet the criteria for the course.
   - Refund requests must be made in person or by telephone at the Workforce and Continuing Education Division office prior to the first class day for a 100 percent refund. Refunds equal to 80 percent will be given if the request is made prior to the second day of class. This refund policy is published in the schedule and online.
   - No tobacco, food or beverages are allowed in classrooms.
Children are not permitted to attend classes other than those in which they are enrolled. No unattended children are allowed at Brookhaven College or satellite locations.

Only registered students are permitted to attend class.

Remind students of holiday(s) and other dates when classes will not meet.

**Syllabus/Course Outline**

1. Provide students with a clearly written course syllabus. (See Sample Course Syllabus, Appendix A)

2. The success of your course depends upon your preparation. A syllabus/outline for the course you teach is one of the essential elements needed to organize your thoughts and to define the learning experience for the student. Each instructor is required to prepare a syllabus and an outline for each course.

3. The course syllabus should contain the course description, a course outline, the learning objectives and a description of the method of student evaluation. The course outline should include a listing of the topics that will be taught and the sequence in which they will be presented.

4. The course syllabus must be on file in the Workforce and Continuing Education Division Office no less than one week prior to the start of your class. An electronic copy of the Word template for your use is available from the program staff.

**Semester Class Schedules**

Your workforce and continuing education program manager will create a schedule and provide you with the class dates and times. Your preferences and availability for classes will be considered.

**Class Hours and Breaks**

The instructor is responsible for providing instruction for the full time period scheduled for the class. It is suggested that a 10-minute break be given to students during classes that are two hours or longer. Students who smoke should be informed that Brookhaven College permits smoking in parking lots only. Smoking is NOT permitted on any high school campus, parking lot or walkway. In locations off campus, please ensure smoking is aligned within the policy of the location.

Food and beverages are NOT permitted in any classroom where workforce and continuing education courses are being conducted.

**Reproduction of handouts, syllabi, or other materials**

A request for duplication services is submitted in the planning discussions with your division program manager. Handouts, syllabi and additional materials to be copied may be delivered, or emailed to your program manager in the Workforce and Continuing Education Division Office at least one week before the material will be needed. Materials submitted to the division office must be copy-ready and on
standard or legal-size paper. The division staff is not responsible for typing and/or preparing instructional materials.

Textbooks

Textbook adoption is a collaborative effort between the program manager and the instructors. Textbooks are selected when a course is planned and ordering is coordinated with the division program manager.

Prior to each semester, textbooks are available at the bookstore (Student Services Center, Bldg. S, on the 2nd floor) on the main campus and online. Instructors have the option of purchasing their own textbook or using one provided by the division for the length of the course only.

Classroom Supplies

Classroom supplies needed for courses should be discussed during the planning session with the supervisor. If, at this session, it is determined that you will purchase the supplies, you will be required to submit a clear itemized, original receipt to be reimbursed. Unauthorized purchases may not be reimbursed. The Dallas County Community College District and Brookhaven College are tax-exempt entities. Tax that you pay on purchases will not be reimbursed when payment is made.

Media Equipment Requests

If you need any media equipment for your course, please email or call the program manager at least a week in advance of the course.

Student Enrollment Requirements

The program manager will determine if there are enough students registered to meet the minimum enrollment requirement for the class. If low enrollment is apparent before the first class meeting, the staff member will cancel the class and notify the instructor. Additionally, the workforce and continuing education staff member will notify each enrolled student. Students will be encouraged to transfer their registration to a similar class being offered during the semester or to re-register for the course at another time when it is being offered.

Faculty Mailboxes

Each instructor is assigned a mailbox in the Workforce and Continuing Education Division, Bldg. S, Room S022. This mailbox will be used to keep the instructor informed. Instructors are responsible for checking their mailboxes prior to each class meeting.

For instructors teaching off campus, materials and messages may be obtained from the coordinator at the site. The coordinator also will return materials, with the exception of time sheets. Instructors are responsible for submitting their contracts to the division office.
**Instructor Absences**

It is the responsibility of each instructor to be present at all class meetings, with the exception of illness, death of a family member, or special circumstances that have been pre-approved by the program manager. In the event a class will be missed, the instructor should do the following things.

a. Inform your program manager as soon as possible.

b. In the event of an emergency, call 972-860-4600 to speak to someone in the division offices.

c. Obtain a suitable substitute and inform them of lessons planned for the class.

d. Please remember, no substitute instructor will be allowed to teach without prior approval of the Workforce and Continuing Education Division.

e. The instructor is responsible for compensating a substitute.

f. If the absence is due to an unexpected “after-hours” emergency, the instructor is required to call students informing them the class session will not be meeting.

**Rescheduling classes**

Rescheduling of all make-up dates for postponed classes must be approved in advance by the program manager. Instructors are required to inform the division office of any changes that may impact the class schedule. Unless other arrangements have been made through the Workforce and Continuing Education office, the instructor is responsible for contacting the students in the event of a schedule change.

In the event of inclement weather, classes will be canceled or postponed only when the campus or off-campus facility is officially closed. This information can be obtained from local television and radio broadcasts or by checking the district website at [www.dcccd.edu](http://www.dcccd.edu). You may call the Brookhaven College inclement weather hotline at 972-860-4100, and students may call the student inclement weather hotline.

Recommend that your students determine the status of class cancellation and/or campus closure before leaving for the campus. Make sure that they know to look for the closing of DCCCD Colleges. Classes missed due to weather will be rescheduled at the first possible date. **Please note:** Sporting classes, which are typically conducted outdoors, may have additional procedures.

**Classroom Responsibility**

Faculty members are responsible for enforcing college policy prohibiting eating, drinking and smoking in classrooms. College signs indicate where eating, drinking and smoking are permitted. In the event you need to rearrange classroom furniture to accommodate your class, please be considerate of later classes by returning the furnishings to the original location. Immediately report any issues with the media equipment inside your classroom to your program manager. Upon exiting a classroom at the conclusion, please remember to turn off the lights and close and lock.
the door. Instructors are responsible for leaving the classroom in a clean, orderly and secure condition.

**Student Examinations**

Some courses (e.g., Food Protection Management and Defensive Driving) require students to take an exam. When administering a certification exam, specific instructions must be given concerning the following:

- mastery level required for passing,
- appropriate examination behavior (no opening of books, etc.), and
- scoring procedures that will be used.

**EMPLOYMENT**

**Quality of Personnel**

The quality of an educational institution’s program is dependent upon the skills, commitment, and enthusiasm of its employees. The Board of Trustees seeks to employ only the most outstanding personnel available. In return, the board expects all of its employees to accept and support the institution’s philosophy and purposes. Specifically, all employees are expected to be aware of the policies, procedures and programs of the district, to devote their professional services and individual skills to the realization of the institution’s objectives, and to discharge their duties in such a way as to reflect credit upon the district.

**Philosophy of Part-Time Employment: Faculty**

In order to fulfill its commitment to quality education, the district must have the best qualified instructional personnel obtainable with available resources. The foundation of good instruction is a corps of full-time career teachers endowed with appropriate training and experience and a high degree of professional pride. Additionally, for the district to relate to the needs and draw upon the resources of the communities it serves, it utilizes part-time instructional personnel with expertise in business, industry and the professions. Part-time faculty can work no more than 19.5 hours per week.

**Standards of Conduct**

The following standards of conduct apply to all employees of the district.

1. No employee shall accept or solicit any gift, favor or service that might reasonably tend to influence the employee in the discharge of official duties or that the employee knows or should know is being offered with the intent to influence the instructor.

2. No employee shall accept employment or engage in any business or professional activity that the employee might reasonably expect would require or induce disclosure of confidential information acquired by reason of the official position.
3. No employee shall accept other employment or compensation that could reasonably be expected to impair the employee’s independence of judgment in the performance of official duties.

4. No employee shall make personal investments that could reasonably be expected to create a substantial conflict between the employee’s private interest and the public interest.

5. No employee shall intentionally or knowingly solicit, accept or agree to accept, any benefit for having exercised the employee’s official powers or performed official duties in favor of another.

**SERVICE CONTRACTS, PAYROLL AND OTHER RELATED FORMS**

**Employment Forms**

A Criminal Background Check form must be completed and processed before an employment offer can be made. Once an agreement has been made for you to teach a course, you will receive a packet of employment forms. These forms must be completed before a service contract can be processed. If it has been more than 60 days since you last taught for DCCCD or if you are a new instructor, it is vital that these forms be completed and returned in person along with your driver license and original social security card no more than three days before your class is scheduled to begin. Please contact the Human Resources Office for more information at ext. 4813.

**Service Contracts**

**Based on hourly rate**

Several weeks before your first class session, you will receive a service contract in the mail or in person. Please be sure you do the following.

- Verify the contents of the contract for accuracy for the class you are teaching.
- Fill out the area at the bottom of the contract marked “TO BE COMPLETED/VERIFIED BY THE EMPLOYEE”.
- Sign and date at the bottom then read and initial the back of the contract.
- Return the signed contract and all forms attached to the division office prior to the first class meeting.

**Based on student rate**

If your contract is to be paid on a per student basis, your contract will be in your mailbox for your signature after the third class day. The contract must be signed and returned to the division office.

**NOTE:** Service contracts must be signed and dated by you and processed by Brookhaven College prior to your entrance in a classroom to teach. All contracts are written on a class-by-class basis. A contract for one class does not imply a guaranteed contract in the future. (Does not apply for a per-student contract)
**Payroll**

All workforce and continuing education instructors are paid from a service contract. Your signature on the contract is your agreement to provide the contracted services noted in the contract. Every entry on this service contract represents a separate agreement by you. If more than one course is listed on the service contract, you have agreed to provide service for those listed individually.

Payment for these services will be equally divided by the number of months for the course(s) listed. Equal monthly installments for your salary payment is determined by the start and end date of each course. For example:

- If a course beings on June 15 and ends Aug. 4, payment will be divided into three equal payments (June, July and August).
- However, if the course has a beginning date after the 20\(^{th}\) calendar day of the month, the beginning date will be considered for the following month. For example, a course beginning on June 22 and ending on Aug. 4 will be paid in two equal payments (July, August).

The only exception to monthly contract payments is for instructors teaching private lessons or consulting on an hourly basis. In the event a specific number of hours cannot be predetermined, the instructor will complete and be paid by a monthly time sheet. These instructors should consult with the division program manager for further instructions.

**NOTE:** To be paid in a timely manner, contacts should be signed and returned to the Workforce and Continuing Education Division by the 14\(^{th}\) of each month.

**Pay Checks**

All paychecks will be direct deposited on the last working business day of each month. Pay stubs are not mailed; however, you may locate your personal payroll information by logging on to the eConnect system at [http://econnect.dcccd.edu/econnect/](http://econnect.dcccd.edu/econnect/) and clicking on “Faculty Menu.”

**Employee Evaluations**

Each workforce and continuing education instructor will be evaluated during the instruction of his/her course. Evaluations allow the division professional staff to review, plan and assess the course and its delivery and are considered an integral tool for the success of the college. Evaluations are intended to be constructive and lead to the improvement of courses and instruction offered through the Workforce and Continuing Education Division.

A written evaluation survey is given to each student during the final class session. Prior to handing out the evaluations, the instructor needs to do the following.

1. Explain the purpose of the evaluation.
2. Explain the procedure for completing the form.
3. Assign one student in the class to collect all completed evaluations and ask the student to submit them to the division office or on-site coordinator.

Results of the evaluations will be shared with you upon request. Additionally, the program manager may contact you to share relevant information in assisting you in meeting course goals.

Class Rosters

1. A temporary class roster will be issued for the first class day. Check to be sure students are in the correct course. Attached to the roster will be Student Information Profile sheets, and Student Information Update half-page sheets.

2. Certified Rosters are printed after the third class day in the division office, and will be placed in your instructor mailbox.
   - Main campus classes – May be obtained from your division mailbox
   - Off-site classes (all locations) – May be obtained from the off-site coordinator after your third class day

3. Attendance must be accurately marked at each class meeting.

4. Attendance data must be transferred from the temporary roster to the Official Certification Roster prior to submission in the division office.

5. Students who do not appear on the Certification Roster may be added manually provided they show a PAID official registration fee receipt. Other students should be referred directly to the division office.

6. Upon completion of the course, ensure that all grades are entered in eConnect.

Submit the completed roster to the division office within three business days. This is the official document provided for the annual state audit.

Field Trips

Any class held at a location other than the one for which it was originally scheduled, is considered a field trip. Instructors must submit a Field Trip Request Form at least one week prior to the scheduled trip. The instructor also is responsible for obtaining a signed Waiver of Liability form from each student prior to departure. You may obtain both forms from the division program manager.

Waiver of Liability: Courses offered by the Workforce and Continuing Education Division at Brookhaven College which include more than the normal amount of exposure to danger are required to obtain signed Waiver of Liability forms from each student prior to participation in the class. It is also the responsibility of each instructor to ensure each student and/or parent/legal guardian understands the nature of possible risks or danger by participating in the class.
**Parking Citations**

Citations may be issued for:
- parking in the fire lane;
- parking in restricted areas (behind all campus buildings);
- parking in reserved faculty/staff parking areas of P-2, P-5, P-6, and P-7 parking lots;
- double parking;
- parking in “No Parking” striped areas;
- parking adjacent to “No Parking on the Grass” signs;
- parking on campus in areas other than those designated for vehicular traffic; and
- parking of mobile home trailers or boats overnight.

The following are the procedures for parking violators at Brookhaven College.
- Each semester, during the first two weeks of courses, all violations will result in warning citations unless there are extenuating circumstances.
- After the second week of classes, any traffic/parking violation may result in a warning or regular citation, at the officer’s discretion.
- The third citation for a parking violation may result in the placement of a wheel-immobilizing device on the vehicle.
- After having a wheel-immobilizing device on a vehicle, any subsequent violation will result in the car being towed at the owner’s expense.

**Campus Safety and Security Procedures**

Brookhaven College Police is located in Building B, Room B200. The department is staffed 24 hours per day, seven days a week (including holidays) and may be reached at 972-860-4290. Department staff includes police officers certified through the Texas Commission on Law Enforcement Officer Standards and Education, TCLEOSE.

All Brookhaven College police officers are required to regularly attend TCLEOSE approved classes and in-service training. The officers are trained in Cardio-Pulmonary Resuscitation, CPR, and Emergency Cardiac Care.

Every effort is made to maintain a safe campus environment. High visibility patrols and frequent checks on campus buildings and grounds assure a quick response to those requesting assistance. The department maintains a Crime Prevention program for all employees. Additional services provided include a student orientation intended to provide information on services provided by college police, escorts to vehicles, unlocking of vehicles, providing battery jumps, and inflating flat tires.

Campus crimes which involve violence, property loss through theft, or any felony under the Texas Penal Code are reported immediately by the campus Police Department to the appropriate city, state or federal agency. The Brookhaven Police Department has concurrent jurisdiction with the Farmers Branch Police Department. The College Police Department will respond to all criminal activity and will record all serial numbers of property stolen from Brookhaven College. The goal of the Brookhaven Police Department is to maintain a safe and suitable environment where employees and guests can achieve educational and work-related goals.
Campus Emergencies

1. **Emergencies**: When calling from off campus or by cell phone, dial 972-860-4290 for all emergencies or call 911 from any campus phone.

2. **Brookhaven College Emergency Telephones**: Red telephones are located strategically throughout each building on campus. As soon as the receiver of a red telephone is picked up, the caller is automatically routed to the Police Department. Identify that you are on the main Brookhaven College campus and your location, i.e., Building F. Emergency phones are located in these areas.

<table>
<thead>
<tr>
<th>Building</th>
<th>Room</th>
<th>Division/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>B200</td>
<td>Police Department, inside foyer</td>
</tr>
<tr>
<td>C</td>
<td>C202</td>
<td>Box Office Cashier (4118)</td>
</tr>
<tr>
<td>C</td>
<td>C211</td>
<td>Performance Hall, lobby, backstage</td>
</tr>
<tr>
<td>D</td>
<td>D100</td>
<td>hallway, School of the Arts</td>
</tr>
<tr>
<td>F</td>
<td>F103</td>
<td>3-Dimension Lab</td>
</tr>
<tr>
<td>H</td>
<td>H130</td>
<td>Building H, lobby</td>
</tr>
<tr>
<td>J</td>
<td>J115</td>
<td>Building J, lobby</td>
</tr>
<tr>
<td>K</td>
<td>K126</td>
<td>hallway</td>
</tr>
<tr>
<td>K</td>
<td>K224</td>
<td>hallway</td>
</tr>
<tr>
<td>L</td>
<td>L250</td>
<td>Library, lobby</td>
</tr>
<tr>
<td>M</td>
<td>M123</td>
<td>hallway, Business Studies Division</td>
</tr>
<tr>
<td>P</td>
<td>P101</td>
<td>hallway</td>
</tr>
<tr>
<td>Q</td>
<td>Q110</td>
<td>hallway, Automotive Division</td>
</tr>
<tr>
<td>S</td>
<td>S002</td>
<td>Student Services Center, lower east</td>
</tr>
<tr>
<td>S</td>
<td>S200</td>
<td>Student Services Center, upper west</td>
</tr>
<tr>
<td>T</td>
<td>T124</td>
<td>hallway, P.E. Equipment Room</td>
</tr>
<tr>
<td>T</td>
<td>T200</td>
<td>across from T204</td>
</tr>
<tr>
<td>W</td>
<td>W109</td>
<td>Main lobby</td>
</tr>
</tbody>
</table>

3. You may call 4190 or 4152 from any main campus phone to make administrative inquiries of the Brookhaven College Police Department during normal business hours, 8 a.m.-5 p.m., Monday through Friday.

4. To request *any* police service, from needing a jump start to emergencies, dial 4290 from any **campus phone**. Your call will be answered by the Central Police Communications Center. The dispatcher will dispatch an officer to your location.

**DO NOT HESITATE TO USE EMERGENCY TELEPHONES AND CALL BOXES!!**

Request assistance immediately for:

1. security issues,
2. medical concerns,
3. emergency information,
4. reporting crimes or suspicious persons.

**Reporting an Emergency:** Do not hang up until the following information has been clearly stated.

1. Name of person calling
2. Nature of emergency
3. Location of emergency (including college)
4. Description of suspect, if applicable
5. Call back number

**Reporting an Injury or Accident**

Call the Health Center, ext. 4195, and College Police, ext. 4290. Give the following information.

1. What happened (e.g., fainting, breathing difficulty, seizure, injury, etc.)
2. Exact location
3. Your name and the phone number you are calling from
4. Stay with the person until someone from either College Police or the Health Center arrives.

**Off-Campus Location Emergencies**

If you are instructing a class at a location other than the main campus, it is your responsibility to familiarize yourself with the proper emergency procedures for that specific location. Prior to the first class meeting, locate emergency exits, telephones, etc. Should an emergency occur, stay calm. Direct your class (if applicable) to safety and assure they remain calm. Off-campus emergencies should be reported to the division at the first available opportunity.

**Accident/Crimes**

Every effort is made to ensure that everyone who comes to Brookhaven College is in a safe environment. If an accident should occur on campus and you are involved or are a witness, contact the College Police Department immediately. When the officer responds, report the events that have occurred as quickly and accurately as possible. If emergency medical aid is required, the officer will summon the necessary assistance. Brookhaven College houses a Health Center that is open during scheduled class hours and will respond with the officer if necessary.

If you are a victim of a sexual offense that occurs on campus, contact the Brookhaven College Police Department immediately. Reporting a crime is not a commitment to file charges or to testify in court. Officers will respond in order to assist in obtaining emergency medical treatment, assure safety and to obtain a description of the suspect. The College Police Department will assume the lead role in the investigation of all sexual assaults on campus. Support can be obtained from other college personnel in guidance and counseling. The Student Code of Conduct clearly delineates the
procedures for investigative and disciplinary action for all students involved in rule violations and/or criminal activity.

**Fire Safety**

Each Brookhaven College building is equipped with a modern fire and smoke alarm system. All college buildings are tied to a fire control panel monitored by the College Police. College officers regularly check these systems to assure they are functioning properly. College fire drills are held periodically. Prior notice of these drills is usually given to employees.

Be familiar with evacuation routes from your area. Assist in orderly evacuation of the building, and do not return to the building until notified by College Police or an administrator.

**Inclement Weather/Tornadoes**

When the administrative decision is made to take shelter, each classroom will be evacuated and taken to designated shelter areas. Your responsibilities are listed below.

- Notify your group that severe weather is imminent.
- Lead your group to the closest designated shelter.
- Wait for College Police to advise when danger has passed.

**Shelter Areas at the Brookhaven College Main Campus**

<table>
<thead>
<tr>
<th>Building</th>
<th>Move to a room listed below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Restrooms, break room, mail room</td>
</tr>
<tr>
<td>B</td>
<td>B210, B212, B214, B215, or, for overflow, B304</td>
</tr>
<tr>
<td>C</td>
<td>Make-up room in the Performance Hall, C205, C212, C214, C215, restrooms</td>
</tr>
<tr>
<td>D</td>
<td>D126, lower-level piano rooms and hallways</td>
</tr>
<tr>
<td>F</td>
<td>F106, F111, F130, F132, F133, restrooms</td>
</tr>
<tr>
<td>G</td>
<td>G105, G114, restrooms</td>
</tr>
<tr>
<td>H</td>
<td>H104, H105, H112, H113, H114, H124, H126, H129, H130, restrooms</td>
</tr>
<tr>
<td>J</td>
<td>J1 15, J1 16, J1 17, J1 18, J1 19, J1 08, restrooms</td>
</tr>
<tr>
<td>K-West</td>
<td>K128, K130, K133, K134, K136, K138, K141, restrooms, hallways</td>
</tr>
<tr>
<td>K-East</td>
<td>K108, 109, K115, K116, K120, K121, K123, hallways</td>
</tr>
<tr>
<td>L</td>
<td>L104, L109, L110, L118, L121, restrooms**</td>
</tr>
<tr>
<td>M</td>
<td>M115, M116, M117, M118, M121, M124, M125, M133, M135, M136, M137, restrooms</td>
</tr>
<tr>
<td>P</td>
<td>P106, P111, P117, P119, P121, P122, P123, P130, restrooms</td>
</tr>
<tr>
<td>Q</td>
<td>Q102, Q103, Q106, Q107, Q109, Q113, Q114, restrooms**</td>
</tr>
<tr>
<td>R</td>
<td>R105, R106, R107, R108, restrooms</td>
</tr>
<tr>
<td>S</td>
<td>S078, S079, S081, S113, break room, restrooms</td>
</tr>
</tbody>
</table>
**Bomb Threat**

In the event a bomb threat is received by telephone, the following procedures will be followed.

1. Remain calm!
2. Write down the number displayed on Caller I.D.
3. Attempt to identify background noises that may help to determine location from where call is made, such as traffic, music, laughter, etc.
4. Make an educated guess about the caller’s sex, age, race, voice or accent, or if a disguised voice was used.
5. Ask the caller what time the bomb is scheduled to explode, the location of the bomb and the reason for the threat.
6. Complete the bomb threat checklist while the details are still fresh in the recipient’s memory.
7. Notify the College Police by calling 911 from a campus telephone that is not in the targeted building.

**Firearms --- College Policy**

Firearms, as defined in the Texas Penal Code, Sec. 466.01(4), are strictly prohibited on campus by both the Texas Penal Code, Sec. 460.04(a)(1) and the Code of Student Conduct, Sec. 2(g)(2). There are NO exceptions to this law.

**Drugs and Alcohol --- College Policy**

All employees are expected to perform their duties free from the influence of illegal drugs (controlled substances) and alcohol, thereby maintaining a working environment free from the problems associated with the use and abuse of illegal drugs and alcohol. The unlawful manufacture, distribution, dispensation, possession or use of illegal drugs by any employee is prohibited in the workplace by board policy. The college Student Code of Conduct prohibits the use or possession of any controlled substance or illegal drugs or alcohol on college premises or at college sponsored activities. In compliance with the Drug Free Act, Brookhaven College distributes yearly information to all students and staff members on college policy relating to drug and alcohol abuse. Brookhaven College provides a part-time drug and alcohol counselor through the Health Center, located in the Student Services Center, Bldg. S, Room S072. The Health Center may be reached at 972-860-4195. Counseling also is available through the Counseling Center, which can be reached by calling 972-860-4339.

**Policy and Procedures Manual for Personnel**

The DCCCD Board Policies and Procedures Manual, contains legally referenced and local policies governing the operation of the district as adopted by the Board of
Trustees. The local policy manual requires effective community college district governance and management practices requiring sound, clearly written, and legally valid policies. The policy in its entirety may be obtained from the college Human Resources office or by visiting the district’s website at www.dcccd.edu.

**Equal Opportunity**

The Dallas County Community College District is an Equal Employment Opportunity employer and educator. As an employer, the district affirms its commitment to continuing support of Equal Employment Opportunity in all aspects of employment practices and procedures. It is against the policy of the DCCCD to willfully or inadvertently deny participation in benefits and activities, either to a staff or student body member on of race, color, religion, national origin, sex, disability, age, sexual orientation, gender identity or gender expression.

**Affirmative Action**

The intent of Equal Employment Opportunity and Affirmative Action is to ensure that employment policies and practices are anti-discriminatory, and that organizational behavior does not adversely impact protected classes and women.

Affirmative Action is intended to ensure that positive steps are taken to allow full utilization of human resources with a view to equal employment opportunity and quality education. Affirmative Action is not preferential treatment, nor does it mean that unqualified persons should be hired or promoted over other persons who meet the requirements for a position.

In recognition of the importance of Affirmative Action, the district has developed an Affirmative Action Plan. Each college is responsible for monitoring campus programs to insure consistency with the district’s purpose. Each college conducts analyses to determine composition of workforce by race and sex; conducts utilization and analysis research to determine the level of participation by job titles for women and minority employees. Availability studies are done to reflect current and future planning needs to improve equal opportunities. On a continuous basis, the district recruits and advertises employment opportunities in local, state and national labor markets to ensure broad exposure. The district’s Affirmative Action plan is a flexible plan designed to meet the needs of the district through designated accountability.

**Sexual Harassment**

It is prohibited for any DCCCD student or employee to engage in sexual harassment. For general policy and procedure purposes, sexual harassment may be described as unwelcome sexual advances, requests for sexual favors, or other physical and expressive behavior of sexual nature where:

1. submission to such conduct is either explicitly or implicitly made a term or condition of an individual’s employment or education, or

2. submission or rejection of such conduct by an individual is used as a basis for academic or employment decisions, or
3. such conduct has the purpose or effect of substantially interfering with an individual’s academic or work performance or creating an intimidating hostile or demeaning employment or education environment.

The district provides policy guidelines if any employee or student feels that an employee or student has engaged in a sexual harassment activity. The colleges have been actively training supervisors and employees on the policy guidelines set forth by the district in its compliance with local, state and federal laws. For additional information concerning this matter, please contact the campus Human Resources Office.

**American Disabilities Act compliance, Working Conditions**

The DCCC D is committed to hiring and employing individuals without regard to physical disabilities or impairments. At no time will a candidate be discriminated against based on their declaration of a disability. Additionally, no candidate or employee will be discriminated against based on a relationship with someone who is disabled or impaired. The district will make every effort to reasonably accommodate a request of the candidate or employee who has such a disability or impairment.

It is the policy of the DCCCD to provide all employees with a safe and secure working environment that does not interfere with the employees’ ability to perform their assigned duties.

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

**Adjunct Faculty Conference and Workshops**

Brookhaven College has established an Adjunct Faculty Conference for all adjunct faculty, both new and experienced, which is held at the beginning of the fall semester in August. Campus orientation and staff development sessions are conducted by administrators and full-time and adjunct faculty members. This activity brings together adjunct faculty members from disciplines throughout the college for the purpose of sharing, networking and learning more about the college. In addition, special workshops for adjunct faculty members are funded through the Title III grant. Details are sent with each monthly calendar.

**Reward and Recognition**

**Longevity Awards:** Adjunct faculty members, who have taught at Brookhaven College or in the Dallas County Community College District for extended periods of time, are recognized annually at the Adjunct Faculty Colloquium.

**Workforce and Continuing Education Instructor of the Year:** Awarded to a noncredit instructor for outstanding classroom performance
BROOKHAVEN COLLEGE STUDENTS AND LEARNING STYLES

Code of Student Conduct and Hazing

This information is found in the Brookhaven College 2010-2011 Catalog, located online at https://www1.dcccd.edu/cat1011/ss/code.cfm?loc=2.

The Student in Your Classroom

The adult student: The adult in the classroom is the fastest growing population segment in education today, with 40 million adults enrolled in continuing education classes nationwide.

Adult students are self-directed. They relate each classroom situation to real-life experiences and usually enroll in classes to meet a specific goal.

A variety of sources provide us with fairly reliable knowledge about adult learning. This knowledge may be divided into three basic divisions:

1) Adult learners and their motivation,
2) Curriculum for adults, and
3) Working with adults in the classroom.

Motivation to Learn

1. Adults seek out learning experiences in order to cope with specific life-changing events, e.g., marriage, divorce, a new job, a promotion, employment termination, retirement, losing a loved one or relocation.

2. The more life-changing events an adult encounters, the more likely the student is to seek learning opportunities.

3. Adults are typically willing to engage in learning experiences before, after or even during the life-changing event that led them to a course in the first place. Once convinced that the change is a certainty, adults will engage in any learning that promises to help them cope with the transition.

4. Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge or skill being sought. Learning is a means to an end, not an end itself.

5. Increasing or maintaining one’s sense of self-esteem and pleasure are strong secondary motivations for engaging in learning experiences.

Curriculum Design

1. Adult learners tend to be less interested in and entranced by survey courses. Adults tend to prefer single-concept, single-theory courses, which focus heavily
on the application of the concept to relevant problems. This tendency increases with age.

2. Adults need to be able to integrate new ideas with what they already know if they are going to retain new information.

3. Information that has little “conceptual overlap” with what is already known is acquired slowly.

4. Fast-paced, complex or unusual learning tasks interfere with the learning of the concepts or data they are intended to teach or illustrate.

5. Adults tend to compensate for being slower in some psychomotor learning tasks by being more accurate and making fewer trial and error ventures.

6. Adults tend to take errors personally and are more likely to let them affect self-esteem. Therefore, they tend to apply “tried and true” solutions and take fewer risks.

7. The curriculum designer must know whether the concepts or ideas will be in concert or in conflict with what the learner already knows or believes. Some instructions must be designed to effect a change in belief and value systems.

8. Programs need to be designed to accommodate viewpoints from people in different stages of life and with different value sets.

9. A concept needs to be “anchored” or explained from more than one value set and appeal to more than one developmental life stage.

10. Adults prefer self-directed and self-designed learning projects to group learning experiences led by a professional. They select more than one medium for learning and usually desire to control place and start/stop time.

11. Non-human media such as books, programmed instruction, television and computers have become more popular with adults in recent years.

12. Regardless of the media, straightforward “how-to” is the preferred content orientation. Adults cite a need for application and “how-to” information as the primary motivation for beginning a learning project.

13. Self-direction does not mean isolation. Studies of self-directed learning indicate that self-directed projects involve an average of 10 other people as resources, guides, encouragers, etc. However, even those who describe themselves as self-directed learners give positive ratings to lectures and short seminars, especially when these events give the learner face-to-face, one-on-one access to an expert.

In the Classroom

1. The learning environment must be physically and psychologically comfortable; long lectures, periods of interminable sitting and the absence of practice opportunities rate high on the irritation scale.
2. Adults have something real to lose in a classroom situation. Self-esteem and ego are on the line when they are asked to risk trying a new behavior in front of peers and colleagues. Bad experiences in traditional education, feelings about authority and preoccupation with events outside the classroom affect in-class experiences.

3. Adults have expectations and it is critical to take time early to clarify and articulate all expectations before getting into content. The instructor can assume responsibility only for his or her own experiences, not for those of students.

4. Adults bring a great deal of life experience into the classroom, an invaluable asset to be acknowledged, tapped and used. Adults can learn well and much, from dialogue with respected peers.

5. Instructors who have a tendency to hold forth rather than facilitate can hold that tendency in check—or compensate for it—by concentrating on the use of open-ended questions to draw out relevant student knowledge and experience.

6. New knowledge has to be integrated with previous knowledge; students must actively participate in the learning experience. The learner is dependent on the instructor for confirming feedback on skill practice; the instructor is dependent on the learner for feedback about curriculum and in-class performance.

7. The key to the instructor role is control. The instructor must balance the presentations of new material, debate and discussion, sharing of relevant student experiences and the clock. Ironically, it seems that instructors are best able to establish control when they risk giving it up. When they shelve egos and stifle the tendency to be threatened by challenges to their plans and methods, they gain the kind of facilitative control needed to affect adult learning.

8. The instructor has to protect minority opinion, keep disagreements civil and unheated, make connections between various opinions and ideas, and keep reminding the group of the variety of potential solutions to the problem. The instructor is less an advocate than orchestrator.

9. Integration of new knowledge and skill requires transition time and focused effort on application.

10. Learning and teaching theories function better as inclusive guidelines than as exclusive rules. A skill-training task can draw much from the behavioral approach, for example, while personal growth-centered subjects seem to draw gainfully from humanistic concepts. An eclectic rather than a single theory-based approach to developing strategies and procedures is recommended for matching instruction to learning tasks.

11. The next five years will eclipse the last 50 in terms of hard data production on adult learning. For the present, we must recognize that adults want their learning to be problem-oriented, personalized and accepting of their need for self-direction and personal responsibility.
Promoting Excellence and Motivating Students

Adapted from an article by Gregory W. Jewel, Humanities Division, Madisonville Community College, Madisonville, Kentucky. Printed in Innovation Abstracts, Vol. IX, No 29, December 4, 1987. Editor, Susanne D. Roueche. Innovation Abstracts is a publication of the National Institute for Staff and Organizational Development.

1. **Student Attendance:** Motivate students by creating a classroom environment that fosters prompt and regular attendance.
   - Have a roster of student names the first day of class to check attendance.
   - Learn students’ names quickly; ask students to say their names before responding in class.
   - Gather pertinent personal information about all students at the first class session (e.g., name, phone number, e-mail, other classes, goals for this class, etc.). This should be done in private or in writing.
   - Provide a clear and detailed syllabus that includes course objectives, class procedures, policies and grading criteria at the first class meeting.
   - Stress the importance of regular and prompt class attendance.
   - Use “ice-breaking” techniques to make students feel at ease.
   - Implement “intervention” techniques (i.e., telephone students who are absent).
   - Be enthusiastic, prepared, interesting and organized for each class.
   - Show interest in all students and do not neglect less skilled students.
   - Begin and end classes on schedule.
   - Utilize all of your class time, beginning with the first class session.
   - Respond to all class assignments.
   - Ensure that a qualified substitute is identified in the event you must be absent.

2. **Capturing Student Interest:** Utilize teaching strategies that spark imagination and interest.
   - Encourage students to take notes. Write an outline of key points of the lesson for the students to copy and leave space under each main heading for additional notes.
   - Pace the rate of presentation delivery. Use a variety of techniques and aids.
   - Do not do all of the talking. Allow periods of silence for students to digest ideas and check their comprehension. A brief silence after asking a question can result in a greater number of thoughtful responses.
   - Repeat and respond to student ideas to let the class know what they say is valued.
   - Implement structured and unstructured group discussions to encourage student involvement.
   - Use unexpected behavior as a teaching strategy.
   - Keep students alert by moving around the room.
• Make use of non-verbal clues to strengthen communication, such as eye contact, facial expressions, gestures, tone of voice and posture.
• Use non-verbal feedback from students to see how well they are receiving information.
• Provide a “multi-sensory” stimulation for presentations, such as films, recordings, field trips.
• Present case studies to spark student interest.
• Use the physical environment to your advantage. Circle the seating rather than have students sit in rows. Be considerate of the instructor who will follow you in the room by replacing all seating in rows.
• Focus on course content.

3. **Eliciting Student Response:** Challenge students to respond to other students, the course content and the instructor.

• Create and maintain a non-threatening classroom environment.
• Be excited about the course content and student reactions.
• Discuss controversial issues; take a controversial point of view to foster critical thinking.
• Ask thought provoking and open-ended questions.
• Respond to questions with related questions to evoke responses.
• Work to ensure a response from every student and not just those students who frequently participate.
• Direct questions not only to the entire class, but also to individual students.
• Have students review the previous class presentation before discussing new ideas.

4. **Value Each Student:** Treat each student as an individual whose feelings and ideas are valued.

• Give individual attention to each student.
• Be available for conferences with students.
• Personalize your responses to students.

5. **Commit To Your Students:** Provide a role for students’ academic lives and lead them to the learning process.

• Clearly define the course objectives.
• Set challenging, yet obtainable standards for all students.
• Aid students in clarifying their reasons for taking your class and for continuing their education.
• Serve as a role model for students by practicing academic integrity.
Instructor Checklist

1. Criminal Background Check completed
2. Syllabus – due one week prior to course
3. Material to be copied must be submitted at least one week prior to use in class
4. Contracts signed and returned to the Workforce and Continuing Education Division
5. New Hire documents turned in and approved by Human Resources (1-3 days prior to class start date)
6. Get ID badge and parking pass from College Police, Room B200
7. First Day:
   a. Temporary Roster
   b. Half sheet Student Information Update
   c. Student Information Profile, SIP
   d. Turn in half-sheet Student Information and SIP forms
8. After Third Day
   a. Certification Roster (Blue and White)
   b. Award of Merit (if applicable)
   c. Instructor Evaluations
9. Last Day of Class
   a. Complete Certification Roster
   b. Submit grades on eConnect
   c. Turn in Roster and Instructor Evaluation forms to program manager
   d. Draw an “X” through un-earned Awards of Merit (if applicable) and return to the Workforce and Continuing Education Division
New Course Proposal Form

Instructor:

Instructor Contact Information:

Phone:

Email:

Class Duration (Contact hours):

Proposed Schedule (days and times):

Class title:

Target Audience:

Marketing Methods:

Textbook(s):

Required Materials:

Class Description:

Objective and Outcomes:

Presentation method:

Outline:
APPENDIX A: SAMPLE COURSE SYLLABUS

Dallas County Community College District
Brookhaven College
Workforce and Continuing Education Division

Course Title:

Contact Hours:

Meeting Days and Times:

Instructor:

Contact Information: Students must have a way to contact you outside of class. Phone (may give department number for messages to be left in box). E-mail (may use Yahoo, Microsoft or other free account)

Course Description: Use what is in the current semester’s catalogue.

Prerequisites/Needs Assessment: (if applicable) Courses and skill level. Identify who would most benefit from attending this course.

Textbook: (if applicable) Title, author, edition and ISBN number

Materials or Tools: (if applicable) include any supplies necessary including computer disks.

Course Objectives/Student Learning Outcomes: Focus on the intended change in student knowledge, skills and/or attitudes during or upon completion of your course rather than on content coverage and identify at least four learning outcomes. Be concise. Focus on assessable and measurable outcomes. Specify your method of evaluating each learning outcome; a combination of methods is preferable. Identify the performance level at which the student should be able to demonstrate or express changes in knowledge, attitude or skills.

Write learning outcomes (course objectives) that focus on student learning. Helpful hints: Use active verbs. The outcome should be able to be measured or tested.

The successful learner will be able to...

- Write a program with no more than two errors.
- Perform the steps involved in giving CPR in a series of three trials.
- Achieve a minimum score of 80 percent on a practice certification exam.
- Weld two materials together with 100 percent adherence to safety protocols.

Instructional Outline: List the topics that will be covered for each class session. One session courses/workshops must outline a time frame. Indicate all instructional methods utilized (e.g., lecture, discussion, films, speakers, demonstrations, field trips, etc.)

Class 1.
Class 2.
Class 3.

Course/Program Evaluation Methods Used: (if applicable)