Cañada College

Welcome to Cañada College and congratulations on being selected as one of our faculty members.

As the semester begins, we would like to introduce you to the online handbook for new faculty members. The handbook will provide you with information on faculty roles and responsibilities, and College policies, procedures, and resources.

Should you have any questions or concerns, please don't hesitate to contact me or your Division Dean. I can be contacted at perkinss@smccd.edu or (650) 306-3353.

Dean	Division	Contact Number	Contact E-mail
Dean Linda Hayes	Business, Workforce, & Athletics	(650) 306-3201	hayes@smccd.edu
Dean Jennifer Castello	Humanities & Social Science	(650) 306-3350	castello@smccd.edu
Dean Janet Stringer	Science & Technology	(650) 306-3322	stringerj@smccd.edu
Vice President Peter Barbatis	Counseling, and A&R	(650) 306-3234	barbatis@smccd.edu

I look forward to meeting you and working with you this academic year.

Sarah F. Perkins, PhD
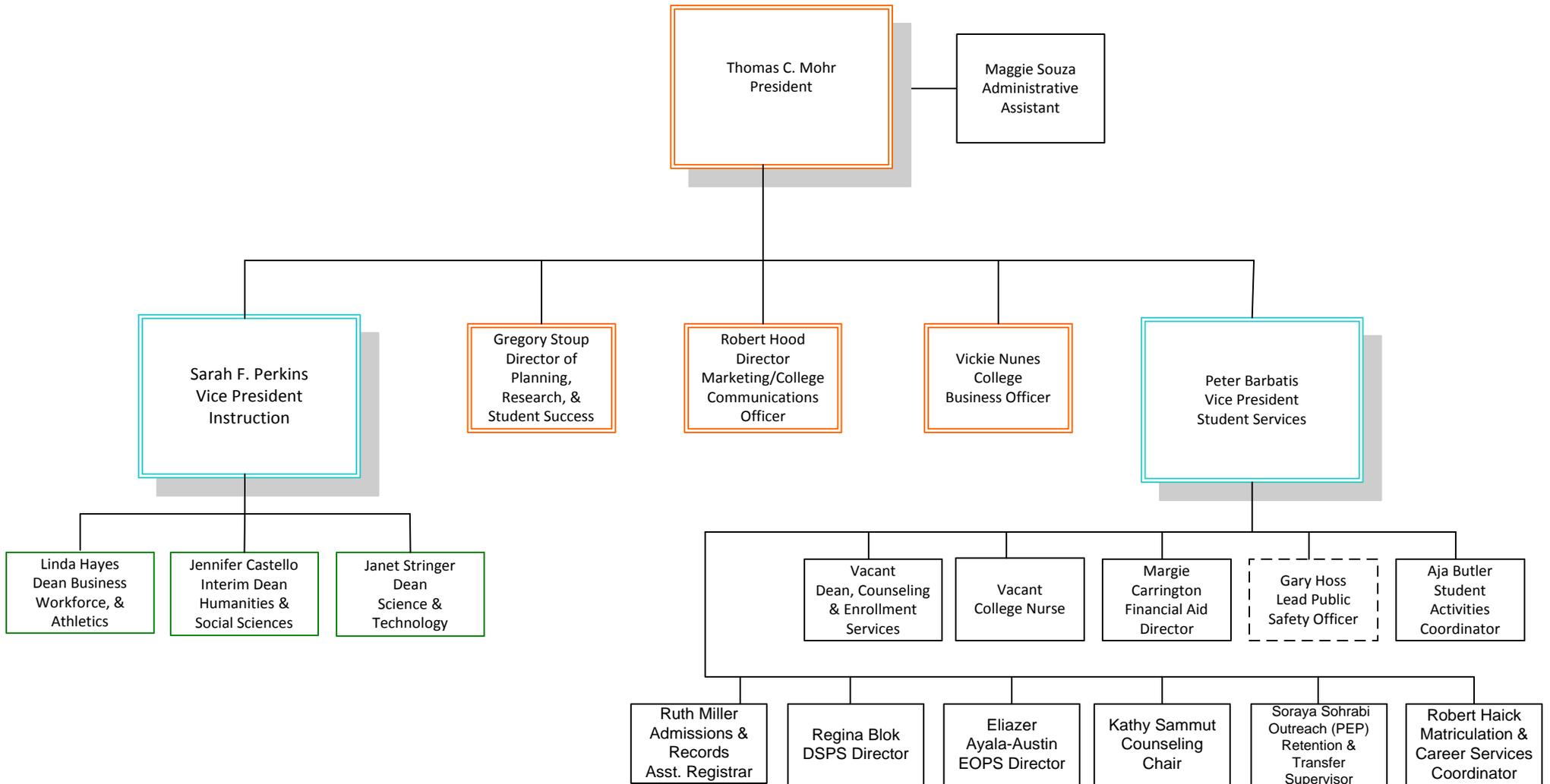Vice President of Instruction
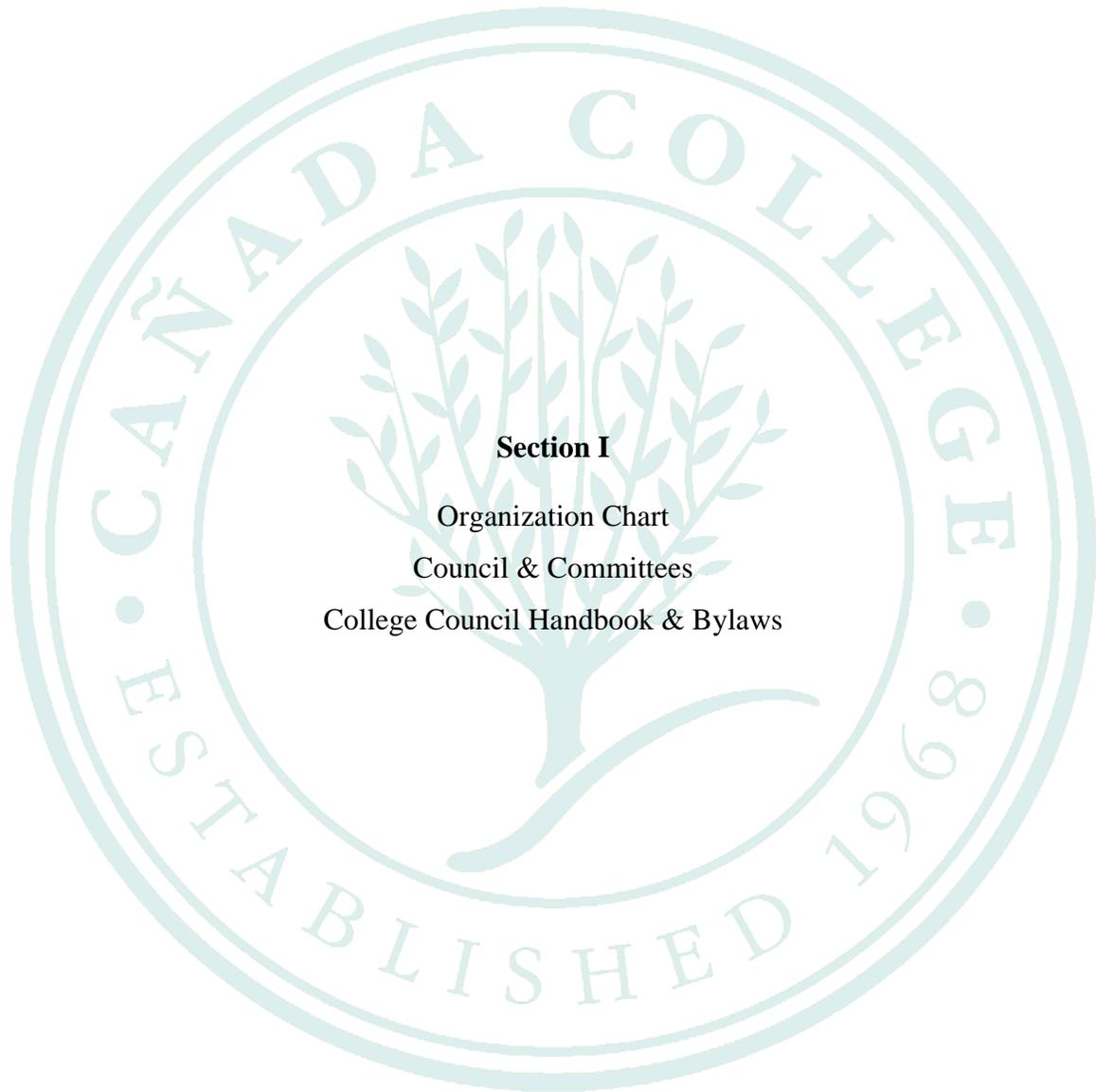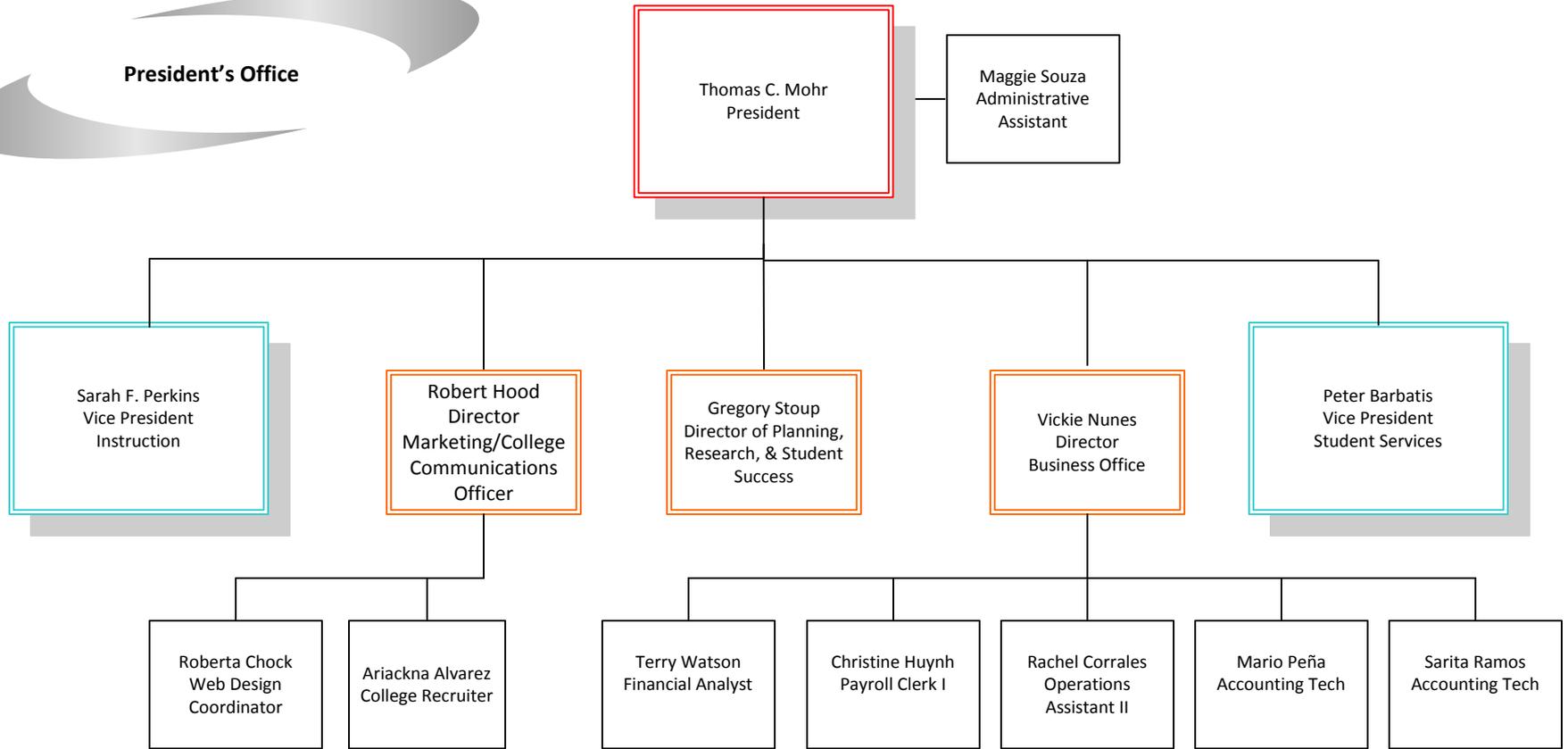
Section I

Organization Chart
Council & Committees
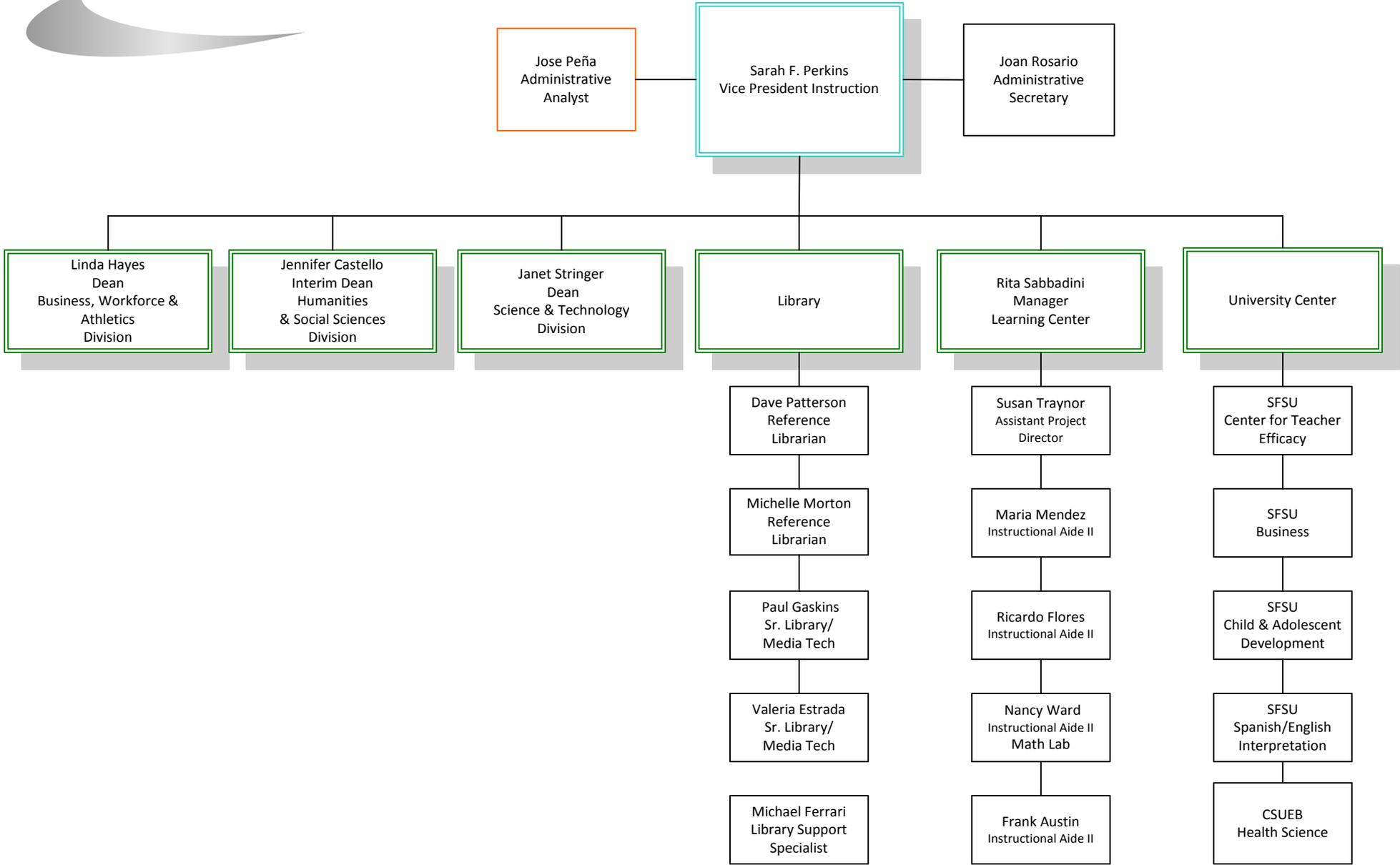College Council Handbook & Bylaws

Cañada College Organizational Chart

- **Thomas C. Mohr** — President
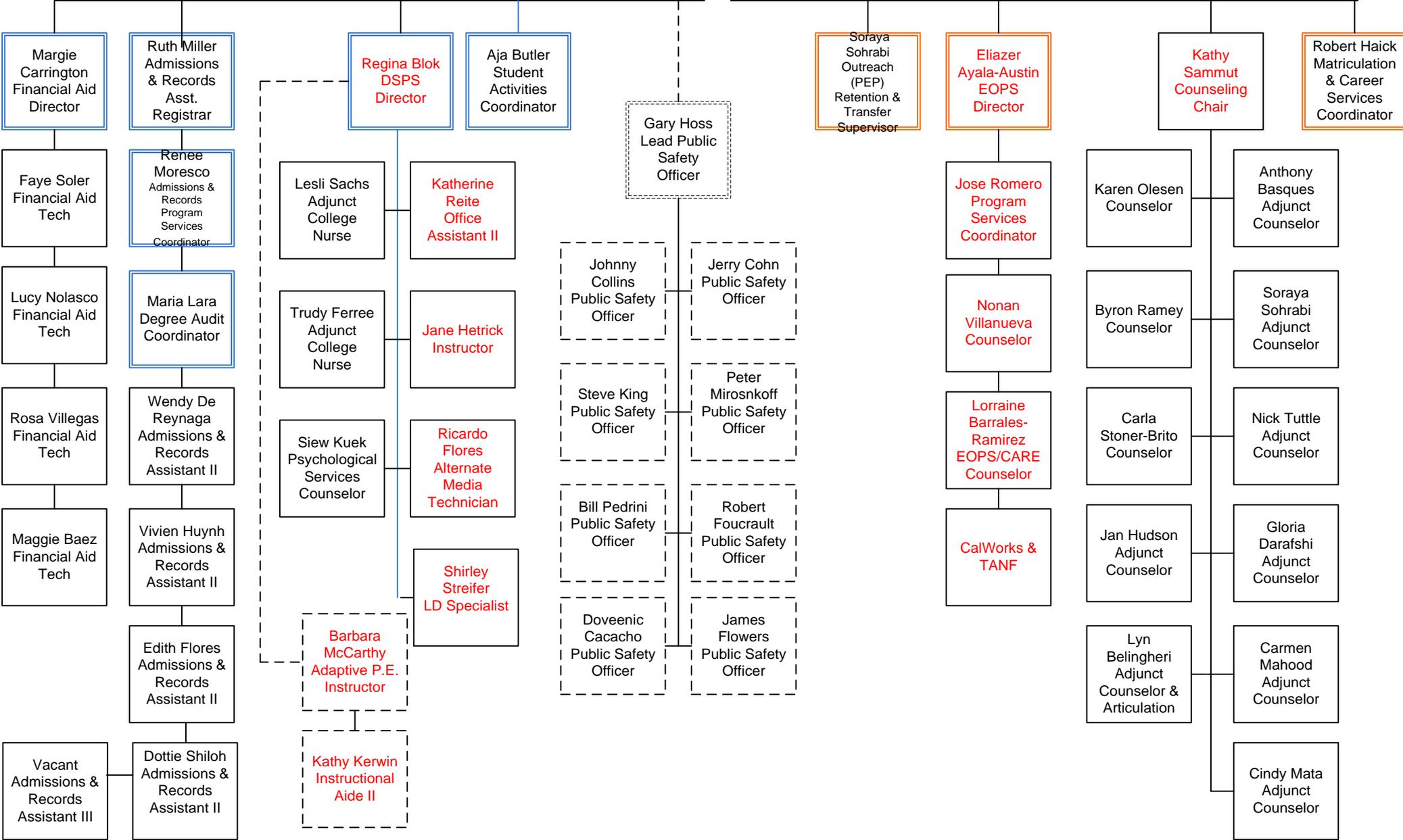 - **Maggie Souza** — Administrative Assistant

- **Sarah F. Perkins** — Vice President Instruction
  - **Linda Hayes** — Dean Business Workforce, & Athletics
  - **Jennifer Castello** — Interim Dean Humanities & Social Sciences
  - **Janet Stringer** — Dean Science & Technology

- **Gregory Stoup** — Director of Planning, Research, & Student Success

- **Robert Hood** — Director Marketing/College Communications Officer

- **Vickie Nunes** — College Business Officer

- **Peter Barbatis** — Vice President Student Services
  - Vacant — Dean, Counseling & Enrollment Services
  - Vacant — College Nurse
  - **Margie Carrington** — Financial Aid Director
  - **Gary Hoss** — Lead Public Safety Officer
  - **Aja Butler** — Student Activities Coordinator
  - **Ruth Miller** — Admissions & Records Asst. Registrar
  - **Regina Blok** — DSPS Director
  - **Eliazer Ayala-Austin** — EOPS Director
  - **Kathy Sammut** — Counseling Chair
  - **Soraya Sohrabi** — Outreach (PEP) Retention & Transfer Supervisor
  - **Robert Haick** — Matriculation & Career Services Coordinator

President's Office

Thomas C. Mohr
President

Maggie Souza
Administrative
Assistant

Sarah F. Perkins
Vice President
Instruction

Robert Hood
Director
Marketing/College
Communications
Officer

Gregory Stoup
Director of Planning,
Research, & Student
Success

Vickie Nunes
Director
Business Office

Peter Barbatis
Vice President
Student Services

Roberta Chock
Web Design
Coordinator

Ariackna Alvarez
College Recruiter

Terry Watson
Financial Analyst

Christine Huynh
Payroll Clerk I

Rachel Corrales
Operations
Assistant II

Mario Peña
Accounting Tech

Sarita Ramos
Accounting Tech

Office of Instruction

Jose Peña
Administrative
Analyst

Sarah F. Perkins
Vice President Instruction

Joan Rosario
Administrative
Secretary

Linda Hayes
Dean
Business, Workforce &
Athletics
Division

Jennifer Castello
Interim Dean
Humanities
& Social Sciences
Division

Janet Stringer
Dean
Science & Technology
Division

Library

Rita Sabbadini
Manager
Learning Center

University Center

Dave Patterson
Reference
Librarian

Susan Traynor
Assistant Project
Director

SFSU
Center for Teacher
Efficacy

Michelle Morton
Reference
Librarian

Maria Mendez
Instructional Aide II

SFSU
Business

Paul Gaskins
Sr. Library/
Media Tech

Ricardo Flores
Instructional Aide II

SFSU
Child & Adolescent
Development

Valeria Estrada
Sr. Library/
Media Tech

Nancy Ward
Instructional Aide II
Math Lab

SFSU
Spanish/English
Interpretation

Michael Ferrari
Library Support
Specialist

Frank Austin
Instructional Aide II

CSUEB
Health Science

Vice President Student Services
7/2/09

Peter Barbatis — Vice President Student Services

- Deborah Joy — Administrative Assistant
- Jacqulyn Holley — Division Assistant

Margie Carrington — Financial Aid Director
- Faye Soler — Financial Aid Tech
- Lucy Nolasco — Financial Aid Tech
- Rosa Villegas — Financial Aid Tech
- Maggie Baez — Financial Aid Tech

Ruth Miller — Admissions & Records Asst. Registrar
- Renee Moresco — Admissions & Records Program Services Coordinator
- Maria Lara — Degree Audit Coordinator
- Wendy De Reynaga — Admissions & Records Assistant II
- Vivien Huynh — Admissions & Records Assistant II
- Edith Flores — Admissions & Records Assistant II
- Dottie Shiloh — Admissions & Records Assistant II
- Vacant — Admissions & Records Assistant III

Regina Blok — DSPS Director
- Lesli Sachs — Adjunct College Nurse
- Katherine Reite — Office Assistant II
- Trudy Ferree — Adjunct College Nurse
- Jane Hetrick — Instructor
- Siew Kuek — Psychological Services Counselor
- Ricardo Flores — Alternate Media Technician
- Shirley Streifer — LD Specialist
- Barbara McCarthy — Adaptive P.E. Instructor
- Kathy Kerwin — Instructional Aide II

Aja Butler — Student Activities Coordinator

Gary Hoss — Lead Public Safety Officer
- Johnny Collins — Public Safety Officer
- Jerry Cohn — Public Safety Officer
- Steve King — Public Safety Officer
- Peter Mirosnkoff — Public Safety Officer
- Bill Pedrini — Public Safety Officer
- Robert Foucrault — Public Safety Officer
- Doveenic Cacacho — Public Safety Officer
- James Flowers — Public Safety Officer

Soraya Sohrabi — Outreach (PEP) Retention & Transfer Supervisor

Eliazer Ayala-Austin — EOPS Director
- Jose Romero — Program Services Coordinator
- Nonan Villanueva — Counselor
- Lorraine Barrales-Ramirez — EOPS/CARE Counselor
- CalWorks & TANF

Kathy Sammut — Counseling Chair
- Karen Olesen — Counselor
- Anthony Basques — Adjunct Counselor
- Byron Ramey — Counselor
- Soraya Sohrabi — Adjunct Counselor
- Carla Stoner-Brito — Counselor
- Nick Tuttle — Adjunct Counselor
- Jan Hudson — Adjunct Counselor
- Gloria Darafshi — Adjunct Counselor
- Lyn Belingheri — Adjunct Counselor & Articulation
- Carmen Mahood — Adjunct Counselor
- Cindy Mata — Adjunct Counselor

Robert Haick — Matriculation & Career Services Coordinator

Business, Workforce & Athletics

Jonna Pounds
Division Assistant

Peter Tam
Accounting Technician

Linda Hayes
Dean
Business, Workforce & Athletics Division

Rosalina Mira
Upward Bound
Grant Director

Maria Huning
Program Services Coordinator

Accounting Business Economics Management Paralegal

Paul Roscelli
Professor
Accounting/Economics

Ronald Trugman
Professor

Leonor Cabrera
Assistant Professor

Early Childhood Education/Child Development

Val Goines
Department Coordinator/Professor

Susan Eftekhari
Program Services Coordinator

Patty Dilko
Professor
ECE/CD

Computer Business Office Technology/Computer Information Technology

Julie Mooney
Project Director
Off-Campus Centers

Sharon Finn
Department Coordinator/Professor

Charlene Suda
Instructional Aide II
Business Skills Lab

Carolyn Jung
Professor
CBOT

Multimedia

Jean Mecorney
Department Coordinator/Professor

Daniela Castillo
Associate Professor

Middle College

Jen Petroelje

Mitch Roman

P.E./Athletics

Mike Garcia
Athletic Director/Professor

Kathy Smith
Staff Assistant
Middle College

Kurt Devlin
PE Instructor & Women's Soccer Head Coach

Nicholas Carr
Instructional Aide II
Fitness Center

Ana Miladinova
Dance
Assistant Professor

Fashion Design

Ronda Chaney
Department Coordinator/Professor

Interior Design

Nancy Wolford
Department Coordinator/Professor

Cooperative Ed

Anne Nicholls
Professor
Cooperative Ed

Medical Assisting

Cindy Mak
Athletic Trainer

Barbara McCarthy
Professor
Adaptive P.E.

Kathy Kerwin
Instructional Aide II
Adaptive P.E.

Humanities & Social Sciences

Joan Murphy
Division Assistant

Gloria Peña-Bench
Office Assistant II

Jennifer Castello
Interim Dean
Humanities
& Social Sciences
Division

Romeo Garcia
TRIO Student Support
Services Faculty
Coordinator

Karen Sukle
Office Assistant II

Language Arts

- English as a Second Language
- English
- Reading
- Spanish
- Speech

Performing & Visual Arts

- Studio Art
- Art History
- Music
- Theatre

Behavioral & Social Sciences

- Anthropology
- History
- Philosophy
- Political Science
- Psychology
- Sociology

Humanities
Language Arts

Joan Murphy
Division Assistant

Gloria Peña-Bench
Office Assistant II

Jenny Castello
Interim Dean
Humanities
& Social Sciences
Division

Romeo Garcia
TRIO Student
Support Services
Faculty
Coordinator

Karen Sukle
Office Assistant II

Language Arts

English as a Second Language

Alicia Aguirre
Professor

Jennifer Castello
Professor

Anniqua Rana
Associate
Professor

Katie Schertle
Associate
Professor

Jacque Phillips
Site Coordinator/
Professor
Menlo Park
Learning Center

Martha Chavez
Instructional Aid
Menlo Park
Learning Center

Linda Haley
Coordinator/
Associate Professor
Community Based English
Tutoring (CBET)

Vacant
Program Services
Coordinator
CBET

English

Ron Trugman
Professor

David Clay
Associate
Professor

Susan Gangel
Associate
Professor

Lisa Palmer
Associate
Professor

Anniqua Rana
Associate
Professor

Salumeh Eslamieh
Assistant Professor

Reading

Yolanda Valenzuela
Associate
Professor

Elizabeth Terzakis
Assistant
Professor

Salumeh Eslamieh
Assistant Professor

Spanish

Monica Malamud
Professor

Speech

Anthony Perez
Associate
Professor

Humanities
Performing & Visual Arts &
Behavioral & Social Sciences

Joan Murphy
Division Assistant

Gloria Peña-Bench
Office Assistant II

Jenny Castello
Interim Dean
Humanities
& Social Sciences
Division

Romeo Garcia
TRIO Student
Support Services
Faculty
Coordinator

Karen Sukle
Office Assistant II

Performing &
Visual Arts

Behavioral &
Social Sciences

Studio Art

Art History

Music

Theatre

Anthropology

Philosophy

Political Science

Sociology

William Morales
Professor

Denise Erickson
Professor

David Meckler
Assistant Professor

Michael Walsh
Theatre Events
Coordinator

Jessica Einhom
Assistant Professor

Frank Young
Professor

Lezlee Ware
Associate
Professor

Bob Lee
Assistant Professor

Anna Budd
Assistant Professor

History

Psychology

Michael Stanford
Assistant Professor

Sondra Saterfield
Professor

Science & Technology

Janet Stringer
Dean
Science & Technology
Division

Georgia Clark
Division Assistant

Radiologic Technology

Rafael Rivera
Associate Professor/
Coordinator

Pamela Jones
Associate Professor/Clinical Coordinator

Biology
Health Science

Douglas Hirzel
Professor

Carol Rhodes
Professor

Nathan Staples
Professor

Danielle Behonick
Instructor

Angela Gibson
Lab Technician

Justine Walsh
Lab Technician

Astronomy

Earth Science/
Oceanography

Geography

Nursing
SFSU

Mathematics

Denise Hum
Assistant Professor

Richard Follansbee
Associate Professor

Evan Innerst
Professor

Raymond Lapuz
Professor

Computer Information Systems

Charles Iverson
Professor

Engineering

Amelito Enriquez
Professor

Chemistry

Jeanette Medina
Professor

Roslind Young
Lab Technician

Physics

Martin Partlan
Professor

MESA

Catherine Lipe
MESA Director

CAÑADA
COUNCILS AND COMMITTEES

ACADEMIC SENATE-GOVERNING COUNCIL: The Academic Senate-Governing Council provides for the effective participation of faculty in governance and assumes primary responsibility for making recommendations in the areas of curriculum and academic and professional standards.

> **Meets Twice Monthly**
> President
> Vice President
> Secretary
> Treasurer
> Curriculum Committee Chair
> Professional Development Committee
> Humanities Division Representative
> Science & Technology Division Representative
> Business and Workforce Development Division Representative
> Student Services Division Representative

ACADEMIC STANDARDS COMMITTEE: The purpose of the Academic Standards Committee is to review appeals filed by students requesting waivers or exceptions with respect to admissions and records, college policies on grades, probation, dismissal, reinstatement, attendance, course repetition, course overlap, discipline, and graduation.

> **Meets as Required**

ADMINISTRATIVE COUNCIL: The Council reviews and updates the college organizational policies, procedures, regulations, planning, budget, and non-confidential issues with all administrators and presidents of the Governing Council and Classified Council. The purpose is to improve communications, working relations and knowledge of institutional functions and well-being with all constituent groups. The Council will also discuss and review issues of leadership, organizational development, and institutional planning.

> **Meets as Required**

ASSOCIATED STUDENTS SENATE: Cañada's Student Government has two roles. First, it is the formal, official sanctioned voice of the student body – a student group which voices the needs, wishes, and concerns of the students to the staff, faculty, and administration. The second role of Student Government is to oversee activities that make Cañada College a warm and exciting educational institution. The Student Senate does this by networking with other clubs and organizations on campus to provide services, programs, and activities for the Cañada College community.

> **Meets Weekly**

PLANNING AND BUDGET: Scrutinizes and carefully analyzes plan from Management Council. A subcommittee of College Council, it reports its recommendation to College Council

> **Meets as Required**

CLASSIFIED SENATE: The Classified Senate is an informal association of all non-certificated, non-administrative employees. The Senate provides opportunities for social contact and a forum for shared concerns. Classified employees are Cañada employees who are not faculty or administration (security, staff, buildings and grounds, supervisors, etc.). The Classified Senate is not associated with any bargaining units.

> **Meets monthly**
> President
> Vice President
> Secretary
> Treasurer
> Activities Coordinator (2)

COLLEGE COUNCIL: The College Council works closely and cooperatively with the college President to ensure that the basic principals of college-wide governance and decision-making involve the active participation of those affected by decisions. The College Council participates in developing recommendations and priorities for the well-being of the institution. It is the College's ultimate planning and budget body. The committee is advisory to the President, who relies in turn upon the advice and judgment of the College Council.

> **Meeting Schedule:** First and third Thursday monthly

CURRICULUM COMMITTEE: The Curriculum committee is a standing committee of the Cañada Academic Senate. In consultation with the college President, the committee is responsible for studying, reviewing, and recommending approval for proposals regarding curricular matters to the Board of Trustees.

> **Meeting Schedule:** Second and fourth Tuesday monthly

PROFESSIONAL DEVELOPMENT COMMITTEE: The purpose of the Professional Development Committee's grants is to provide tenured faculty the opportunity to participate in workshops/conferences (short-term) and to pursue long-term projects, such as retraining in another academic/vocational subject area, conducting research, and participating in advanced study in current fields. The Professional Development Committee's charge is to review all incoming proposals and to recommend changes and/or approval or disapproval.

> **Meets as required**

SCHOLARSHIP COMMITTEE: The purpose of the Scholarship Committee is to advise on the establishment of selection criteria, standards and procedures for the awarding of scholarships to Cañada College students. The scholarships are derived from the SMCCCD Foundation, faculty, staff and individual donors to assist and recognize students for their academic and extra-curricular achievements, as well as financial need.

> **Meets as required**

TRUSTEES FUND FOR PROGRAM IMPROVEMENT COMMITTEE: This committee reviews proposals submitted by all faculty and co-sponsored classifies staff interested in completing projects beyond their normal professional duties and responsibilities. The projects must have specific and applicable outcomes related to student learning and student services.

> **Meets as required**

9/13/2007

DISTRICT BOARD OF TRUSTEES

Meeting Schedule: Second and Fourth Wednesday, 6:00 p.m., Board Room, SMCCCD Administration Building, 3401 CSM Drive, San Mateo, CA

Board of Trustees 2007 - 2008:
Dave Mandelkern, President
Helen Hausman, Vice President-Clerk
Richard Holober
Patricia Miljanich,
Karen Schwarz
Student Trustee

Ron Galatolo, District Chancellor

CHANCELLOR'S CABINET

Meeting Schedule: Second and Fourth Tuesday, 9:00 a.m.**,** Executive Conference Room, Chancellor's Office

Membership:
Ron Galatolo, Chancellor, Chair
James Keller, Executive Vice Chancellor's Office
Jing Luan, Vice Chancellor Education Services & Planning
Harry Joel, Vice Chancellor Human Resources
Thomas Mohr, President, Cañada College
Shirley J. Kelley, President, College of San Mateo
Victoria Morrow, President Skyline College

CHANCELLOR'S COUNCIL

Meeting Schedule: First and Third Tuesday, 9:00 a.m., Executive Conference Room, Chancellor's Office

Membership:
Ron Galatolo, Chancellor, Chair
James Keller, Executive Vice Chancellor's Office
Jing Luan, Vice Chancellor Education Services & Planning
Harry Joel, Vice Chancellor Human Resources
José Nuñez, Vice Chancellor of Facilities Planning, Maintenance & Operations
Frank Vaskelis, Chief Technology Officer of Information Technology Services
Barbara Christensen, Director of Community and Governmental Relations
Paula Anderson, Dean Chancellor Office
Thomas Mohr, President, Cañada College
Shirley J. Kelley, President, College of San Mateo
Victoria Morrow, President, Skyline College

DISTRICT INSTRUCTIONAL COUNCIL

Meeting Schedule: Second Mondays, 8:30 a.m., Chancellor's Office

DISTRICT STUDENT SERVICES COUNCIL

Meeting Schedule: Second Tuesdays, 8:30 a.m., Chancellor's Office

9/13/2007

DISTRICT SHARED GOVERNANCE COUNCIL

Meeting Schedule: First and Third Monday, 2:30 p.m., Chancellor's Office

DISTRICT ACADEMIC SENATE GOVERNING COUNCIL

Meeting **Schedule:** Second and Fourth Monday, 1:30 p.m., Chancellor's Office

DISTRICT CURRICULUM COMMITTEE

Meeting Schedule: Meets as required, Chancellor's Office.

Cañada College
College Council Handbook & Bylaws
(Revised March 15, 2007)

Table of Contents

By-Laws

I. Philosophy

Shared governance, or collegial consultation, is a decision-making process committed to the best interest of our students and our institution based upon participation of those affected by decisions in an environment of cooperation and trust.

One of the basic principles of academic governance in higher education is that effective decisions derive from the powers vested in governing boards and colleges by law, the faculty, administration, staff and students. Because these sources of information are vital to the development and implementation of sound educational policy, Cañada College wishes to encourage to the greatest extent possible the practice of collegial consultation.

Collegial consultation recognizes and, indeed, is predicated on the sincere commitment on the part of all participants to our students, our professions, and to our institution. It is a complex process of consultation that demands from faculty, administrators, classified staff and students, a respect for divergent opinions, a sense of mutual trust, and a willingness to work together for the good of the instructional enterprise. Collegial consultation embraces the basic objective that all key parties of interest should be given the opportunity to participate in jointly developing recommendations and priorities for the well-being of the institution in accordance with its mission.

1. The College Council is advisory to the College President. The primary role of the College Council is to advise the College President on matters pertaining to budgeting, planning, program review, and governance issues.

2. The membership of the College Council is representative of the diversity of the college community as a whole and will strive to keep the needs of our students at the forefront during decision-making deliberations.

3. The College Council will maintain a clear relationship and communicate effectively with all campus groups.

4. The College Council will maintain objectivity and a global viewpoint in its process.

5. The meetings of the College Council are open and public.

II. Purpose of the College Council

The College Council is Advisory to the President on college-wide issues regarding:

1. College and District policies and procedures,
2. Institutional planning and evaluation: short and long term planning (such as college master planning and strategic planning), institutional staffing,
3. College facilities, maintenance, and operations,
4. Accreditation,
5. The consultation process as outlined in the Cañada Planning and Budget process,
6. Campus climate,
7. Any other issue affecting the well-being of the College at large.

Cañada College Planning and Budget Process

Division Faculty/Staff & Administrative Consultation

⬇

| **Review of Research & Planning Documents** | Academic Discipline and/or Program/Service Unit reviews college research and planning documents, program reviews, and institutional self-studies. |

⬇

| **Academic Discipline and/or Program/Service Unit Planning** | Preparation of goals and requests for staffing, equipment, facilities, and other needs. |

⬇

| **Division Meeting/ Department Meeting** | Requests from Academic Discipline and/or Program/Service Unit are submitted to the division for input. All faculty and staff are involved in prioritizing needs. |

⬍

| **Division Dean/ Administrators** | Evaluates requests from Division/Department Meeting and either refers back to Division Meeting for further evaluation or submits to the Instruction Council or Student Services Council. |

| **Instruction Council** | Priorities from each instructional division are combined to ensure comprehensiveness, equity, and links with college goals. Makeup: All Academic Administrators |

| **Student Services Council** | Priorities from each Program/Services Unit are combined to ensure comprehensiveness, equity, and links with college goals. Makeup: All Student Services Managers/Supervisors |

| **Management Council** | Reviews process and consolidates recommendations into one plan and adds additional operational needs, as necessary. Makeup: President, Vice Presidents, Deans, Marketing Director, Researcher, Budget Officer, Program Directors. |

⬍

| **Planning & Budget Committee** | Scrutinizes and carefully analyzes plan from Management Council. A subcommittee of College Council, it reports its recommendation to College Council. Makeup: President (ex officio), Vice Presidents, College Council Co-Chairs, Academic Senate President and a second faculty member appointed by the Senate President, Classified Senate President, Budget Officer (ex officio), CSEA representative, and ASCC student representative. |

⬍

| **College Council** | Serves to oversee and uphold the college decision-making process and serves as an advisory body to the President. Makeup: Five full-time Faculty, one adjunct Faculty, six Classified, six Students, two Administrators, President (ex officio), Academic Senate President (ex officio). |

⬍

College President

revised 8/07

III. Organization of College Council

1. **Composition**

Full-Time Faculty	5
Adjunct	1
Classified	6
Students	6
Administrative	2
President	1
(ex-officio, non voting, non presiding)	
Academic Senate President	
(ex-officio, non-voting, non-presiding)	
Voting Members	20
Total Members	22

2. **Selection**
   Each college constituent (Academic Senate, Classified Senate, ASCC, Administration) will appoint its council members. Student representative may appoint a voting alternate to attend a meeting.

3. **Term**
   Terms will be for two years (August-June) except for initial appointments and any mid-term replacements, which will result in staggered terms, and for any ex-officio holders, whatever their position terms of office may be. Appointments will be made by June preceding the terms of appointment.

   Student terms will be for one year (August 15 - June 30) with appointments made in August.

4. **Co-Chairs**
   At the first College Council meeting of each academic year, the Council will select one Faculty and one Classified member from its current membership to serve as Co-Chairs for one year. Each Co-Chair may be re-appointed for a maximum of three consecutive years.

5. **Clerical Support**
   The President's Office will provide appropriate clerical support to the Council. Clerical assistance will include: designation a person to take notes, preparing and distributing agendas, attending meetings and preparing minutes, and providing a depository of the meeting notes and materials.

6. **Orientation**
   An orientation meeting will be held with the outgoing and newly elected Council members at the beginning of the academic year, to include (but not be limited to) a review of:
   a. AB 1725 provisions
   b. Procedures/Decision-Making
   c. Scope of Membership
   d. Handbook and Operating Procedures
   e. Relationship to District-Shared Governance

IV. Meetings

1. Rules of Procedure for Conduct of Meetings

A. Consensus Method:
As the President relies upon the advice and judgment of the College Council, the consensus method relies upon general agreement of opinion based on reports, data and information presented. When considering a recommendation, College Council members' positions may range from a. to e. as described below:

a. I can say an unqualified "yes" to the recommendation.
b. I find the recommendation perfectly acceptable.
c. I can live with the recommendation; however, I am not enthusiastic about it .
d. I do not fully agree and need to register my view; however, I do not choose to block the recommendation overtly or covertly. I am willing to support the recommendation.
e. I cannot support the recommendation.

Consensus is reached if no members are at level e. as noted above.

B. Recommendations:
Recommendations will be made by consensus. If consensus if not reached, Roberts' Rules of Order will be followed in order to reach a decision by conducting a vote. A motion will be made, seconded, and passed by the majority of voting members in attendance. Tied votes fail.

C. Quorum:
A quorum must be present in order to forward a specific recommendation to the president. In the absence of a quorum, discussion may take place, but final action must be taken at a later meeting when a quorum is present. For this purpose a quorum is defined as 50% plus one(1) of the Council's voting members.

2. Actions

The College Council has been established to ensure faculty, staff, and students the right to participate effectively in a consultative environment. All actions and decisions made by the College Council are formal recommendations made to the President. If the President does not follow the recommendation of the College Council, he/she must explain to the College council his/her position.

3. Agenda

a. Distribution:
Agenda packets will be distributed by the President's Office in advance of meetings to the College community (administration, faculty, classified staff, and Associated Students). Agendas will also be posted in various locations throughout the College.

b. Agenda Building:
The College President and College Council Co-Chairs will be responsible for developing and approving College Council agendas. Council members may request that an item be included on the agenda by completing the agenda item request form (Appendix B). The President and Co-Chairs will review with Council all requests not approved for agendas. The Council may decide by consensus to include items on a

future agenda not approved by the President and College Council Co-Chairs. All agenda items will be given a time allotment as appropriate for the item.

V. <u>Bylaws Change</u>

1. Any member of the Council may propose a bylaws change.
2. The Bylaws may be amended by consensus of the members of the College Council. The Bylaws may be adopted by the unanimous consent of all the members of the College Council in consultation with their respective constituents.

APPENDICES

APPENDIX A

A.   Education Code **70901 (b)(1)(E) of AB 1725 requires that the board of governors establish "Minimum standards governing procedures established by governing boards of community college districts to ensure <u>faculty, staff and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration and the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.</u>"**

B.   **The scope of the academic senate is in the area of academic and professional matters. Students have rights with regard to matters <u>that have or will have a significant effect on students. Staff have rights in areas that have or will have a significant effect on students.</u> Staff have rights in areas that have or will have a significant effect on staff. In particular, staff have governance rights in regard to the definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its colleges and the participation structures and procedures for the staff positions defined and categorized.**

1.   **Faculty**
       53200(c) Academic and Professional matters mean the following policy development and implementation matters.

       (a)   **Curriculum, including, establish prerequisites and placing courses within disciplines.**

       (b)   **Degree and certificate requirements**

       (c)   **Grading policies**

       (d)   **Educational program development**

       (e)   **Standards or policies regarding student preparation and success**

       (f)   **District and college governance structures, as related to faculty roles**

       (g)   **Faculty roles and involvement in accreditation processes, including self study and annual reports**

       (h)   **Policies for faculty professional development activities**

(i)   **Process for program review**

(j)   **Processes for institutional planning and budget development, and**

(k)   **Other academic and professional matters as mutually agreed upon between governing board and academic senate**

2.   **Students**

51025(b) Students, for the purpose of this section, means the following district and college policies and procedures that have or will have a significant effect on students:

(a)   **Grading policies**

(b)   **Codes of student conduct**

(c)   **Academic disciplinary policies**

(d)   **Curriculum development**

(e)   **Courses or programs which should be initiated or discontinued**

(f)   **Processes for institutional planning and budget development**

(g)   **Standards and policies regarding student preparation and success**

(h)   **Student services planning and development**

(i)   **Student fees within the authority of the district to adopt**

(j)   **Any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students.**

3.   **Staff**

Matters having a significant effect on staff are not defined in the regulations except that there is a requirement that a district governing board "reasonably determines, in consultation with staff: that the matter has significant effect on staff (51023.5 (A)(4).

APPENDIX B

AGENDA ITEM REQUEST

ORIGINATOR (Please Type/Print):

ITEM: _____

_____

_____

ﻒ   **ACTION**

ﻒ   **INFORMATION**

ﻒ   **DISCUSSION FOR FUTURE ACTION**

SIGNED: _____   **DATE:** _____
                    Council Member

ﻒ   **APPROVED FOR** _____ **MEETING**

ﻒ   **APPROVED FOR CONSIDERATION (for placement on Agenda)**

ﻒ   **NOT APPROVED (reason given under comments)**

COMMENTS:

_____

_____

_____

_____

APPROVAL: _____   **DATE:** _____
                    College Council Chairperson

APPROVAL: _____   **DATE:** _____
                    President

Deadline for submission of agenda items is ten days before the meeting. Forms should be submitted to the President's Secretary.

Academic Senate of Cañada College Constitution

ARTICLE I: NAME

The name of this organization shall be the Cañada College Academic Senate.

ARTICLE II: PURPOSE

The purposes of this Senate shall be to:
- concern itself with professional relations between the Senate and Cañada College administration and/or the San Mateo County Community College District,
- promote the general welfare of Cañada College and the San Mateo County Community College District,
- work toward the development and improvement of professional standards,
- act as a body, and
- provide for continuous study of Senate problems at the local and state levels.

ARTICLE III: MEMBERSHIP

Section 1: In order to create the Academic Senate Governing Council, each member of the College's faculty shall be entitled to one vote in Senate elections. ("Faculty" is used here as defined in Section 131.6, Subsection 1 of the Administrative Code, Title 5, State of California, and means those certificated persons employed by the College District who do not perform any services for the College that require administrative or supervisory credential.)

Section 2: The Academic Senate shall include all certificated full-time and part-time faculty employed under contract by the College loaded at three or more units per semester.

Section 3: Consistent with Section 13532 of the California Education Code, the Academic Senate may call members for the payment of professional dues. However, professional dues are not to be a condition for eligibility to membership in the Senate, and no sanctions are to be imposed upon members who do not pay such professional dues. Collection of dues payments may be accomplished through receipt from the members of personal checks made payable to the Cañada College Academic Senate or by payroll deduction.

ARTICLE IV: POWERS AND RESPONSIBILITIES

Consistent with this constitution, all authority and responsibilities of the Senate and all Senate committees shall be exercised by, through and with the approval of the Governing Council in accordance with the Bylaws.

ARTICLE V: GOVERNING COUNCIL OFFICERS AND REPRESENTATIVES

Section 1: The officers shall be the President, Vice President, Secretary, and Treasurer.

Section 2: The Governing Council shall consist of the officers and other representatives as outlined in the Bylaws.

ARTICLE VI: OFFICIAL MEETINGS

Section 1: A quorum for a meeting of the Senate shall consist of those Senate members present.

Section 2: A quorum for a meeting of the Governing Council shall consist of a simple majority of the Council members.

Section 3: A quorum for a meeting of all other Senate subcommittees shall consist of a simple majority of the committee members.

ARTICLE VII: AMENDMENTS

Section 1: This Constitution may be amended by a vote of at least 60% of the Senate votes cast. Proposed amendments must be signed by at least 10% of the Senate members. Notice must be provided in writing, filed with the Senate Secretary, and copies (hard or electronic) sent to Senate members at least two weeks preceding the vote.

Section 2: The Bylaws may be amended by a simple majority of the Senate votes cast. Proposed amendments must be signed by at least 5% of the Senate members and brought to the Governing Council as a discussion item. Notice must be provided in writing, filed with the Senate Secretary, and copies (hard or electronic) sent to Senate members at least two weeks preceding the vote.

Academic Senate of Cañada College
Bylaws of the Constitution

BYLAW I: ELECTIONS

Section 1: The president shall appoint an Election Committee subject to the approval of the Governing Council. This appointment should take place by the first Governing Council meeting in March. The Election Committee shall consist of at least 3 Senate members who represent multiple divisions and who are not running for Governing Council office. The responsibilities of the Election Committee shall be to:
- establish an election timeline in accordance with Bylaw 1, Section 4, and
- collect names of nominees,
- create, distribute, collect and count the ballot,
- appoint two members of the Election Committee and one additional Senate member to witness the count,
- announce election results at the Governing Council meeting in accordance with Bylaw I, Section 5.

Section 2: The report of the Election Committee shall be submitted to the Senate at least two weeks prior to the election. Additional nominations may be made from the floor.

Section 3: All candidates shall have the opportunity to address the Senate at a Governing Council meeting prior to the election.

Section 4: Elections shall be held by ballot, to be returned and tabulated on or before the last Governing Council Meeting in April.

Section 5: Election results may not be announced in part.

Section 6: A tie shall be resolved by a simple majority vote of the current Governing Council.

Section 7: The Governing Council shall have the authority to interpret rules for the call and conduct of elections.

BYLAW II: COMPOSITION AND TERMS OF THE GOVERNING COUNCIL

Section 1: The Governing Council shall consist of the officers and other voting representatives as determined by the Senate Bylaws.

Section 2: The officers shall be elected for a term of two years. They shall assume the duties of their respective offices at the last regular Senate meeting of the academic year. The President and Vice President shall be elected in odd numbered years, and the Secretary and Treasurer shall be elected in even numbered years. Upon completion of his/her term, the outgoing President shall be invited to serve one year as an ex officio member of the Governing Council.

Section 3: The President of the Senate shall begin consultations with the standing committees of the Senate. Subcommittees of the Senate shall submit to the President their respective chair nominees for the upcoming academic year. In addition, the President may make other nominations as needed. The President shall submit these nominees to the Governing Council for acceptance at the first Governing Council meeting of the new academic year. Those nominees accepted by the Governing Council shall begin their duties immediately.

Section 4: Vacancies to the Governing Council will be filled as follows:

- **Succession**: If the President cannot complete his/her term, then the Vice President will succeed the President for the duration of the President's elected term.
- **Appointment**: If any Governing Council position other than the President cannot fulfill his or her term, then the balance of the Governing Council shall, after deliberation, appoint a faculty member to complete that individual's term.

Section 5: The voting members of the Governing Council of the Academic Senate shall be: the President, the Vice President, the Treasurer, the Secretary, the Curriculum Committee Chair, the Professional Personnel Committee Chair, the College Council Representative, and the Division Representatives.

BYLAW III: DUTIES OF OFFICERS

Section 1: The President shall preside at all meetings of the Senate and Governing Council. She shall in every way endeavor to promote the interests and purposes of the Senate. She shall become familiar with the Constitution and Bylaws of the Senate. She shall appoint all temporary chairpersons of standing and special committees, and they shall serve subject to the approval of the Governing Council. She shall require an audit of the Senate books at the close of each academic year. She shall meet regularly with the Senate Presidents from other colleges in the District to coordinate activities and policies which involve the faculties of the three colleges.

Section 2: The Vice President shall serve as assistant to the President and shall serve as President in the absence of the President.

Section 3: The Secretary shall keep a record of the proceedings of all Senate and Governing Council meetings. In cooperation with the President, he shall prepare agendas for the meetings of the Senate and Governing Council. He shall maintain the files of the Senate, and he shall be responsible for carrying on the correspondence pertaining to the affairs of the Senate as directed by the President.

Section 4: The Treasurer shall receive all remunerations belonging to the Senate. She shall pay out the funds of the Senate on orders signed by the President. She will prepare a budget for the operation of the Senate at the beginning and ending of each academic year and as requested by the President.

- Senate members in need of reimbursement shall submit receipts and original paperwork with proper forms to the Academic Senate Treasurer.

BYLAW IV: DUTIES OF COUNCIL MEMBERS

Section 1: The Governing Council shall represent the members of the Senate. It shall be the policy-making body of the Senate. It shall deliberate and act upon such matters of Senate interest and concern as are brought to its attention. It shall, through the President or through its special delegates, serve as the voice of the Senate and, when so directed, represent the Senate in relations with the District.

Section 2: The Governing Council shall make all faculty appointments to the permanent committees of the College.

Section 3: The Governing Council shall serve as the Cañada College President's Advisory Committee regarding faculty-related concerns.

Section 4: The Governing Council Shall require minutes of action items to be kept and made available to members of the Academic Senate.

Section 5: The Governing Council shall meet on a regular basis to receive and consider the reports and recommendations of the Senate President, the chairpersons of the standing committees, and the Division Representatives. A summary of these reports shall be included in the minutes and circulated to the members of the faculty.

Section 6: Major issues as defined by the Governing Council, shall be submitted to members of the Senate for their deliberation. A vote may be called by the Academic Senate President at the direction of the Governing Council, or by a petition endorsed by no fewer than 10% of the members of the Senate.

Section 7: Terms of Division Representatives shall be two years.

BYLAW V: SENATE COMMITTEES AND THEIR DUTIES

Section 1: The Governing Council shall serve as a steering organization, performing the routine tasks for the Senate, preparing items for presentation to the Senate, and receiving all recommendations from the committees.

Section 2: There shall be three standing committees of the Academic Senate: Curriculum, Professional Personnel, and faculty membership to the College Council. All authority and responsibilities of these committees shall be exercised through the Governing Council.

Section 3: As necessary, the President may appoint additional committees with the approval of the Governing Council. At the Governing Council's discretion, students may be appointed to committees. Student representatives may have the same voting privileges as faculty members.

Section 4: All committees established by the Senate shall be advisory and shall be responsible to the Governing Council.

Section 5: All committees established by the Senate Governing Council, must ensure that their Bylaws are consistent with the Senate's Constitution and Bylaws.

Section 6 – Curriculum Committee:
- The primary function of the Curriculum Committee shall be to coordinate and monitor Cañada's curricular offerings so that they shall uphold the California Education Code, be consistent among the divisions and colleges of the District, be understandable to our students and staff, articulate with high schools and four-year institutions, and support the goals and objectives of the San Mateo County Community College District and Cañada College.

- The Curriculum Committee shall make recommendations to the Governing Council about general instruction policies and standards, and degree and certification requirements. The Curriculum Committee shall also deliberate over the initiation and modification of programs and courses. To do this, the Curriculum Committee shall seek input from those campus and committee individuals who are affected by curricular decisions, and whose input is needed by the Curriculum Committee to make informed decisions. The Committee shall request the Office of the President of Cañada College to provide such information as is necessary for its deliberations and actions.

- All standing subcommittees of the Curriculum Committee shall have a written charter and guidelines. In addition, these subcommittees shall present, at minimum, annual reports to the Curriculum Committee.

- Membership of the Curriculum Committee shall be eight faculty members with a minimum of one from each division. An additional faculty member shall serve as the chair. This chair shall have served at least one year on the Curriculum Committee.

- The voting members of the Curriculum Committee shall be comprised of those faculty members appointed to the Committee, and one representative from the Admissions and Records area that evaluates degree and certificate petitions. The President of the Academic Senate and the Vice President of Instruction shall be non-voting advisors to the Curriculum Committee.

- Senate members shall serve on the Curriculum Committee as division representatives for no more than three consecutive years. One year must pass before additional terms may be served. The chair shall serve a two-year term which may be renewed once.

Section 6 – Professional Personnel Committee (PPC):

- The Professional Personnel Committee is responsible for the administration of the following funds through subcommittees named for each respective fund: Trustee Grants for Program Improvement (TGFPI), Professional Development (PD), and AB1725.
    - TGFPI and PD subcommittee membership shall be determined by the Governing Council in accordance with the rules and regulations set forth in the faculty collective bargaining agreement.
    - AB1725 subcommittee membership shall be determined by the Governing Council in accordance with the rules and regulations set forth by AB1725.

- Membership in the Professional Personnel Committee, which is the umbrella committee for the three subcommittees (TGFPI, PD, and AB1725), shall come from the membership of the three subcommittees and will, whenever possible, reflect all academic divisions and counseling. The PPC may, at the discretion of the Governing Council, have additional non-faculty membership. Senate members shall serve no more than three consecutive years on the PPC. A PPC member shall serve no more than two of the three years as a chairperson. New members shall be proposed by any Senate members when vacancies occur. The Governing Council shall approve proposed members.

Section 7 – Faculty Memberships to the College Council:

- The College Council shall consist of a faculty member from each division and one part-time member.
- The Governing Council shall approve the faculty representatives of the College Council. The College Council shall appoint the part-time member. Faculty members on the College Council shall represent their divisions and general faculty interests.
- College Council Faculty Representatives shall serve terms of two years. The term may be extended by one year.
- Faculty who serve on the College Council shall:
    - represent the interests of the faculty and the concerns of the Governing Council of the Academic Senate,
    - select a representative to the Governing Council,
    - present to the College Council the concerns of the Senate, and
    - assess the effectiveness of the shared governance process.

Section II

Academic Calendar

Guide to Services
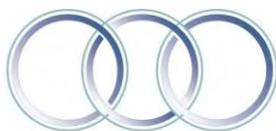
CAÑADA COLLEGE, Redwood City / COLLEGE OF SAN MATEO, San Mateo / SKYLINE COLLEGE, San Bruno

Academic Calendar 2008-2009

FALL SEMESTER 2008 *(87 Instructional Days including 5 Final Days, plus 2 Flex Days)*

August	14 & 15	....Flex Days (No Classes)
August	**18**	**.. Day and Evening Classes Begin**
August	29	.... Last Day to Drop Semester Length Classes With Eligibility for Partial Refund
August	29	.... Last Day to **Add** Semester Length Classes
August	30 & 31	.... Declared Recess
September	1	....Labor Day (Holiday)
September	8	.... Census Day
September	12	..............Last Day to Drop Semester Length Classes Without Appearing on Record
October	3	.... Last Day to Apply for Degree – Certificate
November	8 & 9	.... Declared Recess
November	10	....Veterans' Day Observed (Holiday)
November	17	.... Last Day to **Withdraw** from Semester Length Classes
November	26	.... Declared Recess – Evening Courses Only
November	27	.... Thanksgiving Day (Holiday)
November	28	.... Declared Holiday
November	29 & 30	.... Declared Recess
December	12 - 18	....Final Examinations (Day and Evening Classes)
December	18	.... Day and Evening Classes End
December	24 - January 1	.... Winter Recess (Total of Seven District Work Days)

SPRING SEMESTER 2009 *(88 Instructional Days including 5 Final Days, plus 3 Flex Days)*

January	15 &16	....Flex Days (No Classes)
January	17 & 18	....Declared Recess
January	19	....Martin Luther King Jr. Day (Holiday)
January	**20**	**.. ....Day and Evening Classes Begin**
February	2	....Last day to Drop Semester Length Classes With Eligibility for Partial Refund
February	2	....Last Day to **Add** Semester Length Classes
February	9	....Census Day
February	13	....Lincoln's Birthday (Holiday)
February	14 & 15	....Declared Recess
February	16	....Presidents' Day (Holiday)
February	17	..............Last Day to Drop Semester Length Classes Without Appearing on Record
March	6	.... Last Day to Apply for Degree – Certificate
March	11	.... Flex Day (No Classes)
April	6 – 12	.... Spring Recess
April	30	.... Last Day to **Withdraw** From Semester Length Classes
May	22	.... Final Examinations DAY classes only
May	23 & 24	.... Declared Recess
May	25	.... Memorial Day (Holiday)
May	26 - 31	.... .Final Examinations (Day and Evening Classes)
May	29	....Day Classes End
June	1	.....................................Final Examinations for Monday EVENING Classes only
June	1	.... .Evening Classes End

TENTATIVE SUMMER SESSION 2009

June	**22**	**.. Day & Evening Classes Begin**
July	3	.... Independence Day (Holiday)
August	1	.... Six Week Session Classes Close
August	15	.... Eight Week Session Classes Close

SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT

Academic Calendar 2009-2010

FALL SEMESTER 2009 *(86 Instructional Days including 5 Final Days, plus 4 Flex Days)*

August	17,18	Flex Days (No Classes)
August	**19**	**Day and Evening Classes Begin**
September	1	Last Day to Drop Semester Length Classes With Eligibility for Partial Refund
September	1	Last Day to **Add** Semester Length Classes
September	5, 6	Declared Recess
September	7	Labor Day (Holiday)
September	8	Census Day
September	11	Last Day to Drop Semester Length Classes Without Appearing on Record
October	2	Last Day to Apply for Degree – Certificate
November	11 & 12	Flex Days (No Classes)
November	13	Veterans' Day Observed (Holiday)
November	14, 15	Declared Recess
November	18	Last Day to **Withdraw** from Semester Length Classes
November	25	Declared Recess – Evening Courses Only
November	26	Thanksgiving Day (Holiday)
November	27 - 29	Declared Recess
December	13 - 19	Final Examinations (Day and Evening Classes)
December	18	Day Classes End
December	19	Evening Classes End
December	24 – January 1	Winter Recess (Total of Seven District Work Days)

SPRING SEMESTER 2010 *(89 Instructional Days including 5 Final Days, plus 5 Flex Days)*

January	14, 15	Flex Days (No Classes)
January	16, 17	Declared Recess
January	18	Martin Luther King Jr. Day (Holiday)
January	**19**	**Day and Evening Classes Begin**
February	1	Last Day to Drop Semester Length Classes With Eligibility for Partial Refund
February	1	Last Day to **Add** Semester Length Classes
February	8	Census Day
February	12	Lincoln's Birthday (Holiday)
February	13, 14	Declared Recess
February	15	Presidents' Day (Holiday)
February	16	Last Day to Drop Semester Length Classes Without Appearing on Record
March	5	Last Day to Apply for Degree – Certificate
March	10, 11 & 12	Flex Days (No Classes)
April	3 – 9	Spring Recess
April	29	Last Day to **Withdraw** From Semester Length Classes
May	22 - 28	Final Examinations (Day and Evening Classes)
May	28	Day and Evening Classes End
May	29, 30	Declared Recess
May	31	Memorial Day (Holiday)

TENTATIVE SUMMER SESSION 2010

June 7 – July 10	First Five Week Session
June 21 – July 31	Six Week Session
June 21 – Aug 7	Seven Week Session
June 21 – Aug 14	Eight Week Session
July 3,4	Declared Recess
July 5	Independence Day Observed (Holiday)
July 12 – Aug 14	Second Five Week Session

2009-2010 ACADEMIC CALENDAR

FALL 2009

July 2009

S	M	T	W	Th	F	S
			1	2	(3)	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2009

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2009

S	M	T	W	Th	F	S
		1	2	3	4	5
6	(7)	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2009

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2009

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	(13)	14
15	16	17	18	19	20	21
22	23	24	25	(26)	27	28
29	30					

December 2009

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	(24)	(25)	26
27	(28)	(29)	(30)	(31)		

January 2010

S	M	T	W	Th	F	S
					(1)	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	(18)	19	20	21	22	23
24	25	26	27	28	29	30
31						

SPRING 2010

February 2010

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	(12)	13
14	(15)	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2010

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2010

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2010

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	(31)					

SUMMER 2010

June 2010

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2010

S	M	T	W	Th	F	S
				1	2	3
4	(5)	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2010

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Legend

- HOLIDAY
- CLASSES BEGIN
- EVENING ONLY RECESS
- DECLARED RECESS
- FLEX DAY
- FINAL EXAMS DAY/EVENING

Cañada College

Office of the President
Memorandum

DATE: August 19, 2009

TO: All Faculty & Staff

FROM: Thomas C. Mohr, President

SUBJECT: Fall 2009 Cañada College Guide to Services

Welcome to Fall 2009! We look forward to a very productive and rewarding Fall Semester together. If you are a new member of our campus, we are excited that you have agreed to join our quality team of educators. The administrative team for the Fall Session is as follows:

Thomas C. Mohr - President
Peter Barbatis - Vice President of Student Services
Sarah Perkins – Vice President of Instruction
Jennifer Castello - Interim Dean, Humanities & Social Sciences
Linda Hayes - Dean, Business & Workforce Development/Athletics
Janet Stringer - Dean of Science & Technology

Attached you will find the "Cañada College Guide to Services." This bulletin includes information regarding available services and other pertinent information about College services and hours of operation for various offices. We ask that you read it carefully and keep it for reference throughout the Fall Session. This information is for your use as a faculty or staff member and is not intended to be posted in the classroom.

During the first two weeks of Fall Session, Division Administrators are on-campus and are a valuable resource if you have questions, concerns and referrals. Please see Division Office information on the next page.

If you find you are unable to report for duty and/or to teach your scheduled course, please telephone your Division Dean. If you teach an evening class, please telephone your Division Office before 4:30 P.M. Division Office telephone numbers are listed on page 1 of the Cañada College Guide to Services. After 4:30 p.m., call 306-3492 (Evening Admissions & Records Office). Please discuss procedures for having teaching materials duplicated with your Division Dean or Staff Assistant.

We are here to make your Fall Session a successful one, please let us know how we may assist you.

CAÑADA COLLEGE ADMINISTRATION

	LOCATION	PHONE NUMBR
Thomas C. Mohr, President	9-209A	(650) 306-3238
Peter Barbatis, Vice President of Student Services	8-210	(650) 306-3234
Sarah Perkins, Vice President of Instruction	8-203	(650) 306-3353
Jennifer Castello, Dean of Humanities & Social Sciences	03-205	(650) 306-3336
Linda Hayes, Dean of Business & Workforce & P.E.	13-105	(650) 306-3201
Janet Stringer, Dean of Science & Technology	18-109	(650) 306-3291

SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT

CAÑADA COLLEGE, Redwood City / COLLEGE OF SAN MATEO, San Mateo / SKYLINE COLLEGE, San Bruno

Academic Calendar 2009-2010

FALL SEMESTER 2009 *(86 Instructional Days including 5 Final Days, plus 4 Flex Days)*

August	17,18	.... Flex Days (No Classes)
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September	1	.... Last Day to **Add** Semester Length Classes
September	5, 6	....Declared Recess
September	7	....Labor Day (Holiday)
September	8	....Census Day
September	11	Last Day to Drop Semester Length Classes Without Appearing on Record
October	2	....Last Day to Apply for Degree – Certificate
November	11 & 12	…………………………………………………………Flex Days (No Classes)
November	13	....Veterans' Day Observed (Holiday)
November	14, 15	....Declared Recess
November	18	........................Last Day to **Withdraw** from Semester Length Classes
November	25	.... Declared Recess – Evening Courses Only
November	26	.... Thanksgiving Day (Holiday)
November	27 - 29	....Declared Recess
December	13 - 19	....................................Final Examinations (Day and Evening Classes)
December	18	....Day Classes End
December	19	.... Evening Classes End
December	24 -Jan 1	Winter Recess (Total of Seven District Work Days)

PUBLIC SAFETY OFFICE (Campus Security) is located in Building 9, Room 151. The Public Safety Office should be contacted in case of an emergency or situations requiring additional assistance. To reach the Public Safety Office, call:
- extension 3420 from an on-campus phone or
- (650) 306-3420 from an off campus phone or cell phone or
- their cellular phone (650) 642-7001

In an emergency, dial 9-9-1-1 from an on-campus phone or a Cañada Courtesy Phone or 9-1-1 from the pay phone located outside the Bookstore.

FRIDAYS & WEEKENDS:
If you need assistance on Fridays or Weekends, please call the Public Safety Office at:
- extension 3420 from an on-campus phone or
- (650) 306-3420 from an off campus phone or cell phone or
- their cellular phone (650) 642-7001

In an emergency, dial 9-9-1-1 from an on-campus phone or a Cañada Courtesy Phone or 9-1-1 from the pay phone located outside the Bookstore

NURSE
Daytime Hours**:**	8:30 a.m. to 2:30 p.m. Monday through Thursday
	9:00 a.m. to noon Friday
Evening Hours:	4:30 p.m. to 7:00 p.m. Tuesday and Wednesday
Location:	Building 5, Room 204 (near Cafeteria)
Phone No.:	(650) 306-3309 Office or 642-7002 Cellular

The Nurse should be contacted in all cases of medical emergency. If the emergency seems to be life threatening, or if the nurse cannot be reached, call 9-911 from an on-campus phone or 9-1-1 from the pay phone located outside the Bookstore and ask that "Cañada One" be notified.

IF YOU TEACH OR WORK IN THE EVENING OR ON SATURDAYS

- **CAMPUS EVENING ASSISTANT**
Hours:	5:30 to 9:00 P.M. Monday, Tuesday, Wednesday, Thursday
Phone No.:	(650) 306-3191 or (650) 642-7743 cell

If you need to contact or locate the Evening Assistant, you will need to call either phone numbers listed above or use a Campus Phone. Campus phones are located in most campus buildings – Buildings 1, 3, 5, 6, 8, 9, 13, 16, 17,18, and 22. If using a campus phone dial 3191.

- **CAMPUS WEEKEND ASSISTANT**
Hours:	9:00 a.m. to 2:00 p.m. Saturdays only
Location:	Building 8, Room 202
Phone:	(650) 306-3191 or (650) 642-7743 cell

If you need to contact or locate the Evening Assistant, you will need to call either phone numbers listed above or use a Campus Phone. Campus phones are located in most campus buildings – Buildings 1, 3, 5, 6, 8, 9, 13, 16, 17,18, and 22. If using a campus phone dial 3191.

- **ADMISSIONS & RECORDS**

Hours: ***8/19/09 – 9/4/09***
                  8:00 a.m. to 7:00 p.m. Monday through Thursday
                  8:00 a.m. to 2:00 p.m. Fridays
                  9/8 through the Fall Semester
                  8:00 a.m. to 4:30 p.m. Monday and Thursday
                  8:00 a.m. to 7:00 p.m. Tuesday and Wednesday
                  8:00 a.m. to noon   Fridays
Location: Building 9, First Floor - Room 121
Phone No.: (650) 306-3226 daytime and (650) 306-3492 evenings
Student ID cards are available at the Reception Desk on the first floor of Building 9.

- **BOOKSTORE:**
  The Bookstore provides the following additional services: Special Orders and Billing on Accounts (Authorized person may set up a prepaid account for a student).
  Hours of operation *are*:

Fall 2009 - August 17 to 23, 2009		*Fall 2009 – August 24 to 30, 2009*	
Monday	*8:00 a.m. to 7:00 p.m.*	*Monday*	*8:00 a.m. to 9:00 p.m.*
Tuesday	*8:00 a.m. to 7:00 p.m.*	*Tuesday*	*8:00 a.m. to 9:00 p.m.*
Wednesday	*8:00 a.m. to 7:00 p.m.*	*Wednesday*	*8:00 a.m. to 9:00 p.m.*
Thursday	*8:00 a.m. to 7:00 p.m.*	*Thursday*	*8:00 a.m. to 9:00 p.m.*
Friday	*8:00 a.m. to 7:00 p.m.*	*Friday*	*8:00 a.m. to 3:00 p.m.*
Saturday	*8:00 a.m. to 7:00 p.m.*	*Saturday*	*Closed*
Sunday	*8:00 a.m. to 7:00 p.m.*	*Sunday*	*Closed*

Bookstore resumes REGULAR HOURS beginning August 31
Mon-Thurs 8:00 a.m. to 7:15 p.m.   Friday 8:00 a.m. to 3:00 p.m.
The SMCCD Bookstores are closed Saturdays, Sundays, SMCCD Board granted holidays and when the college is not in session. Bookstore Hours, Course Books, Prices & Availability are subject to change at any time without notice. Please call (650) 738-4211 for Textbook Buy Back Date, Time and Information.

- **BUSINESS SKILLS CENTER**
  The Business Skills Center, located on the top floor of Building 13, serves students enrolled in courses taught in 13-213, 214, & 217.
  The Center has varied hours from 8:00 a.m. to 10:00 p.m., Monday through Thursday, and Fridays from 8:00 a.m. to 1:30 p.m. Please check with the instructor for designated lab hours.
  Appropriate Materials Fee Card is required – Fees are collected at the time of registration.
  Location: Building 13-213, 13-214 and 13-217
  Phone No.:   (650) 306-3380
  NOTE: Students needing computer lab time for other college coursework may use the Learning Center.

- **CASHIER (BUSINESS OFFICE)**
  Hours: 8:00 a.m. to 3:30 p.m. Monday through Friday
  Location: Building 9, First Floor – Room 119
  Phone No: (650) 306-3270 – day, (650) 306-3226 or (650) 306-3492 – evenings
  Students can make payments on line or place in the drop box across from the Reception Desk on the first floor of Building 9 after hours.

- **CENTRAL DUPLICATING** – Please read and follow the procedure printed at the end of this bulletin to facilitate your copying/duplicating needs.
  Hours: 7:00 a.m. to 3:00 Monday through Friday
  Location: Building 16-G05
  Phone No.:   (650) 306-3315

- **COUNSELING CENTER – EDUCATIONAL, CAREER AND TRANSFER SERVICES**
  Hours: 8 a.m. to 4:30 p.m. Monday and Thursday
                       8:00 a.m. to 7:00 p.m. Tuesday and Wednesday
                       8:00 a.m. to noon on Friday.
  Location: Building 9, First Floor - Room 120
  How to access counseling services:
  Counselors are available by appointment or on a drop-in basis. To schedule an appointment call (650) 306-3452 or go to the Counseling Center Counter for assistance.
  Counseling services are important to student success. Please encourage students to meet with a counselor at least once a semester to review educational goals and monitor progress toward those goals.

- **DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&S)**
  Hours: Monday, Tuesday, Wednesday 8:30 a.m. to 4:00 p.m.
                       Thursday 8:30 a.m. to 8:00 p.m.
                       Fridays 8:00 a.m. to noon
  Location: Building 5-207
  Phone No.:   (650) 306-3259

- **EOPS/CARE: (Extended Opportunity Programs & Services/Cooperative Agencies Resources for Education)**
  Hours: 8 a.m. to 4:30 p.m. Monday and Thursday
                        8:00 a.m. to 7:00 p.m. Tuesday and Wednesday
                        8:00 a.m. to noon on Friday.
  Location: Building 9, First Floor – Room 133
  Phone No: (650) 306-3300
  Website Link: http://www.smccd.net/accounts/canada/student/eops/
  The EOPS/CARE Office schedules all counseling appointments for EOPS students. EOPS and CARE programs provide a variety of support services including book voucher assistance to students who meet income and other qualifications.

- **FACILITIES**
  For service requests please use our on-line help center: http://www/smccd.net.account/portal/
  or call Monday through Friday 8:00 a.m. to 4:00 p.m. (650) 306-3276. After hours custodial
  requests call (650) 306-3277.
  Location: Building 7
  Phone: (650) 306-3276 canfac@smccd.edu

- **FINANCIAL AID DEPARTMENT**
  Regular Office Hours: 8:00 a.m. to 4:30 p.m., Monday and Thursday
  8:00 a.m. to 7:00 p.m., Tuesday and Wednesday
  8:00 a.m. to 12:00 p.m., Fridays
  Extended Hours for Late Registration, August 19 – September 1:
  8:00 a.m. to 7:00 p.m., Monday through Thursday
  8:00 a.m. to 4:30 p.m., Fridays
  Location: Building 9, First Floor – Room 109
  Phone No.: (650) 306-3307 http://www.canadacollege.edu/financialaid/index.shtml

Please contact our office if you would like a financial aid/scholarship classroom presentation for your students.
There are several kinds of financial aid available to help eligible students including the Pell Grant up to $5,350 per year, SEOG up to $800 per year, Federal Work Study, Academic Competitiveness Grant up to $1,300 per year, Chafee Grant up to $5,000 per year for former Foster Youth, Board of Governor's Fee Waiver and Fee Deferral for students with pending financial aid approval and scholarships. Student loans are also an option for students who need additional resources to support their educational costs. Cañada participates in the Federal Family Educational Loan Program for Stafford and PLUS loans. Please refer students interested in loans to our office. All students must complete the FAFSA at www.fafsa.ed.gov before any federal assistance can be considered. Our first objective is to provide students with "free" money before approving loans. Emergency Loans of up to $200 may be requested and as funding permits. These short-terms loans generally require repayment within 30-days.

The Financial Aid Department also coordinates the Cañada Scholarship Program. Applications for 2010-2011 will be available in early January with a March 2, 2010 deadline. Last year we awarded over $80,000 in scholarships to current and transferring Cañada students. Our office also takes responsibility for sharing outside scholarship information with the College community as it becomes available. Please make every effort to share scholarship information you receive from our office with your students. Requests for scholarship applications and additional information should be referred to the Financial Aid Department. Copies of current scholarship applications are generally posted on the Scholarship Bulletin Board in Building 9 (bottom floor) and additional resources are maintained in the Career Center, Building 9-113, and posted to the scholarship page on our website at http://www.canadacollege.edu/financialaid/scholarship.shtml. Encourage students to check regularly for updated scholarship information.

- **FOOD SERVICE/PACIFIC DINING CAFE**
  The Cafeteria features a variety of made to order breakfast, lunch, and dinner items as well as packaged food items, cookies, chips, juices, & coffee.
  Hours: 7:30 a.m. to 8:30 p.m. Monday through Thursday
                7:30 a.m. to 2:00 p.m. Fridays
                Closed Saturdays and Sundays
  Location: Building 5, Student Center/Cafeteria
  Phone No.: (650) 306-3374

- **VENDING MACHINES AND BOOKSTORE (EVENING & WEEKENDS)**

The Bookstore has light snacks, a variety of hot and cold beverages and is open until 7:15 p.m. Monday through Thursday evenings. There is no food service on weekends. For your convenience, there are vending machines located throughout the campus - outside Buildings 9, 13,17, 22, inside Building 3 – lower level, Building 1 – lower level and Building 5 – Student Center.

- **HEALTH CENTER**
  Day Hours: 8:30 a.m. to 2:30 p.m. Monday through Thursday
                       9:00 a.m. to noon Friday
  Evening Hours: 4:30 p.m. to 7:00 p.m. Tuesday and Wednesday
  Location: Building 5, Room 204
  Phone No.:   (650) 306-3309 or 642-7002 Cellular
  In an emergency, call 9-9-1-1 from an on-campus phone or 9-1-1 from the pay phone located outside the Bookstore and ask that "Cañada One" be notified.

- **LEARNING CENTER**
  Hours: 8:00 a.m. to 8:00 p.m. Monday through Thursday
               8:00 a.m. to 3:00 p.m. Fridays
               CLOSED Weekends, Holidays and all Declared Recesses
  Location: Building 9, Second Floor
  Phone No.:   (650) 306-3348

Computers and group study areas are available for college coursework. To print, students must first have a copy card, available on any student copier located in the Learning Center, Library or Cafeteria. Pay-for-Print stations are located in the Learning Center and Library. For further information, please contact the Learning Center.

Tutoring in all subject areas, one to one and for groups, is available in the Tutorial Center and the Math Lab.

- **LIBRARY**
  Hours: 8:00 a.m. to 8:00 p.m., Monday through Thursday
               8:00 a.m. to 3:00 p.m. Fridays
               CLOSED Weekends, Holidays and all Declared Recesses
  Location: Building 9, Third Floor
  Phone No.:   (650) 306-3267   http://canadacollege.edu/library/

We have 50,000 books, two dozen databases, plenty of computers, lots of quiet places to work, some great films, and a friendly staff to help you find what you need. The Library also offers a log-in computer where students can record "one extra hour by arrangement" time just like in the Learning Center. Faculty can request research workshops for their classes. Students can enroll in Library 100, a one unit introduction to using the Library's print and online resources.

- **MAIL ROOM/SHIPPING & RECEIVING**
  Hours: 7:00 a.m. to 3:00 p.m. Monday through Friday
  Location: Building 16 - G05
  Phone No.:   (650) 306-3315
  Email: cancentraldup@smccd.edu

- **PONY EXPRESSO**
  Serving an array of coffee and tea (Starbucks brand) along with sodas, pastries, juices and waters.
  Hours: Monday through Thursday- 7:30 a.m.-1:30 p.m.; 5:00 p.m.-8:30 p.m.
                  Closed on Fridays
  Location: Building 12

- **PSYCHOLOGICAL SERVICES**
  Hours: Call for an appointment
  Location: Building 5, Room 207
  Phone: (650) 306-3259

- **PUBLIC SAFETY OFFICE (Campus Security)** - The Public Safety Office should be contacted in case of an emergency or situations requiring additional assistance.
- Location: Building 9, Room 151
- Phone No: Extension 3420 from on-campus phone or
                  (650) 306-3420 from off campus phone or cell phone or
                  (650) 642-7001 Public Safety Office cellular phone

In an emergency, dial 9-9-1-1 from an on-campus phone or a Cañada Courtesy Phone
or 9-1-1 from the pay phone located outside the Bookstore.

- **STUDENT ACTIVITIES**
  Phone No.:   306-3364
  Hours: Monday through Thursday 9:00 A.M. to 5:00 P.M.
                  Fridays 9:00 A.M. to 4:30 P.M.
  Location: Building 5, Room 211A
  Student Activities provides a wide variety of College extra-curricular and student co-curricular activities, special events and campus-wide programs and services.

PHOTOCOPYING INFORMATION

BELOW IS INFORMATION ON PHOTOCOPYING USING OUR CENTRAL DUPLICATING SERVICES
PLEASE NOTE - YOU MUST CONSULT YOUR DEAN FOR APPROVAL BEFORE COPIES ARE MADE

CAÑADA COLLEGE CENTRAL DUPLICATING DEPARTMENT
Monday – Friday 7:00 A.M. – 3:00 P.M.   Phone Extension 3315
Location: Building 16-G05

The Central Duplicating Office provides full color, black-white photocopying. We also provide binding, folding, cutting, padding, and limited desk top publishing service to the faculty and staff for recognized academic and administrative college business.

All work submitted must have approval by the Division Office. Jobs **may be sent via email** and should be accompanied by a Central Duplicating Work Order and approved by the Division Dean/Division Assistant and forwarded to Central Duplicating with an Account/Budget number. Without this number and signature, your work cannot be authorized. You can access Central Duplicating web site and the Work Order Form by clicking here
http://www.canadacollege.edu/inside/centralduplicating/

1. If you have a special large project or a rush job, arrangements should be made with the Central Duplication Office as soon as possible. Special paper may need to be ordered and time can be set aside to complete your work by the due date. (Some special paper requires 2-3 weeks for delivery.)

2. Priority is given to midterms and final examinations. Work can take longer during these time periods. During these times a minimum of 1-2 days is needed for completion of work depending upon amount submitted and our office workload. (We try to make our normal work turnaround time one day.)

3. To avoid costly re-duplication on work, please be sure to proofread work before submission.

4. The energy crisis does affect Central Duplicating. Large jobs requiring two sided copying is best accommodated in the early morning because it is cooler. The Xerox Copier is very sensitive to the heat, causing the paper to misfeed in the machine. Heated paper can also curl which makes it difficult to run two sided jobs through the copier. Your materials will produce better in the cooler environment.

5. COPYRIGHTED MATERIALS: Duplication of copyrighted materials for ENTIRE books, manuals, or magazines must be authorized by your Division Dean. We MUST have written permission from the publishers before we can reprint whole items even if it is seven years beyond copyright date.

6. ITEMS TO BE SOLD IN BOOKSTORE: All items to be sold at the Bookstore must be submitted to the Bookstore Manager. Please write up the work order form, sign it and send it to our office for processing. Indicate all special information you desire, i.e.: color of paper, type of binding or stapling, one sided or front and back copying, etc.

7. Central Duplicating services close at 3:00 P.M. Work order forms are located in each division mailroom or in your division office. Fill out a work order form, attach it to your work, and leave it in your division office mail box. It will be signed by the Division Dean or Staff Assistant, a budget number will be assigned, and then it will be sent to us for completion. Most divisions have small copiers available for limited copying. The College Bookstore is also available to make copies. There is a small fee for this service.

   If there are any questions, please call Gail Kamei, Extension 3315. We are here to help you!
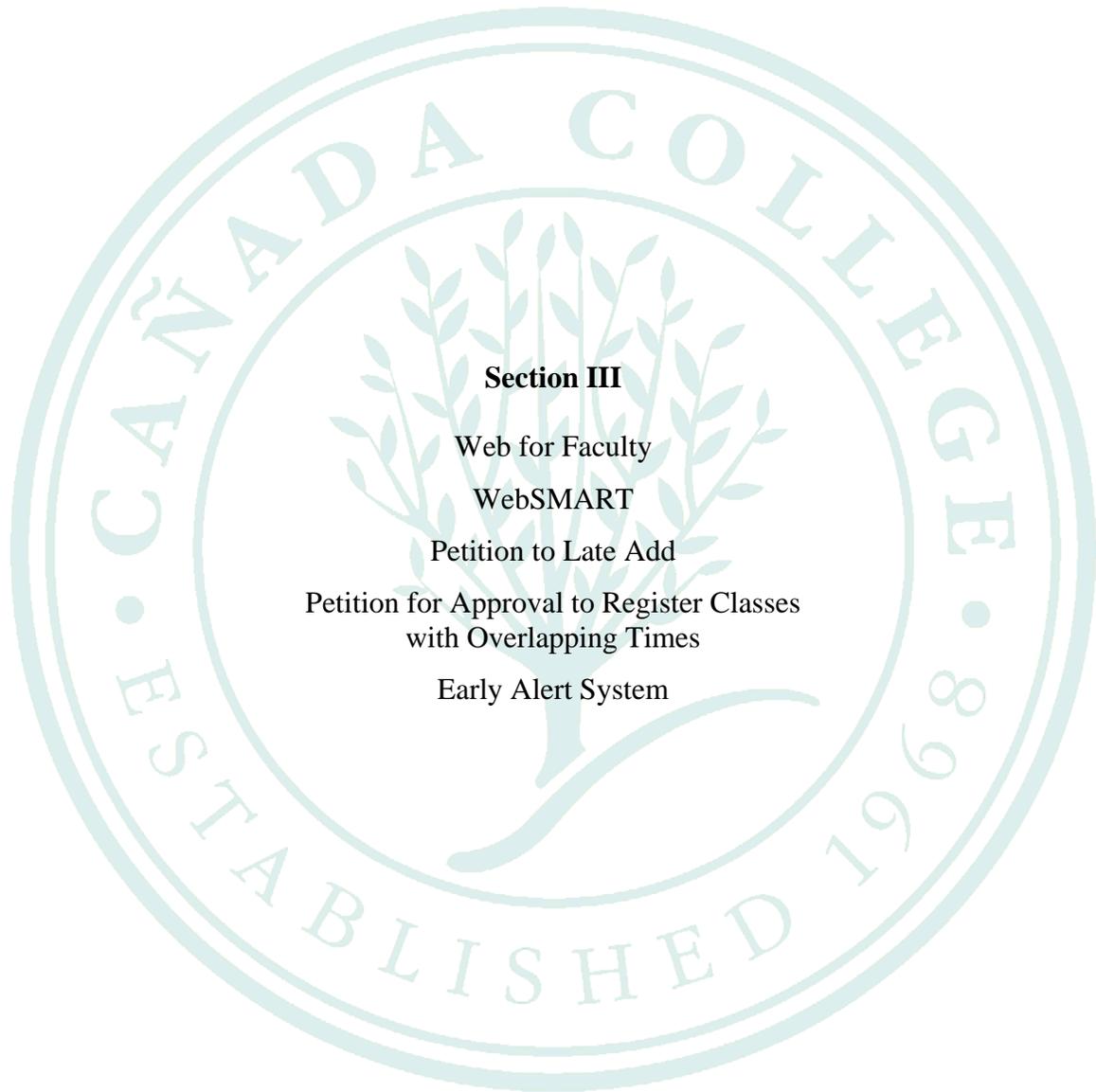
Section III

Web for Faculty

WebSMART

Petition to Late Add

Petition for Approval to Register Classes
with Overlapping Times

Early Alert System

FALL 2008

Faculty Guide

to

WEBSMART
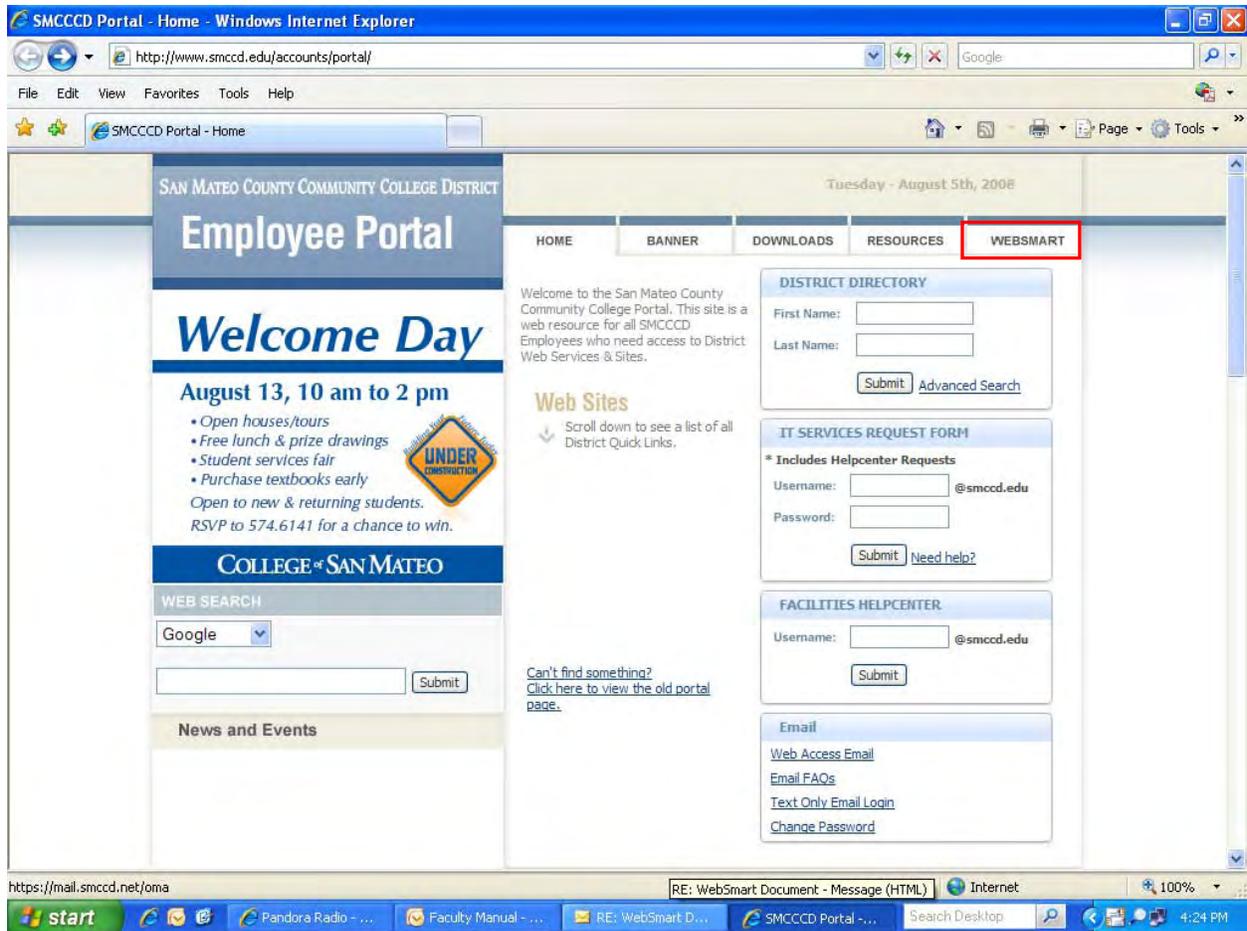
Accessing WebSMART

- Access WebSMART via District portal
  http://www.smccd.edu/accounts/portal/
- **Click** on **WebSMART**
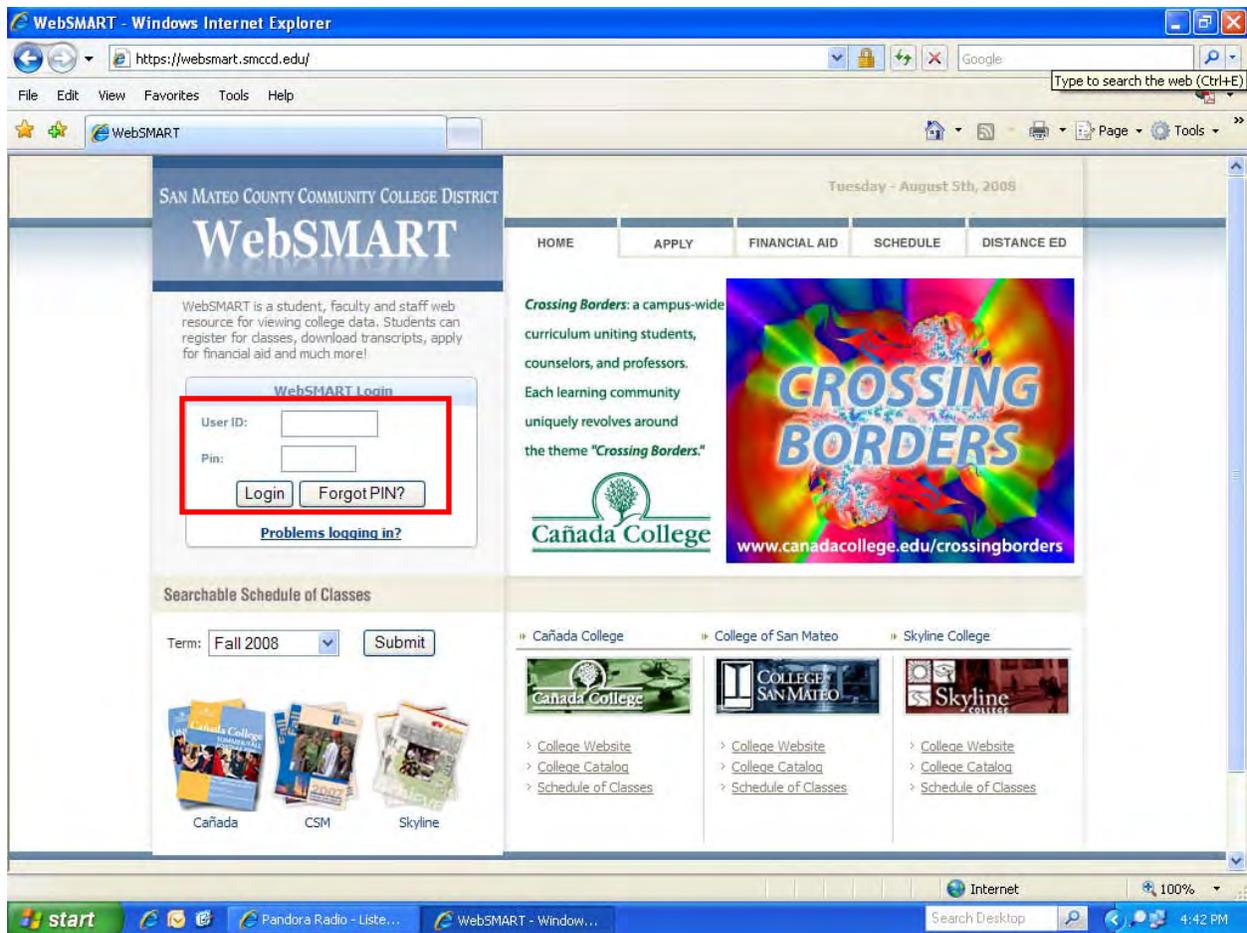
Logging into WebSMART

- Enter your **User ID** (SSN or 'G' Number) and your **PIN** (either use your birth date in MM/DD/YY format or a personal password you create)
- **Click** on the **Login** button
- Please note: For security purposes it is recommended that you change your PIN to a personal password (See page #8 for instructions)

WebSMART

San Mateo County Community College District

Cañada College | COLLEGE of SAN MATEO | Skyline COLLEGE

Home | Faculty | Employee | Finance | Advisor Services | My Profile

EXIT

Welcome, Garrett L. Nicol to WebSMART Last web access on Aug 07, 2008 at 12:42 pm

Faculty Services

Temporary Class List, List Authorization Codes, Class Placement Scores, List CRNs for Faculty, Class List, Faculty Schedule by Day and Time , Census / Enrollment Verification, Enter Grades & Positive Attendance Hrs, Class Grade Listing, All Class List Download , Student Information Menu

Employee Services

Benefits and Deduction, Pay Information , Tax Forms, Time Off Current Balances and History, Update Emergency Contacts, View Emergency Contacts, Human Resource Links, Emergency Text Message Contact Information

Financial Services

Approve Documents, Budget Queries, Encumbrance Query, Journal Transfer - Single Line, Journal Transfer - Multiple Line , Purchase Order, Requisition, View Document, Finance Reports

Advisor Services

Enter Student ID, Student Academic Transcript, Student Test Information, Placement Test Description Maintenance, Degree Evaluation

My Profile

Emergency Text Message Contact Information
WebSMART can send emergency campus alerts, notifications and updates direct to your cell phone.

RELEASE: 7.3

powered by SMCCCI

- To access your class list(s) and other student information select the **Faculty Tab** at the top of the page

San Mateo County Community College District

Cañada College | COLLEGE of SAN MATEO | Sky

Home Student Financial Aid Faculty Employee Finance Advisor Services My Profile

RETURN TO MENU | EX

Faculty Menu

In order to have all the necessary documents for the start of the semester, print out the items with the FIRST DAY icon.

Faculty WebSMART FAQs
The Centers for Teaching and Learning has teamed up with the Admissions and Records offices to provide answers to the most comm questions related to Faculty WebSMART.

Step 1: Semester Selection
Select the semester to use for listing class lists and schedules.

Step 2: Course Selection
Select the course to use for listing class lists and schedules.

Step 3: Select from the following choices:

First Day 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.

First Day List Authorization Codes
Get a list of authorization codes for a given CRN.

First Day Class Placement Scores
Get a class list with placement test scores.

Early Alert Detailed Class List
List summary information for students in your course, including Major, Credit Hours, Registration Date and Status. Buttons are provided that will download the class list in either Excel or Grade Keeper format.

Faculty Schedule by Day and Time
List your schedule in time block format.

Faculty Website and Syllabus
Submit your faculty website address (URL)

Census Census Countdown!
Check here to verify census submission dates and status for all your classes

Census Census / Enrollment Verification
Withdraw students who have not attended your class. This link must be invoked at least once after your class starts and before the census date for your class. Activity at this link will record an audit trail for Admissions and Records letting them know you have reviewed your class and dropped students as needed before the class census date.

End of Term Final Grades and Positive Attendance Hours
Report your final grades and positive attendance hours here.

End of Term Official Class Record
This is your permanent class record. You are responsible for maintaining your class records, i.e. grades and attendance..

All Class List Download
Automatically download a comma-separated-values file containing information for all students in all classes. You can customize your list from an array of options.

RELEASE: 7.3

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(See next page for detailed information)

Faculty Menu

- To select a term **click** on **Semester Selection** (**Step 1**)
- To select a course **click** on **Course Selection** (**Step 2**)

Select from the following choices (**Step 3**)

- To obtain your temporary class list **click** on **Class List/Wait List/Attendance**
- To obtain authorization codes **click** on **List Authorization Codes**
- To obtain a class list with student placement scores **click** on **Class Placement Scores**
- To obtain a list or to download into Excel or Grade Keeper format a summary of information for students in your course, including Major, Credit Hours, Registration Date and Status or to initiate an early alert **click** on **Detailed Class List**
- To obtain a schedule of your classes in time block format **click** on **Faculty Schedule by Day and Time**
- To verify Census submission dates and status for all your classes **click** on **Census Countdown**
- To perform Census or to withdraw students throughout the term **click** on **Census/Enrollment Verification**
- To report Final Grades and Positive Attendance Hours **click** on **Final Grades & Positive Attendance Hrs.**
- To print your Official Class Record at the end of the term **click** on **Official Class Record**
- To download a customized list of all your students **click** on **All Class List Download**
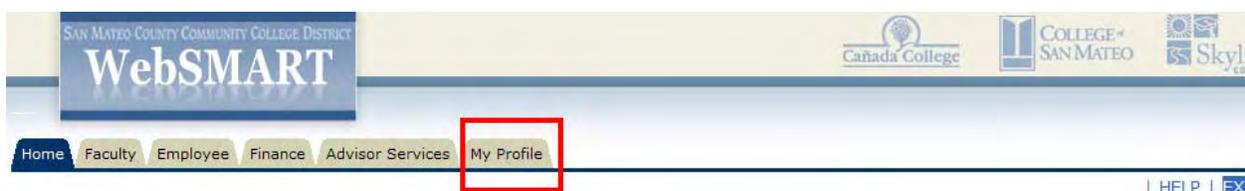
Welcome   Last web access on Aug 15, 2008 at 10:45 am

Advisor Services

Enter Student ID, Student Academic Transcript, Student Test Information, Placement Test Description Maintenance, Degree Evaluation

My Profile

Change PIN, Change Security Question, View Address(es) and Phone(s), Update Address(es) and Phone(s), Name Change Information, Social Security Number Change Information

Emergency Text Message Contact Information
WebSMART can send emergency campus alerts, notifications and updates direct to your cell phone.

RELEASE: 7.3   powered by SMC

- To update your personal information select the **My Profile Tab**

My Profile Menu

- Use this menu to update your personal information and change your **PIN**

STEP 1

STEP 2

Selecting a Term and a Course

- To access any course you must **select** a term and a course (CRN#) from the **drop down boxes**
- **Please Note: For the training manual we have combined these two screens**

WebSMART

Home | Student | Financial Aid | Faculty | Employee | Finance | Advisor Services | My Profile

RETURN TO MENU

Temporary Class List of Registered and Waitlisted Students for Fall 2008

Course Attributes

Course:	INTD 464 - LA
CRN:	91538
Title:	Codes: Fire, Safety, Barrier-
Duration:	Aug 18, 2008 - Sep 29, 2008
Status:	A

Effective Dates For Course

Start Date:	Refund Date:	ACAD Cutoff Date:	Last Drop Date:
Aug 18, 2008	Aug 18, 2008	Aug 25, 2008	Sep 22, 2008

ACAD Date is last day to drop without appearing on transcript

Last Date to enter census verification is Monday, August 18, 2008.

Enrollment Counts

	Maximum	Actual	Remaining
Enrollment:	35	10	25

Temporary Class List of Registered and Waitlisted Students

Record Number	Student Name	ID	Status	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Frost, Miriam	G0080	Registered															
2	Hajaj, Ada	G0064	Registered															
3	Lewallen-Owens, Shane J.	G0062	Registered															

[Semester Selection | Course Selection | List Authorization Codes | Class Placement Scores]

RELEASE: 6.1A SMCCD

powered by SMC

Class List/Wait List/Attendance

- This list is your **"Temporary Class List"**, which includes waitlisted students
- The students who have selected the "waitlist" option will appear at the bottom of your class list. The instructor can use the waitlist to prioritize which students will receive authorization codes
- Print this list for a **"real time"** list of registered students. This listing provides you with a place to record attendance, and should be kept with your records
- To obtain an individual student address, phone number, or e-mail address **click** on the **student's name**

Fall 2008

Please use these codes by giving one authorization code to one student. Do not give the same authorization code to multiple students. The authorization code will allow the student to enroll in the specified CRN **on or after the class start date** up through the class census date.

Section Information

CRN: 91538, INTD 464 LA, Codes: Fire, Safety, Barrier-
Campus: Canada College, Part of trm: 1st week - Not Full T, CrossList: No
Status: Active, Total students enrolled: 10, Max capacity: 35, Total students waitlisted: 0
Start date: 18-AUG-08, End date: 29-SEP-08
Last Date to enter Census Verification: Monday, August 18, 2008

Authorization Codes

Student Name or ID	Auth Code	Student Name or ID	Auth Code	Student Name or ID	Auth Code
	0162		0873		1085
	1475		1608		1618
	1754		2808		3083

[Course Selection | Semester Selection | Temporary Class List | Class Placement Scores]

RELEASE: 7.3A SMCCD   powered by SMC

List Authorization codes

- Print authorization code list for your course(s) for the first day of instruction
- Issue authorization codes to those students not currently registered that you wish to add. **Please Note:** some courses have pre-requisite blocking. When issuing authorization codes for these courses inform students of the pre-requisite requirement. If student is in doubt regarding whether or not they have met the pre-requisite refer them to the Counseling Department
- Student's name and student ID number should be written in the box next to the authorization code
- Students will use the authorization code to register via **WebSMART**

Proficiency Level Class List Fall 2008

powered by SMCCCD

Class Placement Scores

- Placement scores are available for English, Reading, Math and ESL courses
- Computerized pre-requisite blocking is enforced for all English, Reading and Math courses, **except** for Math 130, 270 and 275.
- **If your course is not blocked, it is important for you to ask students for their test scores or their transcripts, verifying they have met the pre-requisite**

Detailed Class List

- **Click** on **MS Excel Download** button for a comma separated values formatted class list which includes student ID, name, e-mail address and registration status
- **Click** on the **Grade Keeper Download** button to produce a spreadsheet that can be used to record information that will be used in determining the students final grade
- **Click** on the **Class List with E-mail** button to obtain a file that includes student ID#'s, names, and e-mail addresses. **Please NOTE:** You may click on the student's name to view his/her address and phone number

Faculty Schedule by Day and Time

Welcome to the Faculty Schedule display. Listed below is your schedule for the selected term.

Go to (MM/DD/YYYY): [   ] Submit

Previous Week   **Week of Aug 18, 2008** (240 of 256)   Next Week

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am	ESOL 830-AA 85321 Class 8:10 am-9:50 am 2-08 8308	ESOL 830-AA 85321 Class 8:10 am-9:25 am 2-08 8308	ESOL 830-AA 85321 Class 8:10 am-9:50 am 2-08 8308	ESOL 830-AA 85321 Class 8:10 am-9:25 am 2-08 8308	ESOL 830-AA 85321 Class 8:10 am-9:50 am 2-08 8308		
9am							
10am							
11am	ESOL 840-AB 85324 Class 11:10 am-12:50 pm 2-08 8308	ESOL 840-AB 85324 Class 11:10 am-12:25 pm 2-08 8308	ESOL 840-AB 85324 Class 11:10 am-12:50 pm 2-08 8308	ESOL 840-AB 85324 Class 11:10 am-12:25 pm 2-08 8308	ESOL 840-AB 85324 Class 11:10 am-12:50 pm 2-08 8308		
12pm							

Faculty Schedule by Day and Time

- This page will provide you with a schedule for the term in time blocked format

Faculty Website and Syllabus Information

Aug 15, 2008 10:45 a

Course Attributes

Course:	ESOL 830 - AA
CRN:	85321

Course URL and Syllabus

URL:	
Syllabus:	

Update

<u>Faculty Website and Syllabus Information</u>

- Contact CTL for information: www.smccd.edu/accounts/ctl/
  - o Anyta Archer
  - o (650) 306-3430
  - o archer@smccd.edu

Home Faculty Employee Finance Advisor Services My Profile

EX

Fall 2008

Please review your CRNs and complete census verification by clicking on the link in the far right column for the individual CRN where the census verification is incomplete.

	CRN	Subj-Crse	Title	Start Date	End Date	Last Date to Enter Census Verification	Status	Link / Message
EARLY	85321	ESOL 830 AA	ENGL Spkrs Other Languages III	18-AUG-08	11-DEC-08	Sunday, September 7, 2008	Census Verifcation Not Done.	Too early to do census verification for this CRN.
EARLY	85324	ESOL 840 AB	ENGL Spkrs Other Languages IV	18-AUG-08	11-DEC-08	Sunday, September 7, 2008	Census Verifcation Not Done.	Too early to do census verification for this CRN.

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Census Countdown

- This page allows you to review your CRNs and to complete census verification course by course

San Mateo County Community College District

Cañada College COLLEGE of SAN MATEO Skyline COLLEGE

Home | Student | Financial Aid | Faculty | Employee | Finance | Advisor Services | My Profile

MENU

Census / Enrollment Verification Fall 2008

The purpose of this page is to drop students who have not attended your class.
To drop (withdraw) a student from your class select **'Withdraw'** from the drop down box to the right of the student name.

To complete the withdrawal process, press the **Submit** button at the bottom of the page.

If there are more students in your class than can be displayed on one web page, you will see a set of links to the other pages of students after you press the Subm
button. Click one of those links to access another group of students in the class.

NOTE: Please press the *"Submit"* **button even if you have no students to withdraw** This will record an audit trail for Admissions and Records letting them kn
you have reviewed census for the course.

⚠ **Please submit your changes often. There is a 30 minute time limit starting at 04:51 pm on Aug 13, 2008**

Course Attributes

Title:	Elementary Algebra
Course:	MATH 110 - AB
CRN:	81349
Campus:	Canada College
Part of Term:	Full Term
Status:	A
Students Registered:	38
Census Course:	Yes
Instructor Name:	

Effective Dates For Course

Start Date:	Refund Date:	ACAD Cutoff Date:	Last Date to Drop Students:
Aug 18, 2008	Aug 29, 2008	Sep 12, 2008	Nov 17, 2008

ACAD Date is last day to drop a student without the drop appearing on the student academic transcript.
The last date to drop students is November 17, 2008.

Last Date to enter census verification is Sunday, September 7, 2008.
Too early to do census verification.

Enrollment Verification Update

Record Number	Student Name	Units	Registration Status	Grade	Rolled	Reg / Drop
1	Angstadt, Justin G.	5.00	Registered Aug 13, 2008	N		Registered ▼
2	Artale, Nicole M.	5.00	Registered May 27, 2008	N		Registered ▼
3	Balmy, Ian A.	5.00	Registered May 27, 2008	N		Registered ▼
4	Barrera, Jeffrey R.	5.00	Registered May 19, 2008	N		Registered ▼

⚠ Please review your changes carefully before submitting. Once a student is withdrawn, you can not re-enroll him/her. If you withdra
a student in error, contact the Admissions and Records office.

[Submit Census] [Reset]

⚠ **Please submit the changes often. There is a 30 minute time limit starting at 02:06 pm on Aug 14, 2008**

🛈 **Please press the submit button** even if there are no students to drop. Pressing the button will flag census for this section as
complete. This will assist the Admissions and Records office in auditing census for all classes.
Thank you

[Go To List CRNs]

RELEASE: 6.1A

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(See below for detailed information)

Census/Enrollment Verification

- Census must be performed by all Faculty
- Check for last day to enter Census verification under **Effective Dates For Course**
- To drop students, **click** on the **drop down box** under the **Reg/Drop** column
- **Please NOTE:** You **MUST click** the **submit** button even if you do not have any drops to report
- To check Census status for your course(s) go to **Census Countdown**
- Students can be withdrawn anytime through the last day to withdraw using this form
- No backdating-Drops and Withdrawals are real time

WebSMART

San Mateo County Community College District

Cañada College   COLLEGE of SAN MATEO   Skyli col

Home   Student   Financial Aid   Faculty   Employee   Finance   Advisor Services   My Profile

Final Grade Worksheet

G0000   Ruth E. Mille
Fall 200
Aug 14, 2008 09:52 ar

⚠ - Every student **MUST** have a grade
- Click on a student's name to view the student's address(es) and phone(s).

FAQs

Each college has a memo and checklist related to web grade entry. In addition, the Centers for Teaching and Learning have teamed up with the Admissions and Records offices to create a list of Web Grade Entry FAQs

Notes on incomplete and 'W' grades

- An incomplete grade (i.e., IB, IC, ID, IF, INC) can only be issued in case of incomplete academic work for unforeseeable, emergency and justifiable reasons, and only after the student has contacted the instructor.
- You will need to submit hard copies of your college's "Notice of Grade of Incomplete" form. Select from the links below for th correct form for your college
  (NOTE:Adobe Acrobat Reader software is required to open, view and print the forms which are in PDF (Portable Document Format) file. To download a free version of this software go to www.adobe.com/products/acrobat/readstep.html)
    o Cañada College Notice of Incomplete (PDF)
    o Skyline College Notice of Incomplete (PDF)
    o College of San Mateo Notice of Incomplete (PDF)
- A 'W' grade may not be assigned on the final grade roster; only evaluative grades may be assigned as final grades. Student will not be dropped if a grade is not recorded.

ℹ For information on entering **Positive Attendance** into WebSMART click here

For a Positive Attendance worksheet click here

Course Information

Codes: Fire, Safety, Barrier- - INTD 464 LA	
CRN:	91538
Students Registered:	10
Method of Attendance:	Daily Census

⚠ **Please submit the grades often. There is a 30 minute time limit starting at 09:52 am on Aug 14, 2008 for this page.**

Final Grades

Record Number	Student Name	Grade	Credits	Registration Status	Rolled	Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99
1	Frost, Miriam	Missing Grade ▾	1.00	Registered Apr 27, 2008	N	N/A	N/A
2	Hajaj, Ada	Missing Grade ▾	1.00	Registered Jul 13, 2008	N	N/A	N/A
3	Lewallen-Owens, Shane J.	Missing Grade ▾	1.00	Registered Jun 06, 2008	N	N/A	N/A

Submit   Reset

⚠ **Please submit the grades often. There is a 30 minute time limit starting at 09:52 am on Aug 14, 2008 for this page.**

(See next page for detailed information)

Final Grades and Positive Attendance Hours

FINAL GRADES:

- Report final grades by choosing the appropriate grade from the **drop down box**
- All registered students **MUST** be issued an evaluative grade
- When issuing an "Incomplete" as a final grade, an "Incomplete" form, must be submitted to the Admissions and Records Office. These forms are available from WebSMART, Division Office, or Admissions and Records Office
- **Please NOTE: Incompletes are issued for a missed assignment, quiz or exam. Students must be passing the course at the last day to withdraw in order to qualify for an incomplete**
- To re-instate students dropped in error, e-mail Maria Lara-Blanco, lara@smccd.edu or Ruth Miller, miller@smccd.edu in the Admissions and Records Office

POSITIVE ATTENDANCE:

- Positive Attendance is reported by entering the total number of hours a student has attended under the **Attend Hours** column (Worksheets are available on **WebSMART** to assist you in calculating the number of hours attended and will be sent out to you the week prior to final exams)
- **Please NOTE: Even if a student only attends one class meeting, it is important to report those hours, or if a student never attended, you MUST enter "0"**

Home Student Financial Aid **Faculty** Employee Finance Advisor Services My Profile

FACULTY AND ADVISORS MAIN MENU   E

Course Grade List : Fall 2008

INSTRUCTOR:
CAMPUS: Canada College

CRN	Subject	Course	Section	Title	Start	End	Status	Attn. Method
91538	INTD	464	LA	Codes: Fire, Safety, Barrier-	Aug 18, 2008	Sep 29, 2008	A	Daily Census

Student Name	ID	Reg Stat	Reg Date	Wdrwl	Last Attend	Cred Hrs	Attn Hrs	Final Grade
Frost, Miriam	G0080	RE	04/27/08			1.00		
Hajaj, Ada	G0064	RE	07/13/08			1.00		
Lewallen-Owens, Shane J.	G0062	RE	06/06/08			1.00		

Signature: _____   Date: _____

[Semester Selection | Course Selection | Class List | Final Grades]

RELEASE: 5.3 SMCCD

powered by SMC

Official Class Record

- **Please NOTE: Effective SPRING 2007, you MUST print the Official Class Record at the end of the term for each course and keep with your records. Records must be kept for a minimum of five years.**
- **If you have a veteran in your class, you may be asked to submit a copy of your Official Class Record to the Admissions & Records Office for verification of attendance**

Download Class List for All Classes : Fall 2008

This page allows you to download a list of all your students in all of your classes for a semester. This information will appear for a your classes.

- Course Number
- Student ID
- Student name (Last, First MI)

Select any additional items you wish to include from the options below. Once you have selected your options, click the "Download button at the bottom of the page. You will then see a dialog box asking whether you would like to save the file or open it in place. On most computers, opening the file in place will start MS Excel and automatically load the file.

If you save the file to disk, the information (e.g. Course Number, Student ID, Student Name) are separated by commas.

Class List Information Standard Items
X   **Course Number**
X   **Student ID**
X   **Student Name (Last, First MI)**
Class List Information Optional Items
☐ **Include term description (i.e. Fall 2008)?**
☐ **Include CRN?**
☐ **Include part of term (e.g. Full Term / 3rd Week Start Date)?**
☐ **Include course title?**
☐ **Include start date?**
☐ **Include end date?**
☐ **Include instructor of record indicator?**
☐ **Include columns for first 4 weeks attendance?**
Student Information Optional Items
☐ **Include students who are not registered (e.g. dropped, waitlisted)?**
☐ **Include student's e-mail address (if available)?**
☐ **Include student's phone number (if available)?**
☐ **Include student's credit hours?**

[Download]   [Reset]

RELEASE: 5.3A SMCCD   [Semester Selection | Course Selection | Class List]   powered by SMCC

All Class List Download

- This form allows you to customize your student class list from an array of options

Cañada College

Admissions and Records Office

PETITION TO LATE ADD

THIS SECTION TO BE COMPLETED BY STUDENT

Last Name _____ First Name _____ MI _____

Student ID # _____

Address _____

Phone # _____ Email _____

I understand I am responsible for maintaining current information with the Admissions & Records Office regarding my educational goals each term. I agree to update my personal information if it is not currently on file.

_____ _____
Student's Signature   **Date**

- Submit this form to be completed and signed by your instructor
- Your instructor will forward your petition to the Division Dean for approval
- You are responsible to verify the status of your Petition to LATE ADD
- You must make all payments. If you have any questions contact, Cañada's Business Office (650) 306-3270
- If your petition is denied by the Division Dean you will be contacted by your instructor

INSTRUCTOR USE ONLY

The student named above has been in attendance since _____ in my class:
                                                           (date)

Course Ref. # _____ Subject-Number-Section _____, for the _____
          (Example: 81252)   **(Example: HIST 101 AA)**

Term, 20_____, for _____ units but his/her name does not appear on the official class roster.

Explanation: _____

_____

_____ _____ _____
Instructor's Name (Print)   **Instructor's Signature**   **Date**

DIVISION DEAN USE ONLY

☐ Approved   ☐ Denied

Comments: _____

Dean's Signature _____

Date: _____

ADMISSIONS & RECORDS

Processed by: _____

Student Notified: _____

Comments: _____

JU_01/07

CAÑADA COLLEGE   **Office of Admissions and Records**

PETITION FOR APPROVAL TO REGISTER IN CLASSES WITH OVERLAPPING TIMES

Student's Name _____ Soc. Sec. # _____ ____ _____
(Print only)

Address _____ Telephone No. _____
(Street)   (Day)

_____   _____
(City)   (State)   (Zip)   (Eve.)

Notice: Students may not register in two classes which meet at the same time or whose scheduled meeting times overlap. In certain cases, <u>when students might otherwise be denied the opportunity to complete their studies in a reasonable period of time</u>, exceptions to this may be approved by completing and filing this petition form with the Admissions Office before the end of the third class meeting. Approval of this petition will require: (1) Rational justification (<u>not scheduling convenience</u>), and (2) A documented plan by the faculty member assigned to the second class requiring the student to make up the time of overlap in the class which the student does not attend as scheduled by meeting with the instructor of the second class. The missed time must be made up during the same week at some other established time with the instructor. Approval will <u>not be granted</u> to register in two classes with overlapping lecture sessions.

Semester _____ Year _____ Date _____

Petitioner's statement of justification: _____

_____

_____

List the class to be attended as scheduled as Class 1. Class 2 is the class to be attended with a modified schedule.

Class No. 1: _____ _____ _____   Meeting Times: _____
             CRN #   Dept.   No.

Class No. 2: _____ _____ _____   Meeting Times: _____
             CRN #   Dept.   No.

Faculty proposal of weekly schedule for making up overlapping hours of Class 2. Please include date, time and place you intend to meet with the student enabling him/her to gain the instruction missed. Time spent must equal the amount of overlap time or time missed.

_____

_____

Student's signature: _____

Approval signature of Instructor of Class No. 1   _____

Approval signature of Instructor of Class No. 2   _____

☐ Approved ☐ Denied   _____ _____
                       Assistant Registrar, Admissions and Records Office   Date
White copy: To be completed by student   Pink copy: To be retained by CRT Operator   M24-12/94

Early Alert System

The new electronic Early Alert System will replace the Mid Term Deficiency Reports.

EARLY ALERT "HOW TO'S" – NEW WEBSMART FUNCTIONALITY THAT ALLOWS FACULTY TO CONTACT STUDENTS AND COUNSELING STAFF REGARDING STUDENTS WHO NEED EARLY INTERVENTION.

- To access early alert click "Class List" from Faculty Services
- Select Term
- Enter course reference number
- To designate a student as needing an alert select the student from the Faculty Class List by clicking in the alert column next to the student's ID number.
- To activate an alert select one or more alert types by clicking on the appropriate yes radio button(s). Alert type choices will be: Academic Progress, Attendance, Work Quality and Homework. Faculty will also have the opportunity to enter a comment that only a counselor will see.
- To submit the Early Alert press the "Apply Alert" Button.
  Faculty may put an alert on a student anytime after the start date of the course and before the 75% cutoff date which is the last day to withdraw with a W for the course.

- E-mails will be sent out daily to students
- E-mails including Faculty comments will be sent daily to the Counseling Division
- Counselor will contact student for follow-up

Faculty WebSMART FAQs

The Centers for Teaching and Learning has teamed up with the Admissions and Records offices to provide answers to the most common questions related to Faculty WebSMART.

Step 1: Semester Selection

Select the semester to use for listing class lists and schedules.

Step 2: Course Selection

Select the course to use for listing class lists and schedules.

Step 3: Select from the following choices:

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.

List Authorization Codes

Get a list of authorization codes for a given CRN.

Class Placement Scores

Get a class list with placement test scores.

Detailed Class List

List summary information for students in your course, including Major, Credit Hours, Registration Date and Status. Buttons are provided that will download the class list in either Excel or Grade Keeper format.

Faculty Schedule by Day and Time

List your schedule in time block format.

Census Countdown!

Check here to verify census submission dates and status for all your classes

Summary Class List

Record Number	Student Name	ID	Alert	Status	Status Date	Credits	Final
1	Fenske, Katharyn L.	G00128239	No	Registered	25-May-07	0.500	Enter
2	Gallardo, Arizveidy	G00686358	No	Registered	04-May-07	0.500	Enter
3	Romer, Brenda K.	G00834681	No	Registered	17-Aug-07	0.500	Enter
4	Schmid, Nicole M.	G00371059	No	Registered	14-Aug-07	0.500	Enter

Fenske, Katharyn L.
Gallardo, Arizveidy
Romer, Brenda K.
Schmid, Nicole M.
Werner, Loreen M.

Select Student

Classlist Return

For a different student please select from the list and the 'Select Student' button. Return to the classlist by pressing the 'Classlist Return' button.

Early Alerts Status for...

ID	Student Name	Status	Grade	Alert Status	Modified	Letter	Email	Acknowledged
G00128239	Fenske, Katharyn L.	RE		Not on alert				

Alert Selection	Yes	No	Instructor comments for counselor
Academic Progress:	○	⊙	
Attendance:	○	⊙	
Work Quality:	○	⊙	
Homework:	○	⊙	

Apply Alert   Reset Form   Cancel Alert

CANADA LETTER

Dear Christopher:

I am concerned about your success in my class, Painting I, CRN 39264. To help you becoming more successful in my class, I would like to meet with you regarding the problems you encounter in the following area(s):

        Attendance has been unsatisfactory.

I would like to recommend that you contact one or all of the support services listed below and follow their suggested strategies. This will help you to improve your performance in my class, and assist you in your college work:

Counseling Services
Building 9, Room 120
Phone: 650) 306-3452
http://canadacollege.edu/student/counselingcenter.html

Learning Center
Building 9, Second Floor
Phone: (650) 306-3348 for hours
http://canadacollege.edu/student/lrngctr/index.html

Financial Aid
Building 9, Room 109
Phone: (650) 306-3307
http://canadacollege.edu/admissions/financial.html

EOPS
Extended Opportunity Program and Services
Building 9, Room 133
Phone: (650) 306-3300

DSPS
Disabled Students Program and Services
Building 5, Room 207
Phone: (650) 306-3259
TDD/TTY: (650) 306-3161
http://canadacollege.edu/student/disabledservices.html

Health Services
Located in Building 5, Room 204
Phone: (650) 306-3309
http://canadacollege.edu/student/healthcenter.html

Psychological Services
Building 5, Room 207
Phone: (650) 306-3259
http://canadacollege.edu/student/psychologicalservices.html

These services can help you successfully achieve your educational goals. I look forward to hearing from you.

Sincerely,
Mr. William Morales
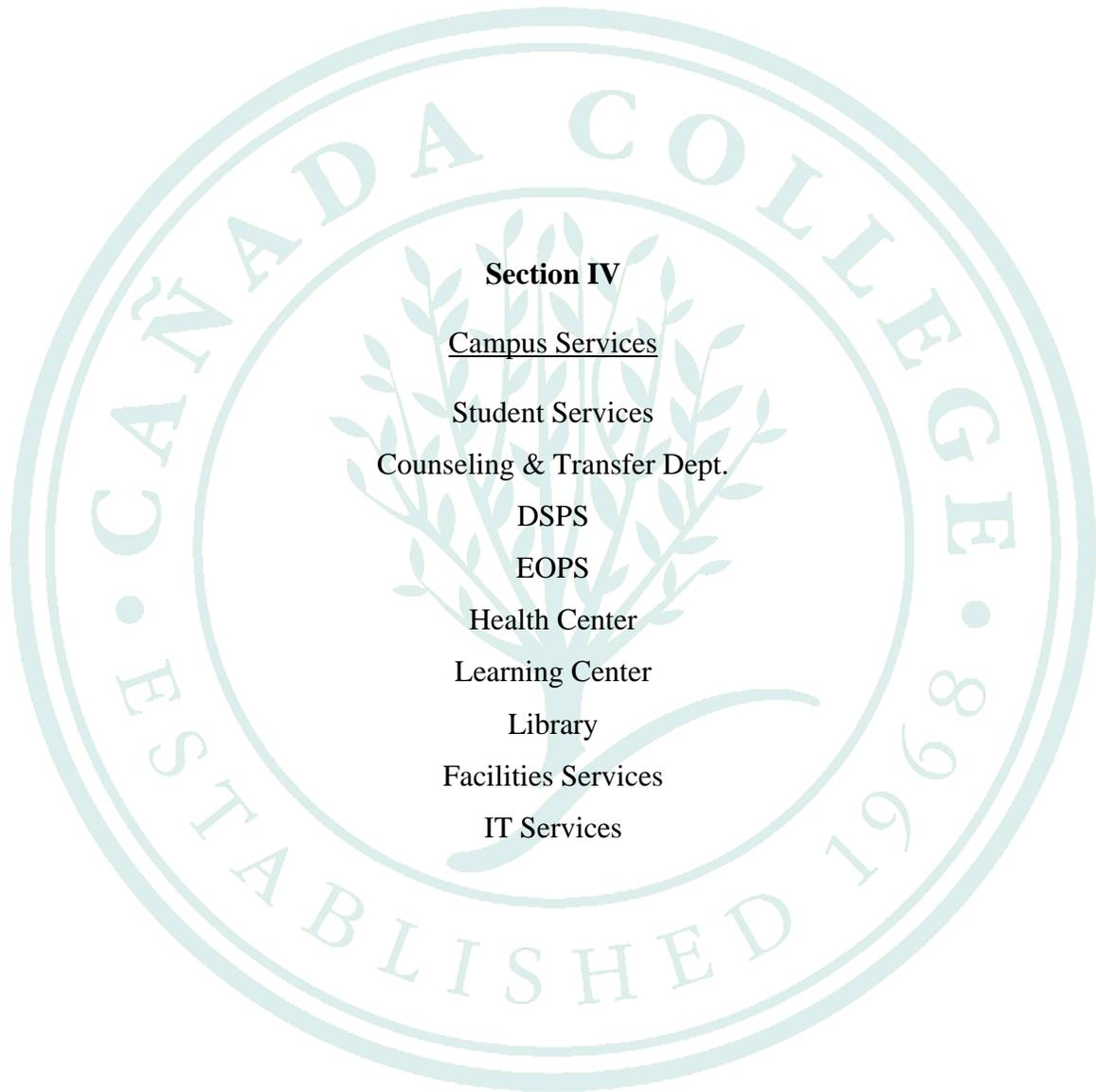
Section IV

<u>Campus Services</u>

Student Services

Counseling & Transfer Dept.

DSPS

EOPS

Health Center

Learning Center

Library

Facilities Services

IT Services

Cañada College
STUDENT SERVICES RESOURCES

Admissions & Records
Registration, Petitions, Transcripts and more
Bldg. 9, Room 121 – 1st Floor
Phone: (650) 306-3226 – FAX (650) 306-3113

Office Hours:
Mon – Thurs: 8:00 am – 8:00 pm
Friday: 8:00 am – 4:30 pm

Financial Aid
Questions Regarding BOGW and/or FAFSA
Bldg. 9 – Room 109 – 1st Floor
Phone: (650) 306-3307 – FAX (650) 306-3116

Office Hours:
Mon. – Thurs: 8:00 am – 4:30 pm
Friday: 8:00 am – 12:00 pm
Tue & Wed: 8:00 am – 8:00 pm

Counseling Center
Academic, Educational and Career Goals Planning
Strategies and Techniques to Succeed in College
Bldg. 9 – Room 122 – 1st Floor
(650) 306-3452
Transfer Services: (650) 306-3493

Bilingual Academic Counselors Available

Placement Test and Assessment
Math, English, and ESL computerized testing
(650) 306-3178
www.canadacollege.edu/admissions/testdates

EOPS
(Extended Opportunity Programs and Services)
Textbooks Assistance and Academic Counseling
Bldg. 9, Room 133 – 1st Floor
Phone: (650) 306-3300 – FAX (650) 306-3305

Office Hours:
Mon. – Thurs: 8:00 am – 4:30 pm
Friday: 8:00 am – 1:00 pm

Business /Cashier's Office
Payments, Financial Holds and Parking Permits
Bldg. 9, Room 119A – 1st Floor
Phone: (650) 306-3270 – FAX (650) 306-3457

Office Hours:
Mon. – Friday: 8:00 am – 3:30 pm

**After hours payments can be made in
the Admissions & Records Office
Mon. – Thurs: 3:30pm–8:00pm**

Student Activities (SAO)
Do you need a Cañada College Photo ID?
Do you want to join a student organization?
Bldg. 5 – 211A (Cafeteria)
(650) 306-3364

Bookstore
General books, Textbook Rentals, Textbooks,
Buyback, School Supplies, Lost and Found
Bldg. 2 – (650) 306-3313

FOR MORE INFORMATION VISIT OUR WEBSITE: www.canadacollege.edu/admissions/index

Counseling and Transfer Department
Building 9 First Floor

*The mission of the Cañada College Counseling Department is to educate and support **students in achieving their educational, career, and personal goals** and become proactive participants in our diverse society.*

Available Services at the Counseling Department:

- ***Academic and Personal Counseling***
  - * Help students make decisions and set educational and career goals
  - * Provide academic program planning to complete certificate, associate degree, and/or university transfer programs
  - * Help students evaluate current academic readiness and plan coursework to build skills
  - * Assist students to use campus services and resources
  - * Evaluate transcripts from other American colleges and universities for credit applied to certificates and degrees at Cañada College
  - * Teach students important skills, strategies, and techniques to enhance classroom and academic success
  - * Work with students to resolve personal concerns that may interfere with the ability to succeed
- ***Career Advising***
  - * A resource library of career exploration and job hunting books detailing preparatory education and training and labor market trends for career areas
  - * EUREKA, a computer based California career information system
  - * Workshops and career fairs
- ***Placement Testing***
- ***Test for Ability to Benefit (Financial Aid purposes)***
- ***Orientation***
- ***Transfer guidance and counseling/advising***
- ***Transfer admission agreements***
- ***Workshops and Career/education Fairs***
- ***Referrals***

Specialized counselors are available for the following programs:
- ♦ CalWORKs
- ♦ DSPS
- ♦ ESL
- ♦ EOPS
- ♦ International Students
- ♦ MESA
- ♦ Veterans, and more ……..

Courses Offered by the Counseling Department:

Career 137	Life and Career Planning
Career 300	Introduction to Scholarship
Career 401	College Success
Career 407	Exploring Careers, Majors, & Transfer
Career 430	Career Assessment

Transfer Agreements
Guarantees Admissions to the following schools if the agreement requirements are met:

UC, Davis
UC, Irvine
UC, Merced
UC, Riverside
UC, San Diego
UC, Santa Barbara
UC, Santa Cruz

San Jose State University
CSU, Monterey Bay

Golden Gate University
New College of California
Notre Dame de Namur University
Santa Clara University

Transfer Center Services
- Academic Counseling
- Information about California State University (CSU), University of California (UC), and Independent and Private schools
- In conjunction with the Learning Center provide workshops
- Tours to UC and CSU campuses
- Transfer Day- inviting the representatives from all
- College and universities to Cañada
- Coordinating the visits of individual colleges and Universities through out the semester
- Transfer Admission Agreements with four-year Universities that guarantees students admissions to a four- year university

Counseling Hours
Monday - Thursday 8a.m. to 8p.m.
Friday 8:00 a.m. to 2:00 p.m. (The hours varies in Summer)

To make an appointment with a counselor call: (650) 306-3452

Transfer Programs and Services

One of the educational options at Cañada College is the Transferring Program. For more information contact Soraya Sohrabi at the Transfer Center.

What is Transfer Program?

It is a program to prepare students for four-year universities by offering transferable courses.

Did you know you can transfer with an Associate Degree in "University Studies"?

To earn this degree a student must complete:
- 60 transferable units including
- CSU, UC, or private schools Education Courses
- An Ethnic Study course (3.0)
- Physical Education (2) units
- A computer related course to meet the computer Literacy requirement

What are the transferable courses?
The courses that are successfully completed at a two-year college and can be applied to programs at another college or university.

What are services and information available at the Transfer Center?

- Academic Counseling
- Information about California State University (CSU), University of California (UC), and independent and private schools:
  - Degree and Programs
  - Admission requirements
  - School Expenses
  - Financial Aid availability
  - Scholarship
  - Location
  - Housing
- In conjunction with the Learning Center provide workshops on
  - Personal Statements
  - CSU and UC applications
- Tours to UC and CSU campuses
- Transfer Day- inviting the representatives from all college and universities to Cañada
- Coordinating the visits of individual colleges and Universities through out the semester
- Transfer Admission Agreements with four-year universities that guarantees students admissions to a four-year university

University Center

http://www.canadacollege.edu/university/index.html

The University Center is a partnership between Cañada College and three Universities: San Francisco State University, San Jose State University, and California State University, Monterey Bay.

This partnership allows Cañada College students to continue their University education at Cañada College while pursuing a bachelor degree in the following majors:

- Child & Adolescent Development
- Business Administration
- Nursing
- Teaching Post Elementary and Secondary Schools
- Certificate in Spanish/English Interpretation
- Bachelor of Arts in liberal Studies
- Bachelor of Arts in Health Sciences

ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California www.assist.org.

Transfer Agreements
Guarantees Admissions to the following schools if the agreement requirements are met:

UC, Davis
UC, Irvine
UC, Merced
UC, Riverside
UC, San Diego
UC, Santa Barbara
UC, Santa Cruz

San Jose State University
CSU, Monterey Bay

Golden Gate University
New College of California
Notre Dame de Namur University
Santa Clara University

Transfer Center

Location: Building 9 Room 124
Phone Number: (650) 306-3493
Fax Number: (650) 306-3457
Email Address: sohrabi@smccd.edu
Office hours: by appointment — to make an appointment call (650) 306-3452.

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AMC Hardware & Software Tools

- **Kurzweil 3000:** Scanning and reading software. Kurzweil 3000 software is available for students with visual and reading impairments.
- **Scanner:** The **AMC** houses a scanner that works with the **Kurzweil 3000** software system that allows students to copy and digitize both text and graphics.
- **Dragon Naturally Speaking:** A voice recognition system. Dragon Naturally Speaking is a speaker-dependent, continuous speech recognition system.
- **Zoom Text Xtra 9** (screen magnification for DOS and Windows). Zoom Text magnifies and enlarges any format on the computer screen.

AMC Instructional Materials

- **Electronic Text (e-text)**
- **Braille**
- **Large Print**
- **Audio files in mp3 format**
- **Tactile graphics**

In order to use the AMC, students must have basic computer skills and meet DSPS requirements. All users must first receive training on the use of this equipment by the Alternative Media Specialist, Ricardo Flores. For more information, call Alternative Media Center at 650-306-3170

DSP&S Contact Information

Director, DSP&S
Regina Blok
Phone: 650-306-3259
Email: blokr@smccd.edu

Adaptive Physical Education Professor
Barbara McCarthy
Phone: 650-306-3473
Community Wellness Center: 650-368-7732
Email: mccarthyb@smccd.edu

Adaptive PE Program Assistant Kathy Kerwin
Phone: 650-306-3418
Email: kerwin@smccd.edu

Alternate Media Specialist
Ricardo Flores
Phone: 650-306-3170
Email: floresr@smccd.edu

Office Assistant
Katherine Reite
Phone: 650-306-3259
Email: reite@smccd.edu

Cañada College

DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&S)

Disability Resource Center

Building 5, Room 207

Cañada College

4200 Farm Hill Blvd.

Redwood City, CA 94061

Phone: 650-306-3259

Fax: 650-306-3185

TTY: 650-306-3185

Disabled Students Programs and Services

Disabled Students Programs and Services (DSP&S) provides students with documented disabilities academic support and reasonable accommodations as defined by the **Americans with Disabilities Act (ADA) and California's Title V legislation.**

Services are provided for a wide range of disabilities. Eligibility is determined on a case-by-case basis and using the supporting medical, psychological, learning or other disability documentation. If students already have current documentation, all that is needed is to provide copies and consult with the DSPS Director about appropriate accommodations. If documentation is not available, the student may consult with DSPS staff about how to obtain appropriate assessment or documentation.

Extended time test accommodations and academic assistance, such as note takers, and access to alternative media, are facilitated through DSPS. Adaptive technology and American Sign Language (ASL) interpreters for disabled students are assigned on a case-by-case basis.

Additional services are available through the **Health Center** and **Psychological Services.**

DSP&S Registration Process

To register with DSP&S, you may call 650-306-3259, or come by our office in Bldg. 5, Room 207, to schedule an appointment with the Director.

To get started:

1. Fill out the Cañada College application

2. Make an appointment with the Counseling Center (650-306-3452) to schedule the Placement Exam.

3. Make an Academic counseling appointment to determine which course of study to take.

4. Call to schedule an hour appointment with the Director, to get your accommodations in place before classes start. Please bring copies of your disability documentation to this appointment.

Adaptive Physical Education

Adaptive Physical Education is the process of individualizing and adapting a fitness program to each student's needs and interests. The classes provide opportunities for all students to learn and follow specific exercises and techniques that will allow them to improve their level of health, mobility, independence, and quality of life.

Cañada's Adaptive PE offers classes at the **Community Wellness Center** located at 711 Nevada St. in Redwood City.

For more information, contact **Barbara McCarthy, Adaptive PE Specialist,** at **650-306-3473.**

The Alternate Media Center

The Alternate Media Center is located within Cañada College's Learning Center in **Bldg. 9, Room 215** and is part of **DSP&S.** The Alternate Media Center houses several computers equipped with specialized hardware and software programs designed to accommodate students with various disabilities.

The **AMC** may also reproduce instructional materials in alternate formats for students with disabilities.

EOPS

With a college education, your dreams can come true!

EOPS at Cañada College can show you how easy it can be to realize your educational dreams and goals!

Cañada College

TENNIS COURTS

From Hwy. 280 and Farm Hill Blvd.

Parking Lot 7

Parking Lot 3

Parking Lot 1

Parking Lot 2 Faculty & Staff

Flex Theater

SOCCER

University Center

Library & Student Resource Center (opens 6/07)

Main Theater

Health Center

Fitness Center

Parking Lot 4 Visitors & Disabled

BASEBALL

Parking Lot 8

Administration

Student Center

Parking Lot 5 Faculty & Staff

To Hwy. 280 and Farm Hill Blvd.

Bookstore

Parking Lot 6

Cañada College Campus Map

N

For More Information:

Cañada College, EOPS
Building 9, Room 133
Phone: (650) 306-3300
Fax: (650) 306-3305
caneops@smccd.edu

**Para Información en Español
Pregunte por José Romero
(650) 306-3465**

CAÑADA COLLEGE · ESTABLISHED 1968

EOPS/CARE

Extended Opportunity Programs & Services

And

Cooperative Agencies Resources for Education

Is Having a College Education Your Dream?

What is EOPS?

EOPS is a state funded program designed to help low-income, educationally disadvantaged and non-traditional college students attain a higher level of education. EOPS offers the chance for success by providing a variety of services that support the achievement of educational and career goals.

What type of support services do we offer?

EOPS students who fulfill program requirements are eligible to receive the following services*:

Counseling

One-on-One Counseling
Career Counseling
Academic Planning
Personal Counseling
Student Educational Plan (SEP)

Financial Assistance

Book Vouchers
Grants
Bus Passes
Book Rentals
Laptop Loans
Emergency Loans

Transfer Assistance

Transfer Services / Career Information
Transfer Application Fee Waiver
University Orientation
Mentor Connections

Other Educational Services

Orientation
Priority Registration
PTK Membership Fee Grants
Visits to Universities
Learning Skills Workshops
Dictionary Loan
Audio Cassette Recorder Loan
Student Success Workshops
Cap and Gown Grants
PTK Graduation Regalia
Tutoring

*Note: services are not guaranteed and are granted on a first-come/first-serve basis, and availability is limited to budget availability.

How To Qualify?

To qualify for EOPS an applicant must:
- Be a California Resident;
- Be enrolled in at least 12 units when accepted into the program; and
- Meet the definition of "educationally disadvantaged". This includes, but is not limited to, students who:
  a) Need to improve ESL/English skills
  b) Require basic math classes
  c) Have not graduated from high school, or
  d) Graduated from high school with a GPA of 2.49 or lower; and/or
  e) Are first in their family to earn a college degree.

*Students currently enrolled must have earned fewer than 70 units and may not have earned a college degree.

What is the EOPS qualifying income criteria?

- An applicant (or the family of a dependent student) must have earned an income the previous year at, or below, the income guidelines listed in the next column.
- Applicant's who receive TANF (Temporary Assistance to Needy Families; AFDC/CALWORKS, SSI or GA (General Assistance) are considered for EOPS based on eligibility for public assistance criteria.

How to apply?

Three easy steps
1) Fill out an EOPS Application.
2) Complete the BOGW Application.
3) Provide Placement Test Scores.

Board of Governors Fee Waiver Program BOGFW-B 2008-2009 Income Standards	
Family Size	2007 Income
1	$15,315
2	$20,535
3	$25,755
4	$30,975
5	$36,195
6	$41,415
7	$46,635
8	$51,855
Each Additional Family Member	$5,220

What is CARE?

CARE is a program designed to help single-parent students on TANF succeed in college. The CARE program gives TANF participants a chance to expand their educational and job training opportunities and overcome some of the obstacles of being a single parent.

How to qualify for CARE?

To be eligible for CARE, students must be:
- Accepted to EOPS
- At least 18 years of age
- A single head of household
- A current recipient of TANF or CalWorks
- Have at least one child under 14 years of age
- Be enrolled full-time upon admission into the CARE program.

Please contact the EOPS office to sign up for CARE.

Other Non-EOPS Financial Aid Resources

Complete the FAFSA application to become eligible for the following federal aid programs:

Grants   Loans   Work-Study
Cal Grants   Scholarships (separate applications)

Complete the California Board of Governor's Fee Waiver (BOGW) application.

Need Health Insurance?

Healthcare is expensive and accidents and illness do happen. A health insurance plan is available through the Health Center at a reasonable cost. Students enrolled in 6 or more units are eligible. Information and brochures are available at the Health Center. Dental insurance is also available. See www.studentdental.com.

Cañada College
HEALTH CENTER

Emergency on Campus?

Health Center: 306-3309

Campus Security: 642-7001
or

9-911 from a campus phone

Cañada College

4200 Farm Hill Blvd.
Redwood City, CA 94061
650 306-3309
www.canadacollege.edu/student/healthcenter.html

This document may be made available in alternate format as a reasonable accommodation for a person with a documented disability. to request a reasonable accommodation, please contact the Disability Resource Center at 650-306-3259 (v) or 650-306-3161 (TTY) a minimim of 5 days prior to the date needed.

All services are free and confidential! Drop in anytime!

Building 5, Room 204 (Near the Cafeteria)
650 306-3309
Hours: Monday –Friday, 9am–3:30pm
Evening: Monday–Thursday, 5pm–8pm
www.canadacollege.edu/student/healthcenter.html

Services

- Minor Illness Care
- First Aid
- Blood Pressure Screening and Monitoring
- Over-the-counter Medications
- TB Testing
- Personal Health Counseling
- **Pregnancy Testing and Counseling**
- STD Counseling
- **HIV Testing and Counseling**
- **Plan B Emergency Contraception**
- Assistance with referrals for medical and dental care, and psychological services
- Free Condoms
- Rest Area
- **Immunizations:**
  - Measles, Mumps, Rubella (MMR)
  - Tetanus
  - Hepatitis B (under 18, free)
  - HPV (18 under, free)

Health Information, Counseling and Referrals

- Substance Abuse
- Smoking
- Nutrition
- Eating Disorders
- Rape and Relationship violence
- Domestic Violence and Abuse
- Mental Health and Emotional Concerns
- AIDS Awareness
- Stress
- Community Health and Mental Health Resources

Need a quiet, private place to rest, have a nap?

The Health Center has a private room with soft lighting and a comfy cot.

Sex and Related Issues…

Think you're pregnant? Get tested at the Health Center. The nurse will help you with your choices.

Need birth control information? Abstinence? Worried about STDs? Ready for sex?

Or if you just need to talk, the nurse is available.

Free condoms—while the supply lasts!

Feeling Sick?

The Health Center is open on a drop-in basis. If you have a minor illness, the nurse will evaluate your symptoms, treat you, and teach you how to care for yourself. If necessary, she will refer you to a doctor, or a low cost clinic if you have no health insurance.

Injured?

Visit the Health Center for:

- First aid
- Wound care
- Referral to low cost medical clinic if needed

Note: If you are injured on campus, Cañada's insurance may pay for your medical visit.

Need Personal Counseling?

Feeling down? Personal Counseling is available for issues such as stress, anger management, relationship conflicts, eating disorders, or any other issues making it difficult to focus on school. No issue is too small.

For an appointment call 650 306-3259.

Learning Center Services

RESOURCES
- Computers
  - Word Processing
  - Internet Research
  - Educational Software
- Selected textbooks on reserve
- Supplemental course materials

HANDOUTS
- ESL Specific
- Writing & Grammar Specific
- Study Skills
- APA & MLA Citation Styles
- Campus Announcements

Ask us!

MATH LAB
- Drop-in Assistance

WRITING LAB
- Drop-in and Scheduled Assistance

SELF-PACED COURSES
- Self-paced, Open-entry
- Credit/No Credit and transfer level courses

TOURS / ORIENTATIONS
- Scheduled at semester beginnings or upon request

TUTORING by Appointment
- Subject Specific Areas (Math, Biology, History, etc.)
- Writing across the curriculum
- Facilitated Study Groups
- One on one peer tutoring

WORKSHOPS - Partial List
- Study Skills (time management, note taking, etc.)
- Research Process
- Personal Statement for UC and Private Universities
- Financial Aid and Scholarships

Monday - Thursday 8:00am to 8:00pm
Friday 8:00am to 3:00pm
(650) 306-3348
http://canadacollege.edu/student/lrngctr/index.html

Learning Center Services

Resources
- Computers
  - o word processing
  - o internet research
  - o educational software
- Textbooks on reserve
- Research texts
- Supplemental course materials

Handouts
- ESL specific
- Writing & grammar specific
- Study strategies
- APA, MLA, Chicago Citation styles

Math Lab
- Drop-in math assistance

Self-Paced, Open Entry Courses
- Writing, spelling, vocabulary, research paper, & more
- Credit/no credit and transfer level courses

Tours / Orientations

Tutoring
- Subject specific areas (math, biology, accounting, etc.)
- Writing across the curriculum
- Facilitated study groups

Workshops – partial list
- Study Skills (time management, note taking, etc.)
- The Writing Process
- Creating Dynamic Presentations
- Personal Statement

Monday – Thursday 8:00am to 8pm
Friday 8:00am to 3pm
(650) 306-3348
http://canadacollege.edu/student/lrngctr/index.html

Cañada College Learning Center
Self-Paced Courses
Open-Entry

Transfer Courses

- **Research Paper from A to Z** (LCTR 139)
  (2 units) Course guides students through the entire process of writing a research paper.

- **Professional Writing** (LCTR 140)
  (2 units) Course provides instruction and practice in various professional formats, including memorandums, proposals and formal reports, cover letters and resumés.

- **Health Science Vocabulary** (LCTR 151)
  (1 unit) Focuses on learning health science vocabulary through the mastery of Greek and Latin roots and affixes. (book/tapes)

Credit/No Credit

- **Study Skills** (LCTR 810)
  (1 unit) Course includes critical thinking; active reading; lecture notes; textbook reading; and time management.

- **Grammar Trouble Spots** (LCTR 822)
  (1 unit) <u>Four</u> levels of study covering common grammar errors.

- **Sentence Combining** (LCTR 831)
  (1 unit) Course promotes writing clear, correctly punctuated sentences; instruction in sentence effectiveness and variety.

- **Paragraph Writing** (LCTR 832)
  (1 unit) <u>Two levels</u> covering common expository paragraph types, with emphases on development and clear organization.

- **Vocabulary Improvement I – IV** (LCTR 840 – 843)
  (1 unit) Improves and builds vocabulary skills through a words-in-context approach.

CAÑADA COLLEGE
LIBRARY
SERVICES FOR FACULTY
FALL, 2009

Welcome! The Library wants to support your teaching, so let us know what we can do to help.

Location: Building Nine, Third Floor
Hours: Monday-Thursday, 8:00 am-8:00 pm, Fridays, 8:00-3:00 pm

Instruction
The Library offers instruction on basic research skills or more advanced techniques in our brand-new instructional room.

Reserve Collection
Instructors can make textbooks, sample tests, or other materials available to their students by using the Library's Reserve Collection. Bring the materials up to the Library or send them via intercampus mail. Questions? Contact Mike Ferrari.

Office Hours
Why not hold office hours in the Library? We have a designated station for office hours equipped with computer, printer, and plenty of space to spread out. If you'd like to reserve this area, please contact Mike Ferrari.

One Extra Hour By Arrangement
The Library has a log-in computer set up exactly like the one in the Learning Center to report extra hours of enrichment.

Films
The Library houses a collection of movies (DVD and VHS) for faculty to show in their classes and for students to view in the Library.

Request a book, film or other item
We are happy to order materials for the library that you feel would enrich our students' learning.

Library Contacts
Valeria Estrada, Library Support Specialist, ext. 3483, estradav@smccd.edu
Michael Ferrari, Library Support Specialist, ext. 6704, ferrarim@smccd.edu
Paul Gaskins, Library Support Specialist, ext. 3485, gaskins@smccd.edu
David Patterson, Librarian, ext. 3476, pattersond@smccd.edu
Margie Whitnah, Librarian, ext. 3482, whitnah@smccd.edu
The Library's homepage: http://canadacollege.edu/library

The Cañada Facilities Department extends a warm welcome to all new faculty and staff.
And for those of you returning to campus for the Fall Semester, welcome back!
We hope your summer was pleasant and restful!

Below is a quick reference guide regarding the services we provide and how to contact us:

SERVICES PROVIDED BY YOUR FACILITIES DEPARTMENT INCLUDE:	
CUSTODIAL:	Our crews of custodial professionals work diligently to keep our interior facilities clean, functional and safe as well as assisting with event support. We have custodial coverage generally from 8:00am to 12:00am Monday through Friday. To learn more about our custodial program, visit **http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/CustProg.shtml**
ENGINEERING:	Our staff of professional maintenance engineers are technicians and magicians who keep our building and infrastructure systems, and our fleet of vehicles and equipment, in working condition. Our engineers are generally on duty between 7:00am and 4:00pm Monday through Friday. To learn more about what our engineers do, visit **http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/EngrProg.shtml**
GROUNDSKEEPING:	Outside, our groundskeepers work tirelessly to maintain and beautify the exterior areas of the campus, including the parking lots, roadways, walkways, and the outdoor classrooms that are our athletic facilities. Groundskeepers are generally on site from 6:00am to 3:00pm Monday through Friday. To learn more about our grounds program, visit - **http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/GcoundProg.shtml**

ELECTRONIC ACCESS CONTROLS:	If you work in a building with electronic access controls, please review the information below on how to use your device and how to properly lock and unlock interior doors. To request an access controls device, please see the "How to Request Service" tab below.		
To unlock a door to enter a space:	Present your fob in front of reader or number pad. The light on the reader will change from red to green to indicate it is unlocked.		
To keep a door "unlocked" while the space is occupied: **To deactivate the door "unlock" function:**	**Press *1 on the keypad** then present your fob in front of the number pad. The light on the reader will change from red to green to indicate it is unlocked. (Note: be sure that your fob is not near the reader when you are pressing the keys on the pad as it can confuse the device). **Press *2 on the keypad** then present your fob in front of the number pad. The light on the reader will change from green to red to indicate it is locked. (Note: be sure that your fob is not near the reader when you are pressing the keys on the pad as it can confuse the device).		

HOW TO REQUEST SERVICE:	
ACCESS CONTROLS (keys and/or fobs):	Submit a fully executed Key Request form to our office. The form is available at http://www.smccd.edu/portal/Facilities/Forms/AllItems.aspx. Requests can be sent to us via email to canfac@smccd.edu; by fax to 306-3354 or intercampus mail to Cañada Facilities, Building 1, Room 113. We will notify you via email when your keys are ready.

MAINTENANCE REQUESTS:	Please use our **Facilities HelpCenter.** You can contact the Facilities HelpCenter using any of the following methods:
	
	1) Log in to the Facilities HelpCenter online using links at either of two locations:
	   a. From the District's portal page at SMCCCD Web Portal
	   b. From the Facilities home page at Facilities Home Page
	2) Send email to canfac@smccd.edu
	3) Call the Facilities HelpCenter at x3276 (or 650-306-3276 from off-campus)

RENOVATIONS:	The Facilities Departments primary role is to service and maintain existing conditions. Adds or changes to a building or space are managed by our Construction and Planning Department. If you would like to discuss how large or small construction projects are requested, funded and managed, please contact Linda da Silva in CPD, ext. 6726 or dasilva@smccd.edu. For more information on the Construction and Planning Department, please visit http://www.smccd.edu/accounts/smccd/departments/facilities/CPDIntro.shtml
SERVICES UPON REQUEST:	**Furniture relocation:** FPO custodians can perform furniture moves and disposal of surplus furniture (please visit the District website under "Downloads" and "Purchasing/General Services" for the "Surplus Procedure" – note that there is a separate procedure for surplus and removal of computers and other electronic equipment which is managed by the District ITS department). Furniture relocations are performed during off-shift hours on overtime and must be scheduled at least 72 hours in advance by contacting the Supervisor of Custodial and Grounds at 306-**3277**. The Supervisor or his designee will provide an estimate for your request and schedule the work. A funding source must be provided prior to work commencing. **Furniture set-ups:** FPO custodians perform furniture set-ups for planned events. Furniture set-ups for events are performed during off-shift hours on overtime. **Building alterations/improvements** that are considered changes to existing facilities include installation of wiring or electrical outlets, hanging white boards, bulletin boards or pictures, renovation of space or actual change in use of space. Modifications such as the relocation, addition or deletion of a facility design such as doors, walls, plumbing, electrical or ventilation, etc. are space alterations which require formal approval through your division office.

We regularly send out **Construction Notices** via email to keep you informed of construction impacts and encourage you to read them to stay informed of disruptions to services on campus.

Best wishes for a successful semester!

To All Faculty & Staff,

Welcome to the start of Fall Semester!

As we begin the new semester, our technical staff would like to provide you with some information and resources which we believe you will find helpful.

We want to ensure your technology needs are addressed as quickly as possible, and that you continue to receive the best possible service from ITS.

Computer Support & Software Available for Faculty & Staff

---ITS HelpCenter---
The ITS Helpcenter is a centralized helpdesk for all your computer, telephone, network, email, and Audio Visual - related questions and repairs. Submit work orders online anytime via the IT Service Request Form on the portal.
http://smccd.edu/portal

HelpCenter Phone Support: (650) 574-6543 is available between 8:00am and 6pm Mon-Fri.

---IT Services Request Form---
Our "one stop shop" to request IT assistance and new account creation. *(New version launched for Fall semester)*

Employees can request Surplus ELECTRONICS Pickup, Spam Filter Opt In/Out iTunes University Accounts, Mailing Lists, MySmccd Accounts and all other general technology support requests.

Managers have additional permissions and can request Email Accounts, Banner Access, WebSMART Access, Telephones, WebXtender Access, Web Site Account.
http://smccd.edu/portal

---Microsoft Software---
Available to SMCCD employees for "work at home" use.

More Information: https://collegebuys.foundationccc.org/Default.aspx

---District Supported Goods & Services--- *(discounts for faculty and staff!)*
A joint project created by General Services and ITS for information about computer hardware, software, AV, and SMCCCD recommended equipment. Also discounts for a variety of Goods & Services (FedEx, cell phone carrier discounts) for our District faculty and staff!
http://smccd.edu/DSGS

Media Support(Audio/Video Equipment & Smart Classrooms)

---Cañada & CSM Media Center---
Requests for A/V equipment can now be submitted online - with "real time" availability for all your Media-equipment requests. You can schedule equipment deliveries for a single day, or the entire semester!
http://smccd.edu/accounts/csmmedia
The Media Center can also provide assistance with slide conversion to DVD, VHS to DVD conversion, Digital video recording and much more!

---New ITS Media Center Website---
Includes informative directions for the use of our Smart Classrooms and Media Equipment.
http://smccd.edu/media

Web Tools & Applications Available for Faculty & Staff

---WebSMART---
We are constantly adding new features to WebSMART for students, faculty and staff.
New & Exciting Features:
- Faculty can now easily send email to all their students my.smccd.edu accounts
- WebSchedule *(faculty don't forget to add your course website link for your students)*
- Degree Audit
- ESars *(Online Appointment Module)*
- Plus much, much more….

https://websmart.smccd.edu

---Web Server---
Everyone with a district email account is also provided with 300 MBs of web space to host their employee website. This summer we upgraded to a new server and the address for uploading via WebDAV has changed:

Old Address: http://smcweb.smccd.net:90/username
New Address: https://webdav.smccd.edu/username
More Information - http://www.ctlonline.net/websavvy/upload.asp

---WebACCESS---
A course management system which includes a suite of integrated online tools such as assignment posting, grade book, quizzes, forums, chat rooms, white boards and much more.
More Information - http://www.ctlonline.net/WebAccess

All questions about WebAccess will be handled by our Moodle call-center:
http://smccd.mrooms.net/mod/resource/view.php?inpopup=true&id=8949

---Sharepoint---
Sharepoint is an internal web-based collaboration tool that integrates with Microsoft Office. It is a perfect solution for committees and departments to share files, calendars, surveys, and more.
http://sharepoint.smccd.edu/SiteDirectory

---Faculty Door Cards---
Faculty can post their office hours online for the instruction office and students as well as print out their office hours for their door cards.
https://www.smccd.edu/doorcard

---iTunes University---
iTunesU is a partnership with Apple to provide faculty an easy way to post and share podcasts with their students. iTunesU is based on the same easy-to-use technology of the iTunes Store, and allows students to download, listen to, and view content on their Macs, PCs or iPods.
http://www.smccd.edu/itunesu

---MySmccd---
We partnered with Google to provide student email accounts via Google Apps for Education. Included in the package is google docs, forms, calendar and many other tools that you may find useful integrating in your classes or websites.
http://my.smccd.edu

---Mailing Lists---
We provide mailing list software that allows students to self- subscribe to newsletters and campus announcements. You can create your own subscription based lists by submitting a request for a mailing list on the ITS Request Form: http://smccd.edu/portal

---CTLOnline.net---
A wealth of online tutorials and podcasts for using technology in your classes.
http://ctlonline.net

Please note that due to budget cuts, there are no longer Centers for Teaching and Learning (CTL) Coordinators to provide one-on-one support or workshops. All questions regarding instructional technology should be submitted via the IT Services Request Form: http://smccd.edu/portal

Other Supported Technology

---Email---
Information available for setting up your email client or accessing your email online: http://www.ctlonline.net/support/email.html
Have you changed your email password recently? We recommend you do it at least once a year:
https://smcwebits.smccd.edu/password/change.asp
(Note: On a PC your email password and computer login password are the same. If you change your email password you will use that same password for logging into your computer in the morning)

---Telephones (VOIP)---
Online user manuals and tutorials are available for your telephone.
http://smccd.edu/phone/

---Wireless "HotSpots"---
Check if your building has wireless available: http://smccd.edu/wifi

---WebCams---
Construction cameras setup and maintained by ITS to allow viewing of construction projects, and also for the public to view our campuses:
http://www.smccd.edu/webcams

On behalf of your ITS Technical staff, we wish you all the very best for a successful Fall semester!

Cheers,
Brad

Bradley Witham
Manager IT Support
San Mateo Community College District
Ph: (650)358-6754
Fax: (650)358-6715

Section V

AFT 1493 Contract

AGREEMENT BETWEEN
THE BOARD OF TRUSTEES OF
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

AND

SAN MATEO COMMUNITY COLLEGE
FEDERATION OF TEACHERS
LOCAL 1493, AFT, AFL-CIO

EFFECTIVE JULY 1, 2006 THROUGH JUNE 30, 2009

Table of Contents

PREAMBLE

The Board of Trustees of the San Mateo County Community College District, hereinafter referred to as the "Board" or the "District", and the San Mateo Community College Federation of Teachers, hereinafter referred to as the "Union", agree as follows:

ARTICLE 1: RECOGNITION

1.1   **RECOGNITION AS EXCLUSIVE REPRESENTATIVE:** The Board hereby recognizes the San Mateo Community College Federation of Teachers as the exclusive and sole negotiation agent for the unit described in Appendix A of this Agreement.

1.2   **BOARD NEGOTIATES SOLELY WITH UNION:** Pertaining to employees within this unit, the Board agrees not to meet and negotiate with any organization other than the Union for the duration of this Agreement. Further, the Board agrees not to negotiate individually with any employee during the duration of this Agreement on matters subject to meeting and negotiating.

1.3   **UNION RECOGNIZES BOARD AS ELECTED REPRESENTATIVES:** The Union recognizes the Board as the duly elected representative of the people and agrees to negotiate only with the Board or its duly authorized representatives designated by the Board to act in its behalf. The Union agrees further that neither it nor any of its members or agents will attempt to negotiate privately or individually with any administrator or Board member.

1.4   **UNION ONLY REPRESENTS INTERESTS OF UNIT MEMBERS:** The Union agrees that neither it nor its members or agents will attempt to represent, in any negotiations or grievances, the interests of anyone other than members of the unit described in Appendix A.

1.5   **UNIT MAY BE EXPANDED BY MUTUAL AGREEMENT:** The bargaining unit may be expanded to other classes by mutual agreement of the Board and the Union. Disputed cases shall be submitted to the Public Employment Relations Board for a decision.

1.6   **NO INTERFERENCE/DISCRIMINATION:** Neither the Board nor the Union shall interfere with, restrain, intimidate, coerce or discriminate against bargaining unit members because of the exercise of their rights to engage or not to engage in lawful Union activity.

ARTICLE 2: ORGANIZATIONAL RIGHTS

2.1 **USE OF BULLETIN BOARDS/MAIL SERVICES:** The Union shall have the right to use institutional bulletin boards and District mail services subject to reasonable regulations; and the right to use institutional facilities at reasonable times for the purpose of conducting Union business concerned with the exercise of the rights guaranteed by statute. The Union also has the right to use District duplicating equipment, provided that the Union reimburses the District for the cost of supplies and labor.

2.2 **LEAVE FACILITIES IN A CLEAN AND ORDERLY CONDITION:** The Union agrees to leave the facilities used in a clean and orderly condition.

2.3 **TWO COPIES OF BOARD AGENDAS/MINUTES:** The Union shall have the right to receive two copies of the agenda and minutes of regular Board meetings sent by mail (including email) and directed to the President of the Union.

2.4 **LIST OF UNIT EMPLOYEES AND JOB INFORMATION:** The Union shall have the right to be provided with a listing of all bargaining unit employees, their date of employment, and their primary job site within a reasonable time following request by the Union. Thereafter, the Union will be provided with a current listing of additions and deletions to the bargaining unit within a reasonable time after request.

2.5 **TIMES WHEN UNION MAY CONDUCT BUSINESS:** Union agents and representatives may conduct Union business with members of the unit at times other than those during which they are required to render service to the District. No one shall be allowed to distribute handouts or similar material in a manner that distracts employees who are on the job performing their duties.

2.6 **REASSIGNED TIME FOR UNION BUSINESS:** The Union will receive the equivalent of 12 FLCs per semester of reassigned time for organizational activities. In addition, the District shall provide the equivalent of 12 FLCs per semester for the purpose of negotiations and the processing of grievances. The Union will notify the District as early as possible of the name(s) of the person(s) who will be credited with this reassigned time so that necessary modifications of schedules may be made. In addition, the Union can buy up to an additional nine (9) FLCs per semester.

2.7 **AGENCY SHOP:** The District agrees to continue to grant AFT Local 1493 an agency shop, subject to the terms and conditions outlined below.

    2.7.1 The Union shall have a lawful notification to fee payers, informing them of their obligation under this provision of the contract and shall furnish the District with a current copy of such notification, or any amendments to such notification. The Union shall maintain a lawful appeal process including a hearing before a neutral decision-maker for challenging all or part of the agency fee, and procedures to hold in escrow any fees that are reasonably in dispute.

    2.7.2 Those employees in the bargaining unit not wishing to join the Union may choose to pay only an agency (service) fee not to exceed the amount permitted by law.

    2.7.3 In accordance with Government Code Section 3546.3, employees who, for religious reasons, object to joining or financially supporting employee organizations may instead donate their agency fee to one of the following "non-religious, non-labor organization or charitable fund exempt from taxation under Section 501©(3) of Title 26 of the Internal Revenue Code." Employees are responsible for furnishing proof of contributions to the District and to AFT Local 1493.
        1. The Foundation for the SMCCCD
        2. Peninsula Community Foundation
        3. Peninsula Open Space Trust

4. The American Red Cross

5. United Way

2.7.4 The Union will give each member of the unit a form to complete on which they can indicate whether they want to join the Union, pay only the agency fees or object to payment based on religious belief. In the event an employee fails to indicate a choice, the agency fee will be assessed.

2.7.5 The Union is responsible for all required notifications to employees of their obligations under this Article and resolution of all employee disputes related to their obligations, including all costs related to such notifications and resolutions.

2.7.6 The Union agrees it shall reimburse the District for any and all litigation costs and attorney fees and shall hold the District harmless from any liability arising from any and all claims, demands, lawsuits or any other actions arising from any implementation or compliance with the Article, or District reliance on any list, notice, document, certification or authorization furnished under this Article by the Union.

2.7.7 The District and AFT Local 1493 agree that implementation of this Agency Shop agreement is intended to be consistent with all federal, state and local laws and regulations applicable to such agreements.

ARTICLE 3: PAYROLL DEDUCTIONS FOR UNION DUES

3.1   **AUTHORIZATION FOR DEDUCTIONS:** A unit member who is a member of the Union, or who has applied for membership, may sign and deliver to the District, on forms provided by the District, an assignment authorizing payroll deductions of Union dues. Such authorization shall continue in effect from year to year unless revoked in writing.

3.2   **DUES DEDUCTION SCHEDULE:** Pursuant to such authorization, the District shall deduct one-tenth $(1/10^{th})$ of the annual dues from the employee's regular salary during each month for 10 months (August-May or September-June). Deductions for unit members who sign such authorization after the commencement of the academic year shall be one-tenth $(1/10^{th})$ of the annual dues from the employee's regular salary during each month remaining in the academic year. Also pursuant to such authorization, the District shall, if so requested by the Union, also withhold Union dues for Summer Session faculty.

3.3   **NEW, CHANGED OR DISCONTINUED AUTHORIZATIONS:** The District shall not be obligated to put into effect any new, changed, or discontinued deduction until the pay period commencing thirty (30) days or more after such submission.

3.4   **DISTRICT REMITS MONIES:** With respect to all sums for membership dues deducted by the District pursuant to employee authorization, the District agrees to remit, as soon as possible after each pay period, such monies to the Union's designee, accompanied by an alphabetical list of the names of unit members for whom dues deductions have been made, and indicating any changes from the list previously furnished.

3.5   **UNION AGREES TO FURNISH INFORMATION:** The Union agrees to furnish any information needed by the District to fulfill the provisions of this Article.

ARTICLE 4: MANAGEMENT RIGHTS

4.1 The Board on its own behalf, and on behalf of the electors of the District, hereby retains and reserves unto itself, without limitations, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and constitutions of the United States and the State of California including, but without limiting the generality of the foregoing, the following rights:

    4.1.1 To determine and administer policy.

    4.1.2 Subject to the provisions of the law, to hire all employees, to determine their qualifications, and the conditions for their continued employment, or their dismissal, demotion or promotion.

    4.1.3 To delegate to the Chancellor-Superintendent and other legally appointed officers, the operation of the colleges, the executive management and administrative control of the San Mateo County Community College District, its properties and facilities.

    4.1.4 The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules and regulations, and practice in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this Agreement.

ARTICLE 5: PEACEFUL SETTLEMENT OF DIFFERENCES

5.1 **NO INTERFERENCE WITH OPERATION OF THE DISTRICT:** It is recognized that the need for continued and uninterrupted operation of the District is of paramount importance, and that there should be no interference with such operation.

5.2 **NO LOCK OUT OF UNIT MEMBERS:** The District agrees that it shall not, during the term of this Agreement, lock out any unit member as a result of a strike by other District employees.

5.3 **NO STRIKE OR CONCERTED ACTION:** The Union agrees that neither the Union, nor any person acting in its behalf, will cause, authorize, engage in, sanction, nor will any of its members take part in, at the request of the Union, a strike against the District, or the concerted failure to report for duty, or willful absence from his/her duties of employment.

5.4 **JUDICIAL RELIEF/DISCIPLINE FOR VIOLATIONS:** Nothing contained in this Agreement shall be construed to restrict or limit the District or the Union in its right to seek and obtain such judicial relief as it may be entitled to have under the law for any violation of this or any other Article, and to take such action as it deems necessary to discipline and/or discharge any employee for violation of this Article.

5.5 **NO WAGES/BENEFITS DURING CONCERTED ACTIONS:** Employees shall not be entitled to any wages or benefits whatsoever, including but not limited to, life insurance, health insurance, vacations, wages, or any other compensation while engaged in any strike, concerted failure to report for duty, or other willful absence from their duties of employment.

ARTICLE 6: WORKLOAD

6.1 FULL-TIME STATUS: The basic computational unit used in determining faculty workloads is the Faculty Load Credit (FLC), defined such that a full-time unit member will be expected to provide services corresponding to thirty (30) FLCs per year. Unit members who are employed less than full time, but who are paid on the basis of the regular academic salary schedule, shall be expected to earn a proportionately reduced number of FLCs per academic year. The maximum number of FLCs assigned to a unit member in any semester will be eighteen (18), except as mutually agreed upon by the unit member and the District.

6.1.1 The Faculty Load Credit (FLC) Allocation is listed in Appendix F.

6.2 DESCRIPTION OF FACULTY DUTIES: While this Article deals with teaching, counseling, and learning resources assignments, these specific activities comprise only a portion of the responsibilities assigned to unit members who are paid on the basis of the regular academic employee salary schedule. Other activities that make up the remainder of the assignment of such unit members are listed in the following appendices:

1. Appendix D-1 (Duties and Responsibilities of Instructors)
2. Appendix D-2 (Duties and Responsibilities of Counselors)
3. Appendix D-3 (Duties and Responsibilities of Librarians)

6.3 NUMBER OF PREPARATIONS: Workload relative to the number of preparations shall be fair, reasonable, and equitable according to conventional past practices within the relevant disciplines or groups of disciplines. It is understood that the provisions on Section 6.3 and 6.3.1 shall not be subject to the grievance procedures of Article 17.

6.3.1 Disagreements about the number of course preparations required of a faculty member for a particular semester are to be resolved through informal meetings of the affected faculty member and the appropriate Dean. Either party may invite a member of the staff to assist in the resolution. Disagreements, which cannot be resolved in this manner, may be forwarded to the next administrative level for resolution. Disagreements not resolved at that level may be forwarded to the College President for final resolution. Appeal to the College President concludes the process for resolving disagreements about the number of course preparations. This procedure applies only to this section of the contract, unless specifically cited elsewhere.

6.4 EVENING COURSE ASSIGNMENTS: Normally, regular full-time academic instructors will not be assigned to more than one evening course as a part of their regular load, unless they request such an assignment. However, in circumstances where it is necessary to add an additional evening course in order to complete a full assignment, such additional evening course assignments may be made, provided that such additional assignments are fair, reasonable, and equitable according to conventional past practices within the relevant disciplines or groups of disciplines. It is understood that the provisions of Section 6.4 and 6.4.1 shall not be subject to the grievance procedures of Article 17.

6.4.1 Disagreements about the number of evening course assignments required of a faculty member are to be resolved through informal meetings of the affected faculty member and the appropriate Dean. Either party may invite a member of the staff to assist in the resolution. Disagreements, which cannot be resolved in this manner, may be forwarded to the next administrative level for resolution. Disagreements not resolved at that level may be forwarded to the College President for final resolution. Appeal to the College President concludes the process for resolving disagreements about the number of evening course assignments. This procedure applies only to this section of the contract, unless specifically cited elsewhere.

ARTICLE 7: HOURS OF EMPLOYMENT

7.1   **175 WORK DAY YEAR FOR REGULAR FACULTY:** The total required number of service days for each faculty member on a regular academic year contract shall not exceed one hundred seventy-five (175) work days, including any flex or staff development days included in the year.

    7.1.1   The contract responsibility days of instructional faculty shall end once the total required number of service days is served and final grades and other official paperwork are submitted.

    7.1.2   The contract responsibility days of non-instructional faculty shall end at the conclusion of the final examination period

7.2   **DEFINITION OF ACADEMIC YEAR:** The academic year consists of two (2) separate instructional semesters, each of which begin on the first day of instruction and end on the last day of final examinations.

7.3   **ADOPTION OF ACADEMIC CALENDAR:** Following negotiations with the Union, the Board will adopt an annual academic calendar that conforms to all requirements mandated by state law and the conditions of this Agreement.

    7.3.1   When a declared holiday falls on Sunday, the succeeding workday not designated as a holiday shall be observed as the holiday. When a declared holiday falls on a Saturday, the preceding workday not designated as a holiday shall be deemed the holiday.

7.4   **DEFINING OFFICE HOURS:** Office hours are defined as regularly scheduled times when faculty members are present in their assigned office or approved alternate location, and available for consultation with students.

7.5   **Workweek for Full-time Instructional Faculty:** Full-time instructional faculty shall be present on campus in scheduled classes, offices or performing other assigned professional duties for a minimum of twenty-five (25) hours per week, prorated for regular and contract faculty with less than a full-time assignment. A faculty member may be assigned to less than a five-day per week schedule.

7.6   **Workweek for Full-time Counseling Faculty:** Full-time counseling faculty shall be present on campus a minimum of thirty (30) hours per week, twenty-five (25) of which are for scheduled professional duties and five (5) of which are for performing other professional duties. Hours are prorated for regular or contract counselors with less than a full-time assignment.

7.7   **Workweek for Full-time Librarians:** Full-time faculty librarians shall have a thirty-seven and one-half (37.5) hour workweek, of which thirty-two and one-half (32.5) hours are to be on campus for scheduled professional duties and five (5) of which are for performing other professional duties. Hours are prorated for regular or contract librarians with less than a full-time assignment.

7.8   **Workweek for Full-time Non-Instructional Faculty:** Full-time college nurses and faculty assigned to other duties shall be present on campus in scheduled professional duties thirty-seven and one-half (37.5) hours per week, prorated for regular or contract college nurses and faculty assigned to other duties with less than a full-time assignment.

7.9   **Minimum Elapsed Time:** The minimum elapsed time between the beginning time of any regular workday assignment and the beginning of the following day's regular workday assignment will be eleven (11) hours, except by mutual agreement between the employee and the District.

7.10 **FINAL EXAM PERIODS INCLUDED IN SERVICE DAYS:** Final examination periods are included within the required number of service days. Instructors must meet all assigned classes for final examinations at the appropriate hour as published in the College final examination schedule, except by written permission in advance from the appropriate Vice President.

7.11 **FLEX DAY OBLIGATIONS:** The District academic calendar may contain flex (staff development) days. The following provisions shall apply:

    7.11.1 Faculty members on a regular academic year contract shall participate in such flex days as part of their basic assignments. Regular faculty will be expected to participate in flex day activities for five (5) hours per flex day.

    7.11.2 Part-time faculty members shall participate in flex activities as part of their basic assignments if the flex day falls on a scheduled workday. For example, if a part-time faculty member normally holds a class on a Monday and that day is a scheduled flex day and thus his/her normally scheduled class(es) are not held, the part-time faculty member shall participate in the flex activities and shall receive regular pay for the normal student contact hours that would have been worked that day. Other part-time faculty members may voluntarily participate in flex activities, but shall not receive pay for such activity.

7.12 **COUNSELING ASSIGNMENTS OUTSIDE REGULAR 175 DAYS:** The District and the counseling staff recognize that the dates needed for counseling services differ from the regular 175 day academic calendar and are essential to fulfilling the needs of students in the District. For that reason, faculty whose primary responsibility is counseling and whose annual teaching schedule allows for blocks of five (5) or more exchange working days within the academic year may be involuntarily assigned up to ten (10) working days of counseling duties different from the regular 175 day academic calendar, during semester breaks and/or Summer session. Involuntary assignments will only occur if there are not sufficient numbers of suitable volunteers.

    7.12.1 Whenever possible, voluntary assignments will be arranged in preference to involuntary assignments. It may not be that every counselor will be assigned by their administrator to work a full ten (10) days outside of the 175-day calendar because of the need for particular expertise or specialized program knowledge.

    7.12.2 The days of counseling duties different from the regular 175 day academic calendar will be scheduled on consecutive blocks of working days (for example, five consecutive working days at the beginning of the Fall and Spring semester), unless an exception is mutually agreed upon. For purposes of this section, Fridays during Summer session are not considered workdays. Normally, each day will consist of six hours total. However, upon mutual agreement between the counselor and supervisor, the total hours per day may be increased or decreased and the number of days worked outside the 175-day academic calendar may be increased beyond the ten (10).

    7.12.3 Those counselors who are assigned up to ten (10) days per year to work outside the 175 day academic calendar will receive exchange time during the 175 day academic calendar. "Exchange time" means that an equivalent amount of time may be taken off with full pay. The exchange days may be taken on consecutive days unless an exception is mutually agreed upon. The regular ten-month or twelve-month payment schedule for an employee's full-time salary will not be altered by any change of work schedule arranged as a result of this agreement.

    7.12.4 Time assigned outside the academic year as well as the exchange time will be determined between the counselor and his/her supervisor prior to the assignment. A good faith effort will be made to find times that are reasonable and that achieves mutual benefit.

7.12.5 The District will provide one (1) semester advance notice to counselors of the need for their services outside of the 175-day academic calendar.

7.12.6 Counselors who volunteer for and are assigned time outside the 175-day academic calendar will be given priority for receiving assignments for days in addition to the 175-day calendar.

7.13 **COMPENSATION:** Compensation for counseling/advising responsibilities beyond the total 175 day commitment will be either pay at the faculty overload lab rate, unit banking, or compensatory time, schedule permitting.

ARTICLE 8: PAY AND ALLOWANCES

8.1   **REGULAR FACULTY SALARY SCHEDULE:** The regular academic employees' salary schedule is listed in Appendix B. For the 2006 - 2007 academic year, the schedule reflects a 4.92% increase applied to every cell of the schedule, effective August 14, 2006. It applies to:

1. members of the academic employee bargaining unit with assignments of more than sixty percent (60%) of full time for the regular academic year,
2. tenured part-time faculty members with assignments of sixty percent (60%) or less of full time for the academic year,
3. unit members who are contract or regular employees with normal assignments of more than sixty percent (60%) of full time, but who have voluntarily reduced load,
4. academic employee bargaining unit members who are semester-long, full-time replacements for academic employees granted leaves of absence,
5. those employed full time in the Spring semester with the District's expectation of full-time, continued service.

8.2   **PAYCHECK PROVISIONS:** The following procedures shall apply related to faculty paychecks:

    8.2.1   Compensation for full-time regular academic employees will be paid in accordance with the payment distribution option chosen by the faculty member. Every full-time regular faculty member on a ten-month contract shall have the option of having his/her salary distributed over the 10-month academic year or over the 12-month calendar year if the 12-month option was applied as of February 1, 2001. The individual options are listed below:

        8.2.1.1   **Option 1 – 10 Month Distribution:** Annual salary is paid to the employee over 10 months, commencing with the first month of the Fall Semester. Deductions for retirement, state and federal withholding taxes, and all other voluntary deductions are made over a 10-month period.

        8.2.1.2   **Option 2 – 10 Month Distribution (September – June):** Annual salary is paid to employee over 10 months, September through June. Deductions for retirement, state and federal withholding taxes, and all other voluntary deductions are made over a 10-month period.

    8.2.2   **Payroll Errors:** Proper salary grade and step placement is a joint responsibility of the employee and the District. All employees are to review their salary placement at least annually and should they believe that they are improperly placed on the salary schedule, they are to immediately bring this information to the attention of the District.

        8.2.2.1   Any payroll error resulting in insufficient payment for an employee in the bargaining unit shall be corrected, and a special payroll check issued no later than five (5) working days after the District has received both a written request from the employee and verification of the error. Otherwise, the supplemental amount will be included in the next regular paycheck following verification of the error.

        8.2.2.2   If the District overpays the employee, the employee shall, upon realizing the fact or upon notification from the District, repay the full amount of such overpayment. If the overpayment is $100 or less, the employee shall have the overpayment deducted in the next paycheck. For overpayments exceeding $100, the repayment schedule shall be equal to the number of months the employee was overpaid. For example, an employee who was overpaid a total of $300 over a period of three months shall have $100 deducted for the three months. Employees who leave the District or go on unpaid leaves prior to

complete repayment shall have the remainder of the overpayment deducted from their final check. If the final check is insufficient to cover the amount owed, the employee will submit the necessary funds to the District within 30 calendar days.

8.2.3 **Direct Deposit:** The District will offer direct deposit for payroll checks to all faculty members.

8.3 **PLACEMENT OF REGULAR FACULTY MEMBER ON SALARY SCHEDULE:** Placement of an individual on the regular academic employee salary schedule is based upon academic preparation and teaching experience or acceptable equivalent.

8.3.1 Salary classes based upon academic preparation are defined in Appendix C.

8.3.2 If they are to be recognized for salary placement, units taken after the award of the Bachelor's degree must ordinarily be upper division or graduate units granted by an accredited college or university.

8.3.3 For salary placement purposes, academic degrees and units must be earned from accredited institutions of higher education. Academic degrees from unaccredited colleges and universities, both foreign and domestic, will be acceptable provided that either:

1. the registrar of an accredited institution of higher education certifies that the degree in question is the equivalent of an earned academic degree granted by his/her institution; or
2. the degree serves as the basis for the award of a post-doctoral research fellowship from an accredited institution of higher education.

8.3.4 "Accredited institution of higher education" means an institution of higher education in the United States or its territories, accredited by a United States regional accrediting association which awards accreditation to institutions of higher education as one of its predominant activities, or by a recognized professional organization which awards accreditation to institutions of higher education for training in that profession.

8.3.5 Degrees and academic units to be credited for salary schedule placement must be verified from original transcripts to which the college or university seal or registrar's signature has been affixed. For new employees, transcripts must be received by the Office of Human Resources by the end of the month in which original employment begins. Verification of membership in the California Bar must be by official documentation certifying that the employee is eligible to practice law in the State of California.

8.3.6 Step placement on the regular academic employee salary schedule is based upon prior teaching experience or acceptable equivalent. High school and college-level teaching experience as a regular faculty member will be recognized on a year-for-year basis. Teaching experience between grades 1 and 8 (elementary) will be counted as one-half the value of teaching experience in grades 9 and higher. A new contract academic employee with 0 to 3 years of prior experience and whose first day of service begins on or after July 1, 2001 will be placed on Step 1. For a new contract employee with four (4) or more years of prior experience, such experience will be recognized, year for equivalent year, up to a total of seven (7) years for a maximum initial placement at Step 5 The Chancellor-Superintendent may recommend initial placement above Step 5 in exceptional circumstances that affect the interest of the District. The Chancellor-Superintendent will inform the Union president of such recommendation. The following chart illustrates initial placement according to this section:

0-3 yrs. Experience	Step 1
4	Step 2

5	Step 3
6	Step 4
7 or more	Step 5

8.3.7 Part-time teaching will be credited on the basis of its equivalent in full-time teaching at the institution where the teaching occurred.

8.3.8 Related vocational experience, and professional experience other than teaching in regular faculty status, will be evaluated on the basis of duration and closeness of relationship to the teaching assignment in this District. One year of teaching experience will be allowed for each two years of full-time, fully related professional or vocational experience, or its equivalent in part-time experience. Years of service spent as an apprentice, or years of service spent achieving the equivalent of journeyman status, will not be counted. Years of service, whether paid or unpaid, which were spent as a part of a required program leading to a higher academic degree or certificate will not be counted.

8.3.9 Letters of verification of all experience used for step placement on the salary schedule must be received by the Office of Human Resources by the end of the month in which original employment begins.

8.4 **CLASS ADVANCEMENT:** To qualify for class advancement on the regular academic employee salary schedule, academic personnel will submit evidence of an advanced degree from an accredited college or university or evidence of a sufficient number of units to meet requirements for class advancement on the salary schedule. As proof of completion, official transcripts must be submitted prior to September 30th of the year for which the change in salary placement is requested. Class advancements are processed only during the month of September of each year, and modify the employee's salary for the full college year.

8.4.1 For class advancement purposes, an academic employee may submit without prior approval:

1. Upper division and graduate units, offered by accredited colleges and universities, relevant to the instructor's teaching field.
2. Education courses required for a credential or degree appropriate to the instructor's field in community college teaching.

8.4.2 Other courses must be individually approved by the Vice Chancellor of Human Resources. Prior approval of courses in which an academic employee plans to enroll should be obtained to ensure that units will be applicable for advancement on the salary schedule. Such requests for prior approval should be submitted to the employee's immediate supervisor, who will attach his/her recommendation and forward them through the Vice President to the Vice Chancellor of Human Resources. The Vice Chancellor of Human Resources will then approve or disapprove, in full or in part, and so inform the instructor, the Vice President, and the immediate supervisor.

8.5 **STEP ADVANCEMENT ON REGULAR SCHEDULE:** To qualify for step advancement on the regular academic employee salary schedule, an employee's term of service must encompass seventy-five percent (75%) or more of the school days in the college year, or seventy-five percent (75%) or more of the school days in two semesters within a three-year period.

8.5.1 From Step 1 through Step 8, employees will advance at the rate of one step per year. Two years of service at Step 9 are required for advancement to Step 11. Three years of service at Step 11 are required for advancement to Step 14. Four years of service at Step 14 are required for advancement to Step 18. Five years of service at Step 18 are required for advancement to Step 23.

8.5.2 All step advances on the salary schedule are normally effective at the beginning of the Fall semester. However effective spring 1999, step advances for regular, full-time faculty whose service begins in Spring semester and who meet the requirements of Section 8.5, will advance to the next step on a Spring anniversary date rather than the Fall anniversary date.

8.6 **REQUIRED SERVICES OUTSIDE THE NORMAL WORK YEAR:** Academic employees may occasionally be asked to work extra days that are not a part of the 175-day academic year. To the extent that funds have been budgeted and specific assignments approved by the appropriate administrator, required services involving a minimum of six (6) hours of work will be compensated on a per diem basis. For less than a full day of work, academic employees will be compensated at the special rate of the Part-time or Faculty Overload Salary Schedule.

8.6.1 The per diem rate is six hours at the special rate, Step 10 of the appropriate hourly salary schedule.

8.6.2 Academic employees who are expected to work beyond the normal 175-day academic year because of serving on a screening committee for new employees will be paid at the special part-time rate for actual hours worked in session with the committee or at the per diem rate, whichever is less. Any such work must be necessary and have prior approval of the College President or the Chancellor-Superintendent.

8.7 **SALARY DEDUCTIONS FOR ABSENCE WITHOUT PAY:** When an academic employee whose compensation is based upon the regular academic employee salary schedule is absent for reasons which do not justify the use of any of the forms of authorized leave with pay, a fraction of the employee's annual salary will be deducted. The fraction will be the number of days absent divided by the number of days in the teaching year.

8.7.1 When a deduction for a partial day of absence becomes necessary, the fraction of a day absent will be computed by dividing the number of hours of absence by the total number of hours the employee is scheduled to be on campus on that day, including office hours.

8.8 **PART-TIME SALARY SCHEDULE:** The part-time employees' salary schedule is listed in Appendix B. For the 2006 - 2007 academic year, the schedule reflects a 4.92% increase applied to every cell of the schedule, effective August 14, 2006 for non-instructional faculty. For instructional faculty the schedule reflects a reduction of 5.78% on the part-time salary schedules in effect for the 2005-06 academic year and an increase of 4.92%, effective August 14, 2006. It applies to academic employees with assignments of sixty percent (60%) or less of full time for the college year. It also serves as the basis of compensation for summer session assignments and of additional compensation for full-time academic employees assigned beyond their regular full-time assignments. Summer Session compensation will be based on the part-time employee salary schedule in effect during the previous Spring semester.

8.9 **PLACEMENT ON PART-TIME SALARY SCHEDULE:** Placement of an individual on the part-time employee salary schedule is based upon academic preparation and teaching experience or acceptable equivalent.

8.9.1 Degrees and units are used to determine step placement on the part-time employee salary schedule in accordance with the following rules:

8.9.1.1 Persons holding an earned doctorate, or who are members of the California Bar, will be given two (2) years of teaching equivalency, to be added to the total of the years credited as a result of evaluating teaching and related experience.

8.9.1.2 Persons holding a valid Master's degree, or a life vocational credential will receive zero (0) years of teaching equivalency.

8.9.1.3 Persons holding only a Bachelor's degree and any number of units taken after the award of the degree will have one (1) year of teaching equivalency subtracted from the years credited for teaching and related experience.

8.9.1.4 Persons holding only an A.A. degree and any number of units short of a Bachelor's degree will have three (3) years of teaching equivalency subtracted from the total years credited for teaching and related experience.

8.9.1.5 One (1) year and no years of college are assigned a value of negative four (4) years of teaching equivalency and treated as above.

8.9.2 Both teaching and related work experience will be evaluated as set forth in Sections 8.3. of this Agreement. As with the regular academic employee salary schedule, high school and college level teaching experience will be recognized on a year-for-year basis up to five years. The maximum initial step placement on the part-time employee salary schedule will be at Step 8, except for holders of an earned doctorate or members of the California Bar, for whom the maximum initial placement will be at Step 10. Step 1 of the part-time salary schedule is inactive as of September 1999

8.10 <u>PLACEMENT ON PART-TIME SCHEDULE UPON RETURN</u>: Part-time faculty returning to the District who have been in paid academic status during two semesters (summer sessions are acceptable in lieu of semesters) within a three-year period shall be advanced a step on the salary schedule beginning in the Fall Semester.

Part-time faculty returning to the District after a break of more than three years shall be placed on the salary schedule at a step no lower than the step at which they were paid when they left the District.

8.11 <u>STEP ADVANCEMENT ON PART-TIME SCHEDULE</u>: To qualify for step advancement on the part-time employee salary schedule, an employee must have served in paid academic status during two semesters (summer sessions are acceptable in lieu of semesters) within a three-year period. Step advancements will be made only at the beginning of the Fall semester.

8.12 <u>PART-TIME COUNSELING SERVICES PAY RATE</u>: Counseling service, when compensated on a part-time basis, will be paid at the appropriate hourly laboratory rate.

8.13 <u>SUBSTITUTE PART-TIME PAY RATES</u>: Substitute instructors, librarians, and counselors will be paid at the substitute's step of the appropriate column of the part-time salary schedule.

ARTICLE 9: HEALTH AND WELFARE BENEFITS

9.1 **PERS MEDICAL AND HOSPITAL PLAN:** The District will provide the PERS Medical and Hospital Plan for employees and retirees in accordance with rules and regulations established by PERS.

> **9.1.1** Should a carrier withdraw from the PERS Umbrella plan, members of the unit will select from one of the remaining PERS options.

9.2 **MEDICAL PREMIUM CAP AMOUNT:** Effective January 1, 2007, the District will contribute up to the following amounts as appropriate towards PERS medical coverage premiums: ,

Employee only:	$604.00 per month
Employee plus one dependent:	$822.34 per month
Employee plus two or more dependents:	$1,081.04 per month

9.3 **DISTRICT WILL PAY PREMIUM INCREASES FOR OTHER BENEFITS:** The District will pay the increased costs of dental insurance, life insurance, salary continuation insurance, and Medicare Part B.

9.4 **DENTAL INSURANCE:** The District will provide each eligible employee and eligible dependents with Delta Dental Plan (DDP) or the coverage provided by Private Medical-Care Inc. (PMI). The plans are described in detail in the benefits handbook available in the Office of Human Resources. The maximum dental coverage in any one calendar year shall be $2000.

9.5 **LIFE INSURANCE:** The District will provide each eligible employee with a term life insurance policy covering the employee and eligible dependents. The life insurance plan is described in detail in the benefits handbook available in the Office of Human Resources. Effective March 1, 2001, the term life insurance coverage shall equal one time the employee's annual base salary.

9.6 **SALARY CONTINUATION INSURANCE:** The District will provide each eligible employee with salary continuance insurance to cover disability after the employee's sick leave balance has been exhausted. The salary continuance insurance plan is described in detail in the benefits handbook available in the Office of Human Resources. The maximum monthly benefit for unit members shall be $5,000 per month.

9.7 **VISION INSURANCE:** The District will provide each eligible employee and eligible dependents with Vision Service Plan (VSP) Plan C..

9.8 **MEDICARE PART B COVERAGE:** The District will pay the premiums for Medicare Part B coverage for an eligible retiree and/or spouse/eligible domestic partner over 65 years of age.

9.9 **ELIGIBILITY RULES:** To be eligible for the benefits described in this Article in any given semester or academic year, a member of the unit must be employed at more than sixty percent (60%) of full time. A full-time regular academic employee may retain eligibility for the benefits described in this Article in the case of mutually agreed upon reduction of assignment, provided that the reduced assignment is at least fifty percent (50%) of full time.

9.10 **ELIGIBLE DEPENDENTS/DOMESTIC PARTNERS:** Eligible dependents/domestic partners are those specified in the contracts between the District and the insurance carriers.

> **9.10.1** The District agrees to include domestic partner benefits in the PERS Health Plans offered by the District. The definition of domestic partner shall be that used by PERS Health Plans. If the definition of a domestic partner used by PERS changes, the District shall implement the change on the effective date allowed by PERS. Domestic partners shall comply with all

registration requirements required by state law or PERS, and shall complete all necessary declarations and statements of financial liability. Forms are available in the Office of Human Resources.

9.10.2 The District agrees to include domestic partner benefits in the dental and vision plans offered by the District. In order to be considered a domestic partner, the following criteria must be met:
1. The two individuals are each other's sole domestic partner and intend to remain so indefinitely.
2. Neither individual is married to, or legally separated from anyone else nor has had another domestic partner within the prior six (6) months (unless the relationship terminated due to death).
3. Both individuals are at least eighteen (18) years of age and mentally competent to consent to contract.
4. Neither individual is related by blood to a degree of closeness that would prohibit legal marriage in the state in which the individuals reside.
5. The individuals co-habit and reside together in the same residence and intend to do so indefinitely. The individuals have resided in the same household for at least six (6) months.
6. The individuals are not in the relationship solely for the purpose of obtaining benefits coverage.
7. The individuals have engaged in a committed relationship of mutual caring and support and are jointly responsible for each other's common welfare and living expenses. The individuals interdependence is demonstrated by at least two (2) of the following:
   - Proof of domestic partnership from the California Secretary of State (required for domestic partnership medical coverage under the Public Employees' Retirement System).
   - Common ownership of real property (joint deed or mortgage agreement) or a common leasehold interest in property.
   - Common ownership of a motor vehicle.
   - Drivers license listing a common address.
   - Proof of joint bank accounts or credit accounts.
   - Proof of designation as the primary beneficiary for life insurance or retirement, benefits, or primary beneficiary designation under a partner's will.
   - Assignment of a durable property power of attorney or health care power of attorney.

9.10.3 Dependent children of domestic partners are eligible for coverage if they have been legally adopted by the District employee and are unmarried, primarily dependent on the employee for support, and meet the age, school, and all eligibility requirements of the various medical, dental and visions plans.

9.11 **SURVIVOR BENEFITS:** If a member of the unit meets the eligibility requirement for retiree medical benefits specified in Section 10.1 and dies before retirement, medical and dental benefits will be provided by the District for the unmarried surviving spouse/domestic partner as provided for the unmarried surviving spouse/domestic partner of an eligible retiree in Section 10.1.

9.12 **MEDICAL STIPEND FOR PART-TIME FACULTY:** As of July 1, 2005, the District will provide up to $450.00 per period and increasing to $550 per period effective January 1, 2008, if State funding fully covers the increased cost of providing this stipend for reimbursement of employee incurred health benefit costs to all part-time employees who are employed in the District at 40% or more of a full-time

load (6/15 FLC) and complete a 40% load. The reimbursement will be paid for the periods July through December and January through June.

9.12.1 The stipend shall be used to reimburse part-time faculty who qualify for reimbursement under these provisions for premium costs only from enrollment in any HMO, PPO, or indemnity health plan licensed and registered by either the California Department of Insurance or the California Department of Corporations.

9.12.2 Employees wishing to be reimbursed for medical expenses under this article must initiate the request on a District form. The employee must furnish documentation (cancelled check, paid statement) showing that the employee had been purchasing health insurance during the instructional period for which the employee was otherwise not eligible for reimbursement from any other source. This request is to be submitted only to the division dean at the College where the employee receives his/her paycheck. The division dean will forward the request to the Vice Chancellor of Human Resources for approval and processing of the reimbursement.

9.12.2.1 The reimbursement request must be submitted as follows:
a) the 15th of November for the period covering July 1st through December 31st;
b) the 15th of May for the period covering January 1st through June 30th.

9.13 **IRC 125 PLAN:** The District will maintain a program that implements the Internal Revenue Code Section 125 and provides for before tax employee contributions to non-District covered health and dependent care costs.

9.13.1 Part-time employees who are assigned at least one semester length course may participate in this plan during that semester. The limit for earnings to be set aside for an eligible part-time employee's medical benefits is $400 per semester, $1,200 per year. The limit for earnings to be set aside for an eligible part-time employee's dependent care benefits is $1,666 per semester, $5,000 per year. Part-time employees will enroll separately for each semester of participation.

ARTICLE 10: RETIREMENT

10.1 **RETIREE MEDICAL AND DENTAL BENEFITS:** The following procedures shall apply to retiree medical and dental benefits.

10.1.1 **Employed Prior to January 1, 1987:** The District will pay lifetime medical and dental insurance premiums for retirees and eligible spouse/domestic partners who were employed by the District as Contract I employees prior to January 1, 1987 and met the eligibility criteria. The eligible retired member of the unit, and that member's spouse/domestic partner at the time of the member's retirement, shall be eligible for continuation of benefits during the life of the retired member of the unit, and, following the death of the retired member, during the life of the un-remarried surviving spouse/domestic partner. The surviving spouses/domestic partners of deceased retirees are continued on benefits without interruption as long as they remain unmarried. The domestic partner benefit portion applies only to those retirees who retired on January 1, 2000 or after.

10.1.2 **Employed On 1/1/1987 through 9/7/1993:** For those employed as Contract I employees on January 1, 1987 through September 7, 1993, the maximum amount paid by the District for retiree medical benefits would be the amount the District would have been required to pay had the retiree selected the appropriate Kaiser Health Plan. The eligible retired member of the unit, and that member's spouse/domestic partner at the time of the member's retirement, shall be eligible for continuation of benefits during the life of the retired member of the unit, and, following the death of the retired member, during the life of the un-remarried surviving spouse/domestic partner. The surviving spouses/domestic partners of deceased retirees are continued on benefits without interruption as long as they remain unmarried. The domestic partner benefit portion applies only to those retirees who retired on January 1, 2000 or after.

10.1.3 **Employed On or After 9/8/1993:** For unit members whose first day of paid service commences on or after September 8, 1993, the maximum amount paid by the District for retiree health benefits (medical and dental) shall be $450/month until the employee becomes eligible for Medicare Part B. At that time, the District will then pay, for the employee only, the lowest cost medical plan available within the agreement between the parties.

10.1.4 **10 Years of Service Required – Employed Prior to 9/8/1993:** For those hired prior to September 8, 1993, to be eligible for District-paid retiree medical and dental benefits, the retiree must have ten (10) full years of service with the District, be at least 55 years of age, and the age at retirement of the retiree (in full years) when added to the number of completed full years of service must total 75 or more. For a year of service to be counted, the assignment must have been such that the employee was eligible for medical insurance benefits if such benefits were available to employees.

10.1.5 **20 Years of Service Required – Employed On or After 9/8/1993:** For unit members whose first day of paid service commences on or after September 8, 1993, to be eligible for District-paid retiree medical and dental benefits, the retiree must have twenty (20) full years of service within the District, must be at least 55 years of age, must be currently employed by the District at the time of retirement, and the age at the time of retirement of the retiree (in full years), when added to the full years of service, must total 75 or more. For a year of service to be counted, the assignment must have been such that the employee was eligible for medical insurance benefits if such benefits were available to employees.

10.2 **PHASE-IN RETIREMENT PLAN:** Eligible members of the unit may phase in their retirement program through reduction of workload from full-time to part-time duties in accordance with provisions of the Education Code.

10.2.1 To be eligible to apply for this option, an employee must have reached age 55 and must have been employed full-time in positions requiring certification for at least ten (10) years of which the immediately preceding five (5) years were full-time employment.

10.2.2 The District and the employee shall contribute to the appropriate retirement fund as prescribed by law.

10.2.3 The employee shall receive health benefits as provided full-time academic employees.

10.2.4 The schedule of part-time employment shall be mutually agreed upon by the District and the employee, and shall be in the best interests of the educational program of the District.

10.2.5 At the conclusion of ten (10) years of such part-time employment, the employee shall fully retire from all employment with the District.

10.3 **POST-RETIREMENT EMPLOYMENT PLAN:** Subject to the approval of the Board of Trustees, a member of the unit who is retired from service may be employed by the District in an academic position under conditions specified as follows:

10.3.1 The assignment would normally be for one semester during which the retiree would provide professional services for a maximum of 9 FLCs. The rate of compensation shall be increased to $2,790 per FLC effective August 14, 2006, and will increase by any percentage of negotiated salary increase during each year of this agreement. In no case shall the rate of compensation for 9 FLCs or less exceed the maximum earnings limitation imposed by the State Teachers Retirement System (STRS).

10.3.2 The assignment would be in the retiree's areas of expertise and would take into account the retiree's desires and the District's needs.

10.3.3 The assignment of retired academic personnel as specified in Section 10.3 shall be negotiated yearly, and shall be extended from year to year until the employee has been in this program for three (3) years, as long as the service continues to be satisfactory. The Division's Peer Review Committee will conduct student evaluations in each of the post-retiree's classes during the first year of post-retirement service, unless the post-retiree was evaluated during his/her last year of regular service. The committee will assess instructional performance based on the results of the student evaluations. The District may undertake disciplinary or non-renewal procedures independent of the evaluation process for one or more of the grounds set forth in Section 87732 of the Education Code. The post-retiree will have a hearing before the Chancellor or designee. At the hearing, the District must present evidence of the unsatisfactory performance or behavior and the post-retiree shall have the right to present any evidence to refute the allegations. The Chancellor or designee will render a decision in writing. If the post-retiree disagrees with this decision, he/she has the right to appeal it to the Board. If requested by the post-retiree, AFT shall have the right to represent the post-retiree in the hearing process with the Chancellor and/or Board.

10.3.4 Post-retirement faculty are entitled to the same leaves as provided to part-time hourly employees. Leave is earned for each contract year. Such leaves will accumulate only for the maximum three-year period of post-retirement employment, will not be forwarded to the State Teachers Retirement System (STRS), and has no monetary value.

10.3.5 The retired employee may be reemployed only if able to pass a physical examination prescribed by the Retirement System.

10.3.6 Unless mutually agreed to by the District and the retiree, the option not to accept an assignment as specified in Section 10.3.1 would constitute, for the employee, a termination of the program specified in Section 10.3.

10.4 **PRE-RETIREMENT WORKSHOPS:** The District will provide at least two pre-retirement workshops, one of which will be on retirement through the State Teachers' Retirement System (STRS). The topics of pre-retirement workshops other than the one specified in Section 10.4 will be by mutual agreement of the Union and the District.

10.5 **STRS CASH BALANCE PROGRAM FOR PART-TIME FACULTY:** The District will offer the STRS Cash Balance Program as an optional benefit to all part-time faculty in lieu of participation in Social Security and/or the regular STRS defined benefit retirement plan. The parties recognize that the STRS Cash Balance Program calls for a payroll contribution of 4% of regular salary from the employee and 4% from the District as the employer contribution. Part-time faculty will participate in one of three plans: the STRS Cash balance Program, the STRS defined benefit or Social Security. New employees who do not make a selection during initial employment sign-up shall default to the STRS Cash Balance Program.

10.6 **STRS SERVICE CREDIT FOR PART-TIME FACULTY:** The District will implement the STRS service credit reporting changes for part-time instructional faculty according, allowing for one year of service credit for 525 hours of employment per year.

ARTICLE 11: LEAVES OF ABSENCE

11.1   SICK LEAVE: Leave of absence for illness or injury will be provided by the District.

11.1.1   An employee who is employed full time (15 FLCs) each semester shall be entitled to five (5) days leave of absence for illness or injury per semester. An employee who is employed for less than full time each semester will receive the proportional number of days of leave.

11.1.2   Academic employees (does not apply to day-to-day substitutes) shall be granted one day of sick leave if employed for the full (at least six weeks) Summer Session. This sick leave may be accumulated along with other District sick leave. Any sick leave granted or accumulated through continued employment in this District may be used for illness or accident during summer session.

11.1.3   Pay for any day of absence covered by this leave shall be the same as the pay which would have been received had the employee worked during his/her regular assigned hours on the day of leave.

11.1.4   The full amount of the leave granted each year under this section shall be available on the first day of each academic year and need not be accrued prior to taking such leave.

11.1.5   If absence because of illness or injury extends beyond the number of days of the employee's accumulated sick leave, the district will pay partial salary for a period not to exceed five (5) school months. The payment shall be the difference between the employee's salary and the substitute's pay, if a substitute is employed, or the amount that would have been paid a substitute on Step I of the appropriate schedule, should it be unnecessary to employ a substitute. This partial salary benefit begins upon the expiration of sick leave. The five-school-month limitation begins with the first day of absence involving the illness or injury.

11.1.6   Unused full paid sick leave granted under this section may be accumulated from year to year provided there is no break in service. For an part-time employee, a break in service must involve three or more consecutive semesters.

11.1.7   Upon retirement, eligible employees will be credited with additional service time for unused sick leave, according to procedures prescribed by law.

11.1.8   An absence affidavit shall be signed by any person absent because of illness or injury and medical verification may be required by management to make proper determination of eligibility for benefits under this section.

11.1.9   Unused sick leave accrued in California public elementary schools, secondary schools, or community colleges may be transferred in accord with Education Code Section 87782. Official verification of unused sick leave should be forwarded to the Office of Human Resources, where it will be credited to the employee's sick leave balance.

11.1.10   If an employee is granted an unpaid leave of absence for illness or injury after all paid sick leave has expired, the District will continue benefits specified in Article 9 for a period of five (5) months from the beginning of the unpaid leave. Thereafter, during the unpaid leave, employees may continue membership and group coverage by payment of premiums at their own expense.

11.1.11   Leave for an employee under quarantine will be handled the same as if the employee were ill.

11.1.12   Upon request, the District shall make available to each contract, regular, and full-time temporary employee, and each part-time employee who is a member of the unit, his/her

accumulated sick leave balance and his/her sick leave entitlement for the current academic year.

11.2   **INDUSTRIAL ACCIDENT OR ILLNESS LEAVE:** Industrial accident or illness leave will be provided as specified in this section.

11.2.1   The accident or illness must have arisen out of and in the course of employment, and must be accepted by the Worker's Compensation administrator as a bona fide injury or illness.

11.2.2   In any one fiscal year, allowable leave for each industrial accident or illness will be limited to the number of days of temporary disability but shall not exceed sixty (60) working days.

11.2.3   Allowable leave under this section shall not be accumulated from year to year.

11.2.4   The leave under these rules and regulations will commence on the first day of the absence.

11.2.5   Industrial accident or illness leave will be reduced by one day for each day of authorized absence regardless of any temporary disability indemnity award.

11.2.6   Maximum salary during any one period will not exceed the normal salary rate. An employee provided an award under Worker's Compensation will endorse in favor of the District the daily wage award earned during the sixty (60) working day period. The District in turn, will pay the absent employee his/her full normal wage for each day of absence during the sixty (60) working day period.

11.2.7   If an accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year, the employee is entitled to only that amount remaining at the end of the fiscal year in which the injury or illness occurred, for the same illness or injury.

11.2.8   If an employee exhausts the sixty (60) working days of entitlement and is still unable to return to duty, the employee will commence to use sick leave. The daily wage award made under Worker's Compensation will continue to be endorsed to the District. The District will pay the difference between the daily Worker's Compensation award and the normal daily rate of pay. Accumulated or available sick leave, however, will be reduced only by that amount reqnired to provide a full day's wage when added to the Worker's Compensation award for each day of absence.

11.3   **FAMILY ILLNESS LEAVE:** An employee may use up to six (6) days of accrued sick leave to attend to a child, parent, sister, brother, grandparent, grandchild, son-in-law, daughter-in-law, mother-in-law, father-in-law, spouse/domestic partner, domestic partner's child, domestic partner's parents, any person who has legally filled the role of a parent, or a relative living in the immediate household of the employee who is ill. Such time will be deducted from the employee's regular sick leave account.

11.4   **BEREAVEMENT LEAVE:** Paid bereavement leave up to three (3) days per occurrence, or five (5) days if out-of-state travel is involved, will be allowed for death of the child, parent, sister, brother, grandparent, , grandchild son-in-law, daughter-in-law, mother-in-law, father-in-law, spouse/domestic partner, domestic partner's child, domestic partner's parents, any person who has legally filled the role of a parent, or a relative living in the immediate household of the employee. -

11.4.1   Upon request of the employee, paid bereavement leave of two (2) days per occurrence will be granted in the event of the death of a sister-in-law or brother-in-law, and such leave will be deducted from the employee's regular sick leave account.

11.5 **PERSONAL NECESSITY LEAVE:** In case of personal necessity, a member of the unit may draw on accumulated sick leave not to exceed seven (7) days in any fiscal year for any one or any combination of the following purposes:

1. Accident involving the employee's person or property or the person or property of the employee's immediate family.
2. Imminent danger to his/her home occasioned by an event such as flood or fire, serious in nature, which under the circumstances the employee cannot reasonably be expected to disregard, and which requires the attention of the employee during his/her assigned hours of service.
3. Additional days beyond the three (3) or five (5) granted in Section 11.4.
4. Appearance in court or before an administrative tribunal as a litigant, party, or witness under subpoena or official administrative order.
5. Religious holidays on which the employee would otherwise be required to work.
6. Such other reasons as approved by the District.

11.5.1 Personal necessity leave shall be limited to circumstances serious in nature that the employee cannot reasonably be expected to disregard. Absences pursuant to this leave provision normally necessitate the employee's immediate physical presence elsewhere and involve matters that cannot be accomplished at any other time.

11.5.2 Prior approval is required for all personal necessity leave days except for those described in Section 11.5-1 or 11.5-2 and for up to two of the seven days which may be used without prior approval or subsequent documentation.

11.6 **EXCHANGE TEACHING LEAVE:** Upon the recommendation of the Chancellor-Superintendent and approval by the Board of Trustees, a leave of absence of not more than two consecutive semesters may be granted for exchange teaching.

11.7 **MILITARY LEAVE:** Military leave of absence will be granted as provided for in the Military and Veterans' Code of the State of California. Such leave must be verified by copy of the military orders requiring military duty.

11.8 **JURY DUTY:** A member of the unit who is ordered to appear in court for jury duty on any day upon which he/she is required to render service to the District shall receive full salary less an amount equal to any fees received. Any specific amount provided for meals, mileage, and/or parking allowance provided by the court shall not be considered as part of the amount received for jury duty or witness fees.

11.9 **MATERNITY/CHILD BONDING LEAVE:** The Board of Trustees shall grant maternity and/or child bonding leave without pay to members of the unit in accordance with the Family Medical Leave Act, the California Family Rights Act, and the District Policy on Leaves of Absence. Accumulated sick leave may be used for any period of time that the employee must be absent from work as prescribed by the physician in accordance with the provisions of the Family Medical Leave Act and the California Family Rights Act.. Such leave shall run concurrently with sick leave, extended leave and any other leave granted under the provisions of this Agreement. As with other leave without pay, no sick leave benefits shall accrue to employees on an unpaid portion of maternity/child bonding leave.

11.10 **PAID LEAVE FOR ATTENDING CONFERENCES, SPECIAL MEETINGS, ETC.:** An employee may be granted a paid leave for the purpose of attending a conference or special meeting, or engaging in other temporary assignment in the performance of duties on the approval of the Chancellor-Superintendent or his/her designee.

11.11 **OTHER LEAVE EITHER PAID OR UNPAID CAN BE REQUESTED:** A leave of absence may be granted to an employee on a paid or unpaid basis upon the request of the employee and the approval of the Board.

11.12 NO BREAK IN SERVICE FOR TAKING A LEAVE: Absence under paid leave shall not be considered a break in service and all benefits accruing under the provisions of this Agreement shall continue to accrue under such absence. An unpaid leave shall not be considered a break in service (for seniority purposes) but the individual shall not accrue other benefits provided under the provisions of this contract during the period of the leave.

11.13 PRIOR APPROVAL OF OTHER LEAVES: Approval of absences other than for leaves specified in this article must be obtained in advance from the designated supervisor and will result in a reduction in salary of one day's pay for each full day of absence.

11.14 FAMILY MEDICAL LEAVE ACT (FMLA) AND CALIFORNIA FAMILY RIGHTS ACT (CFRA) BENEFITS: Family care leave In accordance with the provisions of the Family Medical Leave Act and the California Family Rights Act and the District Policy on Leaves of Absence and will be applied concurrently with employee sick leave, extended leave, industrial accident/injury leave and/or other applicable paid District leaves.

11.15 CATASTROPHIC LEAVE: The District shall create a catastrophic leave program as follows:

11.15.1 Faculty members may donate one sick leave day per fiscal year to each person suffering a catastrophic illness; however, each employee must retain at least 22 sick leave days (approximately one work month) for his/her own account.

11.15.2 Donated sick leave will be recorded sequentially. Unused sick leave reverts to the donor when the recipient leaves the employment of the District.

11.15.3 Any Faculty member who received eligible sick leave credits under this program shall first exhaust all paid leave he/she has accrued.

11.15.4 The Vice Chancellor of Human Resources and the President of AFT shall determine whether or not to grant a request for "Catastrophic Leave" based on verification by a medical doctor as to the nature of the illness or injury, anticipated length of absence and the prognosis for recovery.

11.15.5 The number of sick days that can be received by an employee is limited to 38 days per fiscal year; a maximum of 20 days may be used at the onset of the illness and the remainder will be available for use upon return to work.

11.15.6 If a faculty member is probationary at the time of taking a catastrophic illness leave, that faculty member's probationary status will resume upon return to work from catastrophic illness leave. Donated sick leave time is not counted towards attainment of regular status.

ARTICLE 12: TRANSFERS AND REASSIGNMENTS

12.1   **ASSIGNMENT OF EMPLOYEES:** Each member of the unit is assigned by Board action. Within Board authorization, the Chancellor-Superintendent has the authority to assign all employees as to location of assignment and specific hours of employment in harmony with conditions specified in this Agreement. An employee gains status and employment rights as an employee of the District, but not as an employee of a specific college.

12.2   **TWO TYPES OF TRANSFER:** Two types of transfers will be addressed in this article: voluntary transfers (employee initiated) and involuntary transfers (District initiated). A college with faculty available for transfer will be referred to as the **sending college** and a college requiring faculty will be referred to as the **receiving college**.

12.3   **VOLUNTARY TRANSFERS ARE PREFERABLE TO INVOLUNTARY:** Whenever possible, voluntary transfer will be arranged in preference to involuntary transfer.

12.4   **VOLUNTARY TRANSFERS:** Voluntary transfers shall be handled as follows:

    12.4.1   All unit members will be notified of the opening of full-time faculty positions at each college in the District by notice in the vicinity of the faculty mailboxes.

    12.4.2   An instructor desiring to transfer to another college may submit a transfer request to the division dean of the sending college.

    12.4.3   If the request is approved by the division dean, he/she will then forward it to the receiving college within ten (10) days of the request date.

    12.4.4   No transfer request shall be denied for reasons other than the one that the transfer would cause actual harm to the educational program at the sending college or the receiving college.

    12.4.5   If, during the academic year in which the request was submitted, a vacancy occurs at the receiving college, the faculty member having requested transfer will be considered before any new employee is recruited.

    12.4.6   When the receiving college has made its decision, the instructor will be notified. Upon request, the instructor who is denied transfer will be provided with written notification of the reason for the denial.

12.5   **INVOLUNTARY TRANSFERS:** Involuntary transfers may be effected: (1) when an employee must take a split-load assignment at two colleges in order to fill his/her full annual workload, or (2) to avoid a layoff under reduction-in-force conditions, or (3) whenever an opening is declared at one college in a teaching field in which there is an anticipated teacher surplus at another college, and no one has volunteered to transfer.

    12.5.1   Regardless of the reason for transfer, the procedures for involuntary transfer will be put into effect in sufficient time for the transferring instructor to be notified no later than four weeks prior to the beginning of the semester in which the transfer will take place.

    12.5.2   The following procedures shall cover required split load assignments:

        12.5.2.1   When a split-load is required in order to complete an employee's full annual workload, every effort will be made to restrict all classes on any given day to one college only.

        12.5.2.2   The Board will reimburse the employee for any mileage from one college to the other incurred as a result of a split-load assignment, but will not reimburse the employee

from home to the first assignment of the day; nor for the trip home from the last assignment of the day.

12.5.2.3 The instructor will not be requested to serve on college committees at more than one college during any semester.

12.5.2.4 The instructor will be formally evaluated at no more than one college during any semester. The instructor will normally be evaluated at the college of his/her major assignment.

12.5.2.5 Extensions of involuntary split-load assignments from semester to semester will be avoided in every instance where possible.

12.5.3 Transfers that result from staff reduction in a particular kind of service at a given college will be by reverse seniority with the least senior employee who is credentialed and competent at the sending college being transferred first. If transfer of this employee would result in actual harm to the educational program of the sending college, then the next least senior employee would be transferred. If vacancies exist at more than one college, the most senior employee who is credentialed and competent will be given a choice of colleges.

12.5.4 When an opening is declared at one college in a field in which there is an anticipated teacher surplus at another college, and there is no volunteer for transfer, the following procedure will be followed:

12.5.4.1 The division dean of the sending college will, if possible, forward a list of the two (2) least senior instructors whose teaching disciplines, training, credential, and experience qualify them to fill the announced vacancy to the appropriate division dean of the receiving college. If transfer of one or both of these employees would result in actual harm to the educational program of the sending college, the next least senior employee(s) would be listed. The division dean will also immediately inform the instructors so listed that they are available for transfer.

12.5.4.2 The division dean at the receiving college will select the one who is judged best qualified to fit the requirements of the receiving college.

12.5.4.3 All parties concerned will be promptly notified of the transfer decision.

12.5.5 An involuntarily transferred instructor may return to his/her sending college under the following circumstances:

12.5.5.1 Any instructor involuntarily transferred may return to the sending college, upon his/her request, after two years at the receiving college, provided that at least one FTE in his/her teaching field is currently being filled by part-time employees at his/her former college.

12.5.5.2 At any time following an involuntary transfer, if a full-time teaching position for which the transferred instructor is qualified becomes available at the sending college, the transferred instructor may return to the sending college upon his/her request.

12.6 **REASSIGNMENT:** A member of the unit may be assigned to perform a specified service in a faculty service area (FSA) other than the faculty service area of his/her principal current assignment only if the employee is either credentialed or meets minimum qualifications to perform the specified service and satisfies any one of the criteria listed below:

1. Holds a major or a Master's or Doctorate degree appropriate to the specified service
2. Performed the specified service in this District during the current year
3. Performed the specified service in this District during at least four semesters within the last seven years
4. Has the specified service as a major on an applicable California credential
5. Performed the specified service as his/her principal assignment at the time he/she was granted tenure in this District.

12.6.1 Whenever possible, voluntary reassignment will be arranged in preference to involuntary reassignment.

ARTICLE 13: PROFESSIONAL DEVELOPMENT PROGRAM

13.1 **PURPOSE:** There shall be an academic Employee Professional Development Program to provide opportunities for the individual professional development of regular academic employees for the purpose of maintaining and enhancing the excellence of the educational programs of the District. The main thrust of this program is to update, retrain, and extend the expertise of faculty to meet the current and future needs of our students in accord with college priorities.

> **13.2** **OPTIONS:** The leave options available through the Professional Development Program include the following:
> a) conference/professional meeting attendance;
> b) short-term projects defined as activities of three (3) weeks or less;
> c) long-term projects defined as activities of more than three (3) weeks up to a full semester; and
> d) extended projects defined as full release from regular duties for an academic year.

Extended professional development leave is intended to provide full release from regular duties and enable unit members to respond to changing educational conditions and to engage in substantive professional growth projects. Extended leaves allow time for advanced formal coursework, independent study, work experience, programs of study and/or research and other beneficial activities which do not fall under regular faculty responsibilities. Intellectual property created during an extended or a long-term leave is the property of the faculty member unless other specific agreements have been made with the District.

13.3 **LEVEL OF FUNDING FOR PROGRAM:** The level of funding will be one percent (1%) of the District budget for regular academic and third- and fourth-year tenure track academic employees of the unit plus $50,000 from a combination of Partnership for Excellence and Faulty Development funds, to the extent those funds are available, for extended leaves.

> **13.3.1** District funds will be allocated to the three colleges in amounts corresponding to the ratio of the numbers of regular academic and third- and fourth-year tenure track academic employees at each college.

> **13.3.2** The college budget will be augmented by these amounts, categorically funded for this purpose.

> **13.3.3** All projects funded for the following fiscal year must carry over committed monies from the current fiscal year.

> **13.3.4** Ending balance funds in a fiscal year can be carried over to the next fiscal year. This fund carryover will not reduce the following year's allocation for that college. The full amount of uncommitted funds can be carried over, however no more than one third 1/3 of each fiscal year's campus allocation can be carried over from year to year as uncommitted.

13.4 **COMPENSATION:** All participants will receive their regular pay and fringe benefits for leaves up to a full semester. For projects with full release from regular duties for an academic year, participants will receive all fringe benefits and eighty percent (80%) of their regular pay.

> **13.4.1** Participants on extended leaves may use previously banked time to bring their compensation up to 100% during a leave.

> **13.4.2** Overload pay or reassigned time activities shall not be used to bring compensation up to 100% while participants are on an extended leave.

13.5 **COSTS TO THE DISTRICT:** The personnel cost for each project will be the direct cost to the District for persons necessary to substitute for the program participant, workshop and seminar registration fees as

approved, and reimbursement of enrollment fees to District faculty enrolled in courses in the SMCCCD as part of professional development.

13.6   REPLACEMENT: Part-time faculty will be used as a replacement for a unit member's extended leave. Part-time faculty may have an assignment up to 60% of a full-time load as an extended leave replacement. If the District opts to replace a program participant with a full-time leave replacement, the costs to the Professional Development Program will be calculated as if the participant had been replaced with part-time hourly faculty.

13.7   COSTS TO THE EMPLOYEE: The non-personnel costs (for example, transportation, housing, tuition, and related expenses) for all projects will be borne by the participants, except that the District may reimburse enrollment fees to District faculty enrolled in courses in the SMCCCD as part of professional development and travel costs may be reimbursed from the Professional Development Fund at the discretion of the college Professional Development Committee..

13.8   TYPES OF ACTIVITIES FOR SHORT AND LONG-TERM PROJECTS: The activities may be completed at a college, university, or in any other appropriate environment. The activities will be of the following four types, and must result in demonstrable benefit to the students of the District:

1. Participation in workshops, colloquia, seminars, or training sessions lasting up to three weeks.
2. Retraining—acquiring new skills to be used in new areas and/or in improving and updating existing skills.
3. Advanced study—engaging in systematic graduate studies and/or activities directly related to identified college priorities.
4. Research—engaging in a variety of activities such as original work in one's field of expertise, extensive reading and summarizing of knowledge in a specific area, perfecting techniques and processes applicable to one's assignment.

13.9   TYPES OF ACTIVITIES FOR EXTENDED LEAVE PROJECTS: For extended leaves of a full semester or academic year, activities will be considered according to one or more of the following categories, all categories being considered equally:

1. Retraining of applicant to allow for future new assignment in a needed area;
2. Study, project or activity that provides an applicant with opportunities to upgrade skills and knowledge for current or future assignments;
3. Study, project or activity for the improvement of curriculum, educational delivery, student personnel services or other support services;
4. Study, project or activity for development or revision of certificate or degree program;
5. Study, project or activity related to feasibility or revision of new or existing programs.

13.10   Eligibility: All regular academic employees who have completed six (6) years of continuous paid service with the District directly preceding the term of the requested leave are eligible for extended leaves of a full semester or academic year. District authorized paid leaves will not constitute a break in service. Regular and third and fourth year tenure track academic employees are eligible for conference/professional meeting attendance, short-term and long-term projects with no restriction on the frequency of participation. Part-time faculty shall be eligible to apply for and participate in conference/professional meeting attendance, short-term (three weeks or less) Professional Development activities.

13.11   SELECTION PROCESS: The Professional Development Committee on each campus shall consist of three AFT appointed faculty members, one Academic Senate appointed representative and two administrators.

13.11.1   The Chairperson will be a faculty member chosen by the Committee. Each member has one vote.

13.11.2   A majority (four votes) is required to select a leave request for approval.

13.11.3   The Committee will screen the preliminary proposals. Faculty members whose preliminary proposals are acceptable may be requested to submit detailed proposals for final approval.

13.11.4   The Committee will submit a prioritized list of projects to the President of the college who will be responsible for granting final approval after consultation with the appropriate Dean.

13.11.5   Selection for extended leaves will be governed by a) potential of future service to the District and students; b) relative merits of application; and c) seniority.

13.11.6   Applicants whose requests have been denied by the Committee shall be informed, in writing, of the reasons for denial.

13.11.7   It is the intent of this program to fund a reasonable mix of short and long-term projects as well as extended leaves of a full semester or academic year.

13.12   **APPLICATION PROCEDURES FOR SHORT AND LONG-TERM PROJECTS:** Eligible faculty initiate the selection process by submitting a preliminary proposal that includes an estimated budget and a plan for replacement of the faculty member, if necessary. The preliminary proposal will be short (1-3 pages) and will be submitted to the Chair of the Professional Development Committee.

13.13   **APPLICATION PROCEDURES FOR EXTENDED LEAVES:** Eligible faculty must submit a proposal to the Chair of the Professional Development Committee by February 1st of the preceding academic year. Each application must be accompanied by a) an outline of the planned project, program, activity or work experience including a statement of purpose and objectives; b) a description of the activities involved; and c) a plan for sharing or applying the result of the activity.

13.14   **TIMELINES:**

1. Each long-term project will be submitted for approval and be approved no later than the mid-semester preceding the commencement of the project.
2. Short projects may be submitted for approval and be approved during the semester preceding the projects. However, such projects may also be submitted during the semester of the project. In any event, proposals for short projects should be submitted in time so that the review committees can meet and complete its review.
3. In unusual circumstances, the review committee may delegate its review authority of short project proposals to the appropriate division dean(s). Projects approved in this manner will be forwarded by the appropriate Dean(s) to the chief executive officer of the college for final approval.

13.15   **RETURN FROM LEAVES:** Within thirty (30) days after returning to regular duties, each leave recipient will submit one or more of the following, providing evidence of having met the objectives stated in the initial application. Documentation will be submitted to the President and the Chair of the Professional Development Committee.

a) A transcript of courses taken and grades earned;
b) A report on the educational benefits of project or activity undertaken;
c) A description of plans for application of new skills and knowledge to teaching assignment and/or campus program;
d) Letter from an employer verifying work experience;
e) Samples of creative work, summary of research, and other evidence of original work produced as a result of leave.

The Professional Development Committee may request further evidence beyond that which is submitted by the recipient; such evidence must be submitted within two weeks of the Committee's request.

13.16   **RETURN OBLIGATION:** Recipients of extended leaves for an academic year must work for the District for two years after returning from such leave. Recipients of an extended leave for a full semester must work for the District for one year after returning from such leave. If a faculty member fails to fulfill

this return obligation, the District has the right to totally recover salary and benefits costs, unless otherwise mutually agreed to between the District and faculty member.

ARTICLE 14: LAYOFFS

14.1 **UNION WILL BE NOTIFIED OF POTENTIAL LAYOFFS:** When it is reasonably certain that faculty layoffs are to be recommended in specific areas, the Union will be notified of the contemplated action and the reasons therefore. It is understood that the Education Code prohibits the retention of a junior employee when a more senior employee who holds an FSA and competent to perform the service is laid off.

14.2 **UNION WILL BE NOTIFIED OF THE NUMBER OF LAYOFFS:** At the time that members of the unit are informed that recommendations have been made that their services will not be required for the ensuing year, the District will notify the exclusive representative as to the number of members of the unit who have received such notice.

14.3 **EMPLOYEES' NAMES SHALL BE CONFIDENTIAL UNTIL HEARING OR WAIVER:** Until the employee has requested a hearing or has waived his/her rights to a hearing, the names of the individuals given notice of layoff will remain confidential.

14.4 **SENIORITY LISTS PROVIDED TO THE UNION:** The District will provide the Union with a current seniority list of contract and regular employees, which will include the employee, their worksite, and the current FSA(s) on file. Any change or revision in the seniority list will be reported immediately to the Union. Seniority, worksite, and FSA information may be provided through separate lists if the District so chooses.

ARTICLE 15: PERFORMANCE EVALUATION PROCEDURES

15.1 **DISTRICT WILL ESTABLISH UNIFORM STANDARDS FOR EVALUATIONS:** As provided by law, the Board will establish uniform standards for evaluation of academic employees as part of the rules and regulations of the District.

15.2 **ALL EVALUATIONS CONDUCTED PURSUANT TO THIS ARTICLE:** All required evaluations of academic employees, who are members of this unit, shall be conducted in accordance with the procedures specified in this article.

15.3 **EVALUATION DEFINITIONS:** In this article, the following terms will be given the meaning specified:

    15.3.1 The "immediate supervisor" of the employee is the person so designated in the organizational diagram of the College or the District Office.

    15.3.2 "Peer" shall be, except in unusual circumstances, a regular academic employee within the same division or other administrative unit as the person to be evaluated.

    15.3.3 "Client" shall be recipient of the services performed by the person to be evaluated.

    15.3.4 A "full-employment" year is one during which the employee serves for more than 75% of the school days at more than 60% of the assignment of a full-time employee with comparable duties.

15.4 **EVALUATION POLICIES:** Evaluation policies and procedures for regular, contract, and part-time faculty are contained in Appendix G. Each policy is subject to the grievance process stated in this agreement.

ARTICLE 16: SAFETY CONDITIONS OF EMPLOYMENT

16.1 **DISTRICT ASSUMES RESPONSIBILITY FOR SAFETY:** The Board recognizes that in providing the educational program of this District, it assumes the responsibility for the safety of District employees while they are in and on the facilities provided in furtherance of that program. The District recognizes its responsibilities to comply with relevant Cal-OSHA regulations.

16.2 **PUBLISH/POST RULES AND PROVIDE SAFE EQUIPMENT:** The Board shall provide, publish, and post rules for safety and the prevention of accidents, provide protective devices where they are required for the safety of employees, and provide suitable and safe equipment where such equipment is necessary for the operation of the District.

16.3 **DISTRICT SHALL MAINTAIN SAFE WORK ENVIRONMENT:** The District shall at all times maintain standards of safety and sanitation in conformance with law, and Union and District shall cooperate to eliminate hazards and correct any conditions adversely affecting the health and safety of employees.

16.4 **EMPLOYEE SHALL NOTIFY SUPERVISOR:** Any faculty member who observes a condition in the working environment that he or she believes violates this article and feels is unsafe and creates any imminent danger of harm to any person shall immediately notify his/her immediate supervisor of the existence of such condition. Nothing herein shall be deemed to preclude such faculty member from contacting any other person or entity that may have the jurisdiction or ability to investigate or correct the alleged unsafe condition.

16.5 **APPEAL PROCESS:** This appeal process shall be used if a complainant believes this article has been violated and the complainant has notified his/her immediate supervisor of an alleged unsafe working condition impacting a unit member, and the complainant feels that District management has failed to take appropriate corrective action, the complainant may submit a written statement of the alleged condition or violation and any proposed corrective action to the Vice President of Student Services. The Vice President shall then take appropriate corrective action or forward the complaint to the College President.

    16.5.1 Within five (5) working days of receipt of any such complaint, the College President or designee shall initiate appropriate corrective action, or shall initiate action to convene the Campus Safety Committee. The committee shall investigate the complaint and shall prepare written findings and recommendations within 15 working days after being convened.

    16.5.2 If the Campus Safety Committee recommends corrective action, and such action is not approved by the College President/designee, the complainant who submitted the complaint may, within 15 working days after receipt of his/her copy of the decision by the College President/designee, appeal to the Chancellor or his/her designee. The Chancellor/designee will render a decision in writing within 15 working days after hearing the appeal.

    16.5.3 The decision of the Chancellor/designee may be appealed within 15 working days after receipt of his/her copy of the decision to the Board of Trustees. The decision of the Board shall be final.

16.6 **Safety Committee:** A Safety Committee shall be established on each campus and will include two (2) representatives appointed by AFT. A Campus Safety Committee will meet at least quarterly. A District Safety Management Committee will meet at least twice each fiscal year.

    16.6.1 The committees shall promulgate internal committee rules to promote and maintain a safe and healthful campus environment, educating and training personnel in safe work practice.

16.6.2 The committees shall recommend consistent districtwide procedures for scheduling safety inspections to identify and correct any unsafe conditions and work practices.

16.6.3 The committees shall meet to discuss accident and illness prevention methods, injury and illness records, and the results of regular safety inspections.

16.6.4 The committees shall make recommendations to a District Safety Management Committee on the elimination of risks, on corrective actions on identified hazards, and on training needed to maintain environmental safety within the District.

16.7 **Not Subject to Arbitration:** This Article shall not be subject to the arbitration provision of the Grievance Procedure set forth in Article 17.

ARTICLE 17: GRIEVANCE PROCEDURE

17.1   **DEFINITIONS:** The following definitions shall apply to the grievance procedure:

  17.1.1   A "grievance" is defined as an alleged violation of a specific article or section of this Agreement that personally and adversely affects the grievant.

  17.1.2   A "working day" is any day of service in the calendar year.

  17.1.3   A "grievant" may be an employee, group of employees, or the Union. The Union may file grievances over alleged violations of the contract.

  17.1.4   A "party in interest" is a person or persons making a claim of grievance or any person who might be required to take action or against whom action might be taken in order to resolve the grievance.

  17.1.5   A "complaint" is an allegation that there has been a misinterpretation, misapplication, inequitable application, or violation of any policy of the District to the extent that the individual believes to have been adversely affected. Complaint issues relating to District Rules and Regulations or District Policy are not subject to grievance and are heard through standard administrative channels.

17.2   **PURPOSE:** The purpose of this grievance procedure is to provide for the processing of a claim of grievance, and to secure, at the lowest possible level, solutions to problems that arise under this Agreement.

  17.2.1   This grievance procedure is intended to supplement but not supplant normal and usual procedures for solving personnel problems. Problems involving matters other than alleged violations of a specific article or section of this Agreement are to be resolved through standard administrative channels.

17.3   **LEVEL I:** A grievance will first be discussed orally with the grievant's immediate supervisor with the objective of resolving the matter informally. In the event the grievant is not satisfied with the attempted or suggested resolution by informal means, the grievant may submit a formal grievance in writing to the College President with a copy to the immediate supervisor. The date of receipt by the College President of the written grievance will be considered the "filing date."

  17.3.1   No grievance shall be recognized unless it shall have been presented at Level I within twenty (20) working days after the grievant knew or, with reasonable diligence, should have known of the act or condition and its aggrieving nature that forms the basis of the grievance, and if not so presented, the grievance will be considered as waived.

  17.3.2   A written statement at Level I shall include:

    1.   a description of the specific grounds for the grievance, including names, dates and places necessary for a complete understanding of the grievance;
    2.   a listing of the specific article or section of this Agreement alleged to have been violated; and
    3.   a listing of specific actions requested of the District that will remedy the grievance.

  17.3.3   If a formal grievance has been filed, the grievant may: (a) discuss the grievance personally, or (b) request that a representative accompany him/her. In all cases, a Level I meeting will be scheduled within seven (7) working days of the filing date, unless a later date is mutually agreed to.

17.3.4 The College President shall, within ten (10) working days following the meeting to discuss the grievance, render his/her decision and the reasons therefore, in writing, to the grievant. A copy of the decision at this level shall be sent to the Assistant Chancellor for Human Relations and the Union.

17.4 **LEVEL II:** If the grievant is not satisfied with the disposition of the grievance at Level I, the grievant may file for a Level II hearing within ten (10) days of the receipt of the Level I decision, or within fifteen (15) days of the close of the hearing at Level I if no Level I decision has been rendered, whichever is sooner. Grievants not complying with the above time constraints for filing at Level II will be deemed to have waived their rights to a Level II hearing. A grievant filing for a Level II hearing will forward the written grievance to the Office of the Chancellor. The written statement at Level II shall include the following:

1. all of the information required for the Level I grievance statement;
2. a list of the reasons why the College President's proposed resolution of the grievance is unacceptable;
3. a listing of specific actions requested of the District which will remedy the grievance; and
4. a request for a conference with the Chancellor or designee if desired.

17.4.1 The Chancellor/designee may request a conference with the grievant. If either the grievant or the Chancellor/designee requests a conference at Level II, the request shall be granted. The grievant, any party in interest, and the Chancellor/designee may request the presence of a representative or representatives at any conference.

17.4.2 The Chancellor/designee shall render a written decision to the grievant within ten (10) working days after the conference at Level II if one has been requested, or within (10) working days after receipt of the grievance if no conference is held. Information copies of the decision shall be sent by the Chancellor/designee to the grievant's immediate supervisor, the College President, the Union, and to any representative designated by the grievant.

17.5 **LEVEL III:** If the grievant is not satisfied with the disposition of the grievance at Level II, the grievant may request, through the Union, that the grievance be arbitrated. Such written request shall be filed in the office of the Assistant Chancellor for Human Relations within ten (10) working days after receipt of the written decision at Level II. The Union shall retain the right to determine which grievances may proceed to arbitration.

17.5.1 A Certified Shorthand Reporter shall be employed to record verbatim the entire arbitration hearing if requested by either the Union or the District. In any case in which a shorthand reporter is involved, the parties shall share equally the cost of such reporter including per diem, mileage, and other out-of-pocket expenses. If the arbitrator requests a shorthand reporter, the parties shall likewise share equally the cost of such reporter. The cost of transcripts shall be borne by the party ordering such transcripts. All other expenses shall be borne by the party causing them to be incurred.

17.5.2 When arbitration has been requested, the parties shall contact the California State Conciliation Service for a list of arbitrators. The Union and the Assistant Chancellor for Human Relations, or his/her designee, shall alternately strike names from such list until only one (1) name remains. This person shall be designated as the arbitrator, and shall proceed to hear the grievance.

17.5.3 The function of the arbitrator shall be:
a) To hold a hearing concerning the grievance, and
b) To render an advisory award within thirty (30) days after the close of the hearing.

17.5.4 Once the arbitrator has been selected, hearings shall commence and be held at the convenience of the arbitrator. However, hearings shall be confined to working days.

17.5.5 Neither the District nor the Union shall be permitted to assert any grounds or evidence before the arbitrator that was not previously disclosed to the other party. The arbitrator shall consider only those issues that have been properly carried through prior steps as required by the provisions of this grievance procedure.

17.5.6 The arbitrator shall not render any award that conflicts with or alters this Agreement or external law. It is understood, however, that the arbitrator shall interpret the Agreement in accordance with acceptable rules of contract construction.

17.5.7 The arbitrator is empowered to include in any award such financial reimbursements or other remedies as judged to be proper and fix the effective date of any such award or finding.

17.5.8 Each party shall bear the full costs for its representation in the arbitration. The arbitrator's fees and charges shall be divided equally between the Union and the District.

17.6 **LEVEL IV:** Either the grievant or the responding party may appeal the advisory award of the arbitrator to the Board of Trustees within ten (10) working days after the receipt of such advisory award.

17.6.1 The Board of Trustees shall render its decision within twenty (20) working days after receipt of the appeal at this level, or twenty (20) working days after receipt of the transcript of the arbitration hearing, whichever comes later. The decision of the Board of Trustees shall be final and binding on all parties, except that no rights of the grievant to further legal action shall be abrogated.

17.7 **GENERAL PROVISIONS:** The following general provisions shall apply:

17.7.1 A decision rendered at any level shall be considered final unless an appeal is registered within the time limits specified.

17.7.2 Time allowances set forth at each level may be extended by mutual consent of the grievant and the responding party and extensions will be made based upon vacation schedules if so requested by either the Union or the District.

17.7.3 Should the hearing of any grievance require that an employee be released from his/her regular assignment, he/she shall be released without loss of pay or benefits.

17.7.4 No reprisals of any kind shall be taken by or against any participant in the grievance procedure by reason of such participation.

17.7.5 All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

17.7.6 All parties to the grievance shall make available to other parties involved all pertinent information not privileged under the law in its possession or control that is relevant to the issues raised by the grievance.

17.7.7 Any grievance that arose prior to the effective date of this Agreement shall not be processed according to these procedures.

ARTICLE 18: SUMMER SESSION EMPLOYMENT

18.1   **CONTRACT ARTICLES THAT APPLY DURING SUMMER SESSION:** The only articles of this Agreement, which apply to summer session employees, are the following:

   a) Article 1: Recognition
   b) Article 2: Organizational Rights
   c) Article 3: Payroll Deductions (as per Section 3.2)
   d) Article 4: Management Rights
   e) Article 5: Peaceful Settlement of Differences
   f) Article 16: Safety Conditions of Employment
   g) Article 17: Grievance Procedure

18.2   **SUMMER PAY:** Compensation for summer session is provided in Section 8.8.

18.3   **SICK LEAVE FOR SUMMER:** Sick leave for summer session is provided for in Section 11.1.2.

ARTICLE 19: PART-TIME EMPLOYMENT

19.1.1 SENIORITY LISTS: Each Division or similar unit that employs part-time employees will establish a seniority list based on the first part-time employment at the specific college. Regular faculty who are assigned an overload will be included in the divisional-based part-time seniority list.

19.1.2 If a break in service exceeds three semesters, then the person's name is to be removed from the seniority list.

19.2   ASSIGNMENT AND RETENTION: Among the factors considered in determining retention and assignment are seniority, as described in 19.1, relative experience/qualifications and program need.

19.2.1 Factors included when giving due consideration to relative experience/qualifications include, but are not limited to:
- General teaching experience including other institutions, not just within the District;
- Related professional experience other than teaching;
- Skills and experience in specialized areas;
- Level of education/academic preparation; and
- Previous performance record (satisfactory or better) and adherence to District Rules and Regulations.

19.2.2 Program need includes, but is not limited to:
- Employee qualifications to carry out the assignment;
- Expertise and/or demonstrated practical experience in the specific requirements of the assignment;
- Employee ability to use and expose students to current information, technology and skills required in the assignment;
- Employee availability at needed time;
- Maintenance of an inclusive academic staff.

19.2.3 It is the responsibility of the part-time faculty member to provide information to management to be considered when determining retention and assignment.

19.2.4 When feasible, each College Division will make reasonable efforts to provide part-time faculty with the same or similar faculty load as an assignment of at least the same or similar faculty load as in the previous term if the part-time faculty member has received two (2) consecutive satisfactory evaluations or has been given an assignment for seven (7) semesters with no negative evaluations.

19.2.5 If a reduction in assignment is required, the reduction will be discussed with the part-time faculty member. If requested by the affected part-time faculty member, the appropriate administrator will provide written confirmation of such reduction including the reason(s) for the reduction to the part-time faculty member.

19.2.6 If, during any semester, there are more part-time faculty members than there are available assignments, and if all of the criteria for determining assignments that are defined in 19.2.1 and 19.2.2 above have been met to the satisfaction of the appropriate dean, then the remaining the available assignments shall be offered to those part-time faculty members who are most senior according to the Seniority Lists as described in 19.1, with the most senior part-timers being offered at least the same faculty load as in the previous term before a part-time faculty member with less seniority is offered an assignment.

19.2.7 Part-time faculty members will have the opportunity to communicate in writing with the Dean regarding desired changes or modifications to their assignment prior to schedule development for each instructional period.

19.2.8 A part-time teaching faculty member whose assignment is reduced (e.g. class canceled due to financial exigency or low enrollment) within three weeks (fifteen working days) prior to the beginning of that assignment may not claim seniority as a reason to be reassigned in place of a less senior part-time faculty member provided that the less senior part-time faculty member had already been given an assignment prior to the three week period. However, seniority remains a factor to be considered whenever new, un-staffed assignments become available. A part-time teacher whose assignment is reduced under this section will not lose his/her seniority or accumulated sick leave.

19.3 **BUYING INTO KAISER HEALTH PLAN:** Part-time faculty who meet the basic eligibility requirements, and who are not otherwise already covered by the District's health benefit plan, shall have the right to buy into the District's Kaiser Foundation Health Plan.

19.4 **BUMPING BY FULL-TIME EMPLOYEE:** Bumping of an part-time instructor by a full-time instructor shall have no effect on seniority or accumulated sick leave.

19.5 **EVALUATIONS CAN BE SUBMITTED FOR FULL-TIME OPENING:** Results of evaluations of part-time faculty may be submitted as part of an application for a full-time position.

19.6 **PART TIME FACULTY OFFICE HOURS;** Effective August 14, 2006, the District will reduce the part-time salary schedules in effect for the 2005-2006 academic year by 5.78%. The District will compensate at the rate of one office hour for three faculty load credits (FLCs) and individual teaches (pro-rated for less than three units taught per semester). Effective August 14, 2006, the District will allocate $540,000 to pay for part time office hours which will compensate part time faculty for office hours at 82.6% of the Special Rate of pay. Effective with the beginning of the 2007 – 2008 Academic Year, the District will allocate an additional $125,000 to pay for part time office hours, which will compensate part time faculty for office hours at 100% of the Special Rate of pay. Payment of part time office hours will appear as a separate line item in the monthly paycheck.

ARTICLE 20: FACULTY SERVICE AREAS (FSA)

20.1   **FACULTY SERVICE AREAS:** Faculty Service Areas (FSAs) in the SMCCCD will correspond to the Disciplines List as approved by the Board of Governors. The term "competence," as related to Faculty Service Areas, will be defined as meeting the minimum qualifications approved by the Board of Trustees.

ARTICLE 21: MISCELLANEOUS PROVISIONS

21.1 <u>**SEVERABILITY CLAUSE:**</u> If any provisions of this Agreement are held to be contrary to law by a court of competent jurisdiction, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.

21.2 <u>**AGREEMENT SHALL SUPERSEDE RULES AND PRACTICES:**</u> This Agreement shall supersede any rules, regulations or practices of the Board, which shall be contrary to or inconsistent with its terms. The provisions of the Agreement shall be incorporated into and be considered part of the established policies of the Board

21.3 <u>**FULL AND COMPLETE AGREEMENT:**</u> This Agreement shall constitute the full and complete commitment between both parties, and shall supersede and cancel all previous agreements both written and oral. This Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in a written and signed amendment to this Agreement.

21.4 <u>**NEGOTIATING SUCCESSOR AGREEMENT:**</u> The Board agrees to enter into negotiations with the Union over a successor agreement no later than six (6) weeks after the public meeting of the Board of Trustees at which time the Union successor agreement proposals are presented to the Board as per the requirements of Senate Bill 160. Any agreements so negotiated shall be reduced to writing after ratification by the parties.

ARTICLE 22: UNIT BANKING

22.1   <u>UNIT BANKING CONCEPT:</u> The intent of unit banking is to allow a 100% full-time, tenured faculty member to accumulate earned leave. While the activities engaged in during the earned leave are entirely at the discretion of the employee, the leave is considered an opportunity for personal experimentation, renewal, and professional development that benefits the individual and ultimately his/her students. It further benefits the institution as an opportunity for flexibility and experimentation.

22.2   <u>RIGHT TO UNIT BANKING:</u> Any 100% full-time, tenured member of the faculty who accepts an overload assignment (during day, evening, or Summer Session), may, subject to the conditions that are set forth in this article, opt to "bank" the overload faculty load credits (FLCs) to use toward future earned leave. The faculty member will work together with the appropriate Dean to develop a plan indicating when units will be banked, when they will be applied toward a leave, and what preparations are necessary to ensure proper functioning of the educational program in the faculty member's absence. If the faculty member serves under more than one Dean, each of the Deans will participate in the planning process. The plan will be submitted to the appropriate Vice President for final approval to ensure coordination with other leaves, adherence to the intent of this article, and resolution of any disputes. This plan may be revised upon mutual agreement of the faculty member and the Dean(s).

     22.2.1   Unit banking agreements do not create special priorities or obligations with respect to overload assignments.

22.3   <u>QUALIFYING ACTIVITIES:</u> Most activities engaged in by 100% full-time, tenured faculty which result in extra pay at an part-time rate, such as overload teaching, laboratory work, counseling, and program coordination, are eligible for unit banking. Activities not eligible for unit banking include those funded by Trustees' grants and external grants.

22.4   <u>UNIT BANKING PROCEDURES:</u> Normally, the total overload worked in a semester must be either banked or paid. The overload may not be split (partially paid, partially banked) without the mutual consent of the faculty member and the division dean(s) or unless a split is required to limit the total banked FLCs to the maximum allowed (see below).

     22.4.1   Normally, the total number of FLCs banked in a given semester may not be less than one-half or more than six. Exceptions require the mutual consent of the faculty member and the division dean(s).

     22.4.2   No banked time will be earned for incomplete or canceled assignments.

     22.4.3   Any prior under-loading of a faculty member's assignment must be cleared before banking can occur.

     22.4.4   The total number of banked FLCs for a faculty member shall not exceed the amount needed to take one full semester of leave (normally 15), except that up to 30 FLCs may be accumulated for use as leave in the year prior to a planned retirement.

22.5   <u>STATUS OF BANKED FLCs:</u> The District shall establish an in-house escrow account reserved for unit banking. All monies, which would otherwise be required to pay the faculty member for the overload assignment being banked, will be deposited in the escrow account. Such funds will be held to hire necessary substitute or part-time employees during the time when the banked FLCs are applied to an earned leave or when disbursement is required to the faculty or faculty member's estate.

     22.5.1   If the District elects to not replace part or all of a faculty member's load while the faculty member is on leave, the District may withdraw the unneeded portion of funds from the escrow account.

22.6   **USE OF BANKED FLC's:** Faculty members will use banked leave at the time agreed upon with their division dean(s) when establishing the plan. Requests to take leave with accumulated banked units will be granted only if the faculty member's program can operate satisfactorily in the faculty member's absence and a suitable replacement is available. The regular District procedures for advertising and evaluating applicants will be used to seek appropriate replacements.

    22.6.1   No more than one full-time equivalent (FTE) faculty member from a discipline, or 25% of the eligible FTE in a discipline, whichever is the larger number, may be on leave (for any reason) at the same time. If more than this amount of FTE faculty leave is applied for, selection of faculty who may take their leave will be made based on program requirements as determined by the Dean(s). Earned leave will not be treated differently from other types of leave when making these determinations. Seniority among applicants who have not taken an earned leave within the past five years is an additional factor that may be considered when determining who may take a leave.

    22.6.2   Faculty who wish to apply banked overload to a leave must submit to their division dean(s) a written request for such leave at least one year in advance. Exception to such notice may be made upon the mutual consent of the faculty member and the division dean(s).

    22.6.3   Faculty may apply banked overload to a partial or full semester leave, or to a full last year of employment, but not to part of a course assignment. The loading formula in effect at the time the FLC is earned shall be applied to the leave semester.

    22.6.4   Normally, earned leave can be taken only from similarly compensated activities as those for which the banked FLCs were earned (lecture, laboratory, counseling, advising, etc.). The current value of banked FLCs must equal or exceed the cost of replacement for the full assignment being vacated. Current value is considered the actual number of banked hours multiplied by the applicable current rate for Step 10 placement on the part-time pay schedule.

    22.6.5   While on leave, the faculty member shall be paid according to the full-time salary schedule in effect at the time the leave is taken, or a percentage thereof if a partial leave is taken.

    22.6.6   Employee and dependent benefits will continue in effect for the faculty member using earned leave and such leave will not be considered a break in service.

    22.6.7   Once enrolled in the program, a faculty member may not withdraw the banked units and receive a cash payout, except in highly unusual emergency situations outlined in the pertinent Internal Revenue Service (IRS) regulations for early payout of deferred compensation. Banked FLCs must be used within seven (7) years of the first semester of accumulation. Exceptions may be granted by the Dean(s) for unusual circumstances, such as unexpected exigencies experienced by the faculty member which prevent the taking of a leave as planned. In such a case, a new banking plan will be prepared that ensures taking the leave in a timely manner. If all or a portion of banked leave is not used, the faculty member will receive monetary compensation at the rate of pay which was in effect for overload assignments at the time credit was earned and banked.

    22.6.8   In the event of a faculty member's death, the value of accumulated FLCs will be paid at the same rate as unused FLCs to the estate of the deceased in the same manner as other compensation due the employee.

ARTICLE 23: DURATION

23.1   **EFFECTIVE DATES OF AGREEMENT:** This Agreement shall be effective on July 1, 2006 and shall continue in full force and effect through June 30, 2009.

23.2   **REOPENERS:.** For the 2007 – 2008 and 2008 – 2009 contract years, each party can re-open up to three non-economic items in any article excluding Articles 8 and 9.

23.3   **SIGNATURES:** In witness whereof, the Union has caused this agreement to be signed by its Chief Negotiator and Co-Presidents, and the District has caused this Agreement to be signed by its Chief Negotiator, Chancellor and President of the Board of Trustees.

FOR THE UNION   **FOR THE DISTRICT**

_____   _____
Katharine Harer, Co-President   **Helen Hausman, President**
AFT Local 1493   **Board of Trustees**

_____   _____
Joaquin Rivera, Co-President   **Ron Galatolo, Chancellor**
and Chief Negotiator AFT Local 1493

_____   _____
Victoria Clinton   **Harry W. Joel, Vice Chancellor Human Resources**

Dated: _____

APPENDIX A: AFT BARGAINING UNIT

Included in the bargaining unit are the following:

- Contract and regular academic employees
- Hourly academic employees
- Summer session academic employees

Excluded from the bargaining unit are the following:

- Management, supervisory and confidential employees
- Day-to-day substitutes
- Guest lecturers
- Teachers of credit classes who are not teachers of record, unless they are contract or regular employees
- Teachers of non-credit courses in Community Services programs

Appendix B: Salary Schedules and Academic Titles

San Mateo County CC District
Regular Faculty Salary Schedule (80)

Effective: 01-JUL-2006

Grade	1	2	3	4	5
Step	Base	M.A.	MA w/45 Units	MA w/60 Units	PhD/EdD /J.D
1	52415	55096	56443	58350	63123
2	55088	57765	59114	61051	65801
3	57763	60438	61784	63742	68467
4	60434	63108	64458	66441	71129
5	63102	65785	67133	69139	73807
6	65772	68457	69801	71841	76480
7	68446	71122	72478	74532	79155
8	71118	73798	75146	77230	81821
9	73788	76472	77821	79931	84494
10	73788	76472	77821	79931	84494
11	76466	79138	80489	82628	87169
12	76466	79138	80489	82628	87169
13	76466	79138	80489	82628	87169
14	79134	81815	83162	85325	89844
15	79134	81815	83162	85325	89844
16	79134	81815	83162	85325	89844
17	79134	81815	83162	85325	89844
18	81811	84483	85831	88025	92508
19	81811	84483	85831	88025	92508
20	81811	84483	85831	88025	92508
21	81811	84483	85831	88025	92508
22	81811	84483	85831	88025	92508
23	84475	87147	88496	90715	95172

The above dollar amounts are annual salaries, based upon services
performed on 175 days of the college year for full-time employees
on a regular academic year contract.

San Mateo County CC District
Adjunct Faculty Salary Schedule Fall/Spring (HI-Instructional)
Effective: 14-AUG-2006

Step	Lecture	Laboratory	Special
1	51.34	44.00	31.82
2	54.45	46.78	33.80
3	57.64	49.82	35.86
4	60.86	52.84	38.02
5	64.12	55.55	40.15
6	67.16	58.22	42.28
7	70.57	60.95	44.13
8	73.66	63.86	46.03
9	76.78	66.78	47.86
10	79.93	69.51	49.81

Note: Compensation for the summer session is based on the
Salary Schedule in effect during the previous semester.

San Mateo County CC District
Adjunct Faculty Salary Schedule Fall/Spring (AJ-Non-Instructional)
Effective: 14-AUG-2006

Step	Laboratory	Special
1	46.56	33.68
2	49.51	35.77
3	52.72	37.95
4	55.92	40.24
5	58.79	42.49
6	61.62	44.75
7	64.50	46.70
8	67.58	48.71
9	70.67	50.66
10	73.56	52.71

Note: Compensation for the summer session is based on the
Salary Schedule in effect during the previous semester.

San Mateo County CC District
Regular Faculty Overload Salary Schedule   (OL)
Effective: 14-Aug-2006

Step	Lecture	Laboratory	Special
1	50.99	43.68	31.60
2	54.08	46.46	33.56
3	57.22	49.47	35.60
4	60.43	52.46	37.75
5	63.68	55.15	39.87
6	66.67	57.81	42.00
7	70.06	60.54	43.83
8	73.14	63.40	45.71
9	76.23	66.31	47.52
10	79.38	69.03	49.45

Note: Compensation for the summer session is based on the
Salary Schedule in effect during the previous semester.

San Mateo County CC District
Post-Retired Salary Schedule (PO)
Effective: 01-JUL-2006

Load	Rate
1	2790.00
2	5580.00
3	8370.00
4	11160.00
5	13950.00
6	16740.00
7	19530.00
8	22320.00
9	25110.00

CHART OF ACADEMIC TITLES

REGULAR FACULTY

Grade Step	1 B.A.	2 M.A.	3 M.A.w/45un	4 M.A.w/60un	5 PhD/EdD/JD
1					
2					
3			ASSISTANT PROFESSOR		
4					
5					
6					
7			ASSOCIATE PROFESSOR		
8					
9					
10					
11					
12					
13					
14			PROFESSOR		
15					
16					
17					
18					
19					
20			PROFESSOR		
21					
22					
23					

ADJUNCT FACULTY

Grade Step	1 LECTURE	2 LABORATORY	3 SPECIAL
1			
2		INSTRUCTOR	
3			
4			
5			
6			
7		ASSISTANT PROFESSOR	
8			
9			
10			

APPENDIX C: DEFINITION OF SALARY CLASSES

Class 1:   Base—no degree, or Bachelor's with up to 60 semester units taken after the award of the degree

Class 2:   One or more of the following:
- Master's degree and fewer than 45 semester units taken after the award of the Bachelor's degree
- Vocational Class A Credential issued for five years or life
- Standard Designated Subjects Credential in Vocational Trade and Technical Training issued for five years or life
- California Community College Instructor Credential issued for life with a teaching subject matter area on the following list and at least 60 semester units of course work from an accredited post-secondary institution:

- Accounting
- Aeronautics
- Agricultural Services and Processing
- Aircraft
- Animal Production
- Architectural, Engineering & Related Technologies
- Building, Construction & Marketing & Distribution Related Technologies
- A Building Trade
- Business and Industrial Management
- Communication Services & Related Technologies, including Painting
- Computer & Related Technologies
- Cosmetology & Barbering
- Court Reporting
- Fire Science
- Foods, Food Services & Related Technologies

- Health and Physical Care Services & Related Technologies
- Industrial Arts
- Industrial, Machine & Related Technologies
- An Industrial Trade
- Insurance
- Marine & Related Technologies
- Mining, Metallurgy & Related Technologies
- Motel and Hotel Services & Related Technologies
- Nursing
- Office Services & Related Technologies
- Ornamental Horticulture
- Personal Services
- Police Science
- Real Estate
- Textiles, Textile Services & Related Technologies

Class 3:   Master's degree and at least 45 but fewer than 60 semester units taken after the award of the Bachelor's degree

Class 4:   Master's degree and at least 60 semester units taken after the award of the Bachelor's degree

Class 5:   An earned doctorate or membership in the California Bar.

APPENDIX D: DUTIES AND RESPONSIBILITIES

D1—DUTIES AND RESPONSIBILITIES OF INSTRUCTORS

A. Required of all instructors:

- teach classes at assigned times and locations;
- make necessary preparations for class instruction;
- evaluate student performance; and
- submit timely and accurate reports of attendance, grades and other matters as required.

B. Additional professional responsibilities, not subject to additional compensation for instructors on regular academic year contract: (See Note 1)

- attend and participate in official division and college faculty meetings called by the college administration;
- develop instructional materials, course outlines, and curriculum guides;
- analyze and select text materials, and participate in course content coordination;
- evaluate, update, and revise existing courses and programs; develop new courses as needed;
- assist in the placement of students in courses;
- review current literature in appropriate fields and recommend additions to the college library collection;
- participate as a peer in the academic employee staff development and evaluation programs;
- assist in ordering supplies, and in ensuring proper utilization of instructional equipment and facilities;
- coordinate the work of student assistants and instructional aides;
- participate in commencement exercises (See Note 2);
- participate in advisory committee meetings;
- participate on official college committees (e.g., curriculum planning, accreditation self-study); and
- participate on screening committees for position vacancies.

C. Voluntary activities performed without additional District compensation:

- participate in co-curricular activities (e.g., student club advising);
- participate in college-community relations activities (e.g., public speaking engagements); and
- participate in articulation with high schools and four-year institutions, and with business and industry.

Note 1: It is not the intention of the parties to this Agreement to imply that all unit members will be assigned all of the responsibilities listed under B. Certain of these responsibilities may be appropriate for assignment to a given unit member who would not be paid additional District compensation for discharging them.

Note 2: A maximum of one-half of the contract and regular faculty will be expected to participate each year. No individual will be required to participate more frequently than once in each two-year period.

D2—DUTIES AND RESPONSIBILITIES OF COUNSELORS

A. Required of all counselors:

- provide counseling services to students at assigned times and locations;
- maintain necessary counseling records; and
- submit timely and accurate reports as required.

B. Additional professional responsibilities, not subject to additional compensation for counselors on regular academic year contract: (See Note 1)

- attend and participate in official division and college faculty meetings called by the college administration;
- develop informational counseling materials, student program outlines, and curriculum guides;
- analyze and select counseling and testing materials, and participate in course and program content coordination;
- evaluate, update, and revise existing counseling materials and programs; develop new programs as needed;
- review current literature in appropriate fields and recommend additions to the college library collection;
- participate as a peer in the academic employee staff development and evaluation programs;
- provide information for schedule and budget preparation;
- assist in ordering supplies, and in ensuring proper utilization of instructional equipment and facilities;
- coordinate the work of student assistants and instructional aides;
- participate in commencement exercises (See Note 2);
- participate in articulation with high schools and four-year institutions;
- participate in advisory committee meetings;
- participate on official college committees (e.g., curriculum planning, accreditation self-study); and
- participate on screening committees for position vacancies.

C. Voluntary activities performed without additional District compensation:

- participate in co-curricular activities (e.g., student club advising);
- participate in college-community relations activities (e.g., public speaking engagements); and
- participate in articulation with business and industry.

Note 1:   It is not the intention of the parties to this Agreement to imply that all unit members will be assigned all of the responsibilities listed under B. Certain of these responsibilities may be appropriate for assignment to a given unit member who would not be paid additional District compensation for discharging them.

Note 2:   A maximum of one-half of the contract and regular faculty will be expected to participate each year. No individual will be required to participate more frequently than once in each two-year period.

D3—DUTIES AND RESPONSIBILITIES OF LIBRARIANS

A. Required of all librarians:

- provide librarian services to students at assigned times and locations;
- maintain necessary library records;
- take appropriate precautions against the theft, deterioration, or destruction of library facilities, equipment, and materials; and
- submit timely and accurate reports as required.

B. Additional professional responsibilities, not subject to additional compensation for librarians on regular academic year contract: (See Note 1)

- attend and participate in official division and college faculty meetings called by the college administration;
- develop instructional materials on the use of the library and its resources for groups and individuals;
- consult with faculty members on resource needs in their particular fields;
- assist in the formulation and maintenance of necessary and reasonable rules for library users;
- review current literature in appropriate fields and recommend additions to the college library collection;
- participate as a peer in the academic employee staff development and evaluation programs;
- provide information for schedule and budget preparation;
- assist in ordering supplies, and in ensuring proper utilization of library equipment and facilities;
- coordinate the work of student assistants and instructional aides;
- participate in commencement exercises (See Note 2);
- assist in planning and preparing exhibits and book displays to encourage student use of books and other materials;
- participate on official college committees (e.g., curriculum planning, accreditation self-study); and
- participate on screening committees for position vacancies.

C. Voluntary activities performed without additional District compensation:

- participate in co-curricular activities (e.g., student club advising);
- participate in college-community relations activities (e.g., public speaking engagements); and
- participate in articulation with high schools and four-year institutions.

Note 1: It is not the intention of the parties to this Agreement to imply that all unit members will be assigned all of the responsibilities listed under B. Certain of these responsibilities may be appropriate for assignment to a given unit member who would not be paid additional District compensation for discharging them.

Note 2: A maximum of one-half of the contract and regular faculty will be expected to participate each year. No individual will be required to participate more frequently than once in each two-year period.

APPENDIX E: DEFINITIONS

- **BOARD:** The Board of Trustees of the San Mateo County Community College District.

- **CHANCELLOR-SUPERINTENDENT:** The chief executive officer of the San Mateo County Community College District.

- **CONTRACT EMPLOYEE:** Equivalent to "probationary employee."

- **DAY:** A calendar day unless otherwise defined.

- **DAY PROGRAM:** The portion of the college program that begins before 4:30 p.m., Monday through Friday.

- **DISTRICT:** The San Mateo County Community College District or its agents.

- **FACULTY LOAD CREDIT (FLC):** A measure of workload based on contact hours and the academic services provided during those contact hours.

- **HEALTH BENEFITS:** The combination of medical, dental and vision benefits.

- **IMMEDIATE FAMILY:** Spouse, domestic partner, child, parent, sister or brother of the employee, or any relative living in the immediate household of the employee.

- **IMMEDIATE SUPERVISOR:** The person so designated in the organization chart of the college or the District Office.

- **REASSIGNMENT:** A change of assignment that does not involve a change from one college to another and does involve an assignment in a faculty service area (FSA) other than that of the principal current assignment.

- **REGULAR EMPLOYEE:** Equivalent to "tenured employee."

- **SICK LEAVE:** Leave of absence for illness or injury.

- **TEMPORARY EMPLOYEE:** An employee who is neither a contract nor a regular employee.

- **TRANSFER:** A change of assignment that involves a move from one college to another.

- **UNION:** The San Mateo Community College Federation of Teachers, Local 1493, AFT, AFL-CIO.

APPENDIX F: FACULTY LOAD CREDIT (FLC) ALLOCATION

LECTURE ASSIGNMENT SCHEDULE

Definitions:

A composition class is defined as those English classes required for transfer or an associate's degree.

English Composition Classes:

With 20 students maximum per class	1.00 FLC per hour
With four composition classes assigned and 26 students maximum per class at census	1.25 FLCs per hour

All Other Lecture Hours:

All other lecture hours	1.00 FLC hour

INSTRUCTIONAL ASSIGNMENT SCHEDULE

Counseling	33 students per FLC; .50 FLC per hour
Librarian Service, College Nurse, Reassigned Time	.40 FLC per hour

Cooperative Education

Student Coordination	8.3 students per FLC
Hourly rate 1 hour at special rate	5-9 students
2 hours at special rate	10-14 students
3 hours at special rate	15-19 students
4 hours at special rate, etc.	20-24 students

Journalism

College Newspaper Advisor	3 FLCs per semester
Student Magazine Advisor	2 FLCs per semester of production

Coaching

Water Polo	7.5 FLCs	Track	9.0 FLCs
Soccer	8.0 FLCs	Softball	9.0 FLCs
X-Country	7.5 FLCs	Baseball	9.0 FLCs
Volleyball	7.5 FLCs	Tennis	7.5 FLCs
Basketball	9.0 FLCs	Golf	7.5 FLCs
Wrestling	8.0 FLCs	Swimming	7.5 FLCs
Football Head Coach	9.0 FLCs		
Football Asst. Coach	7.5 FLCs		

The FLC for the various athletic coaching assignments were determined as a means of compensating for athletic activities having different lengths of season, different numbers of games played during a season, the number of students to be supervised, the requirements for faculty supervision, the nature of the sport, and the different requirements for student supervision during normally declared college vacation and semester break periods.

LABORATORY ASSIGNMENT SCHEDULE

Biological Sciences, Ophthalmic Dispensing, Physical Sciences, and Nursing laboratory assignments	.80 FLC per hour
Physical Education activity classes	.75 FLC per hour
Skills Development laboratory (skill-development; generally no demonstration or evaluation)	.55 FLC per hour
Cosmetology laboratory classes	.60 FLC per hour
Business laboratory classes	.75 FLC per hour
Emergency Medical Technician	.75 FLC per hour
Radiologic Technology, Respiratory Therapy, Surgical Technology, Central Service Technology/Sterile Processing	
Laboratory	.80 FLC per hour
Clinic	.70 FLC per hour
Automotive Mechanic Technology (lecture/laboratory combination)	.70 FLC per hour
All other laboratory assignments	.70 FLC per hour

Although 30 FLC is considered a full-time assignment, 29 – 31 FLCs is acceptable as a full-year assignment with a three-year maximum of 91 FLCs. For faculty members with a majority of their teaching load in laboratory assignments, 28-32 FLCs is acceptable as a full-year assignment with a three-year maximum of 92 FLCs. Exceptions to these limitations can be made only upon mutual agreement of the faculty member and the District.

Members of the unit who are compensated according to the hourly academic salary schedule are paid by the hour, not by FLCs.

Each course has a nominal load credit associated with it based on the typical number of contract hours for which it is scheduled. No adjustment is made in the nominal load credit for routinely expected variations in the actual total contract hours per semester. The typical range for one FLC is 16 to 19 contact hours per semester for lecture. A corresponding range of contact hours for other types of classroom assignments is based on equivalence factors spelled out in this appendix.

APPENDIX G: EVALUATION PROCEDURES

Tenure Review Policy and Procedures

General Consideration

- The Board of Trustees, faculty and administration share a responsibility for the process of awarding tenure.

- The tenure review process safeguards and assures the principles and practices of academic freedom as defined in District Rules and Regulations.

- The tenure review process upholds the principles of inclusivity, equal access and opportunity, promotes diversity, and is fair and unbiased.

- The tenure review process is an affirmative means for awarding tenure based upon rigorous evaluation. It is a continuation of the selection process; hiring does not guarantee tenure.

- The tenure review process fosters open communication among participants in order to assure fairness and opportunity for success.

I. Purpose

The tenure review process should assure that students have access to the most knowledgeable, talented, creative and student-oriented faculty available. To that end, a four-year probationary period provides sufficient time for contract employees:

- to understand the expectations for tenure;

- to develop skills and acquire the experience to participate successfully in the educational process; and

- to use the District's and other resources for professional growth.

The tenure review process should assure teaching quality and professional growth and development by providing a useful assessment of performance. During the probationary period, contract faculty have the academic freedom that all other members of the faculty have, and the tenure review process should safeguard that basic right of the academic community.

II. Evaluation Criteria for Contract Faculty

The following criteria will be used, as appropriate, to assess faculty performance. During the first contract year, emphasis will be placed upon contract employees' meeting criteria related to their primary assignment.

A. Student Relations

In the performance of his/her professional duties, the faculty member:
1. responds to the educational needs of students by (a) answering questions clearly and following through to maximize student understanding; and (b) giving equal access and treatment to students regardless of ethnicity, cultural background, age, gender, and lifestyle, and by avoiding stereotypes;
2. demonstrates respect for the right of the student to hold and to express divergent opinions and demonstrates sensitivity to concerns of students; and
3. shows concern for student educational welfare by being available during office hours and answering questions with courtesy.

B. Professional Responsibilities

The faculty member:
1. meets classes as set forth in the contract;
2. participates in department, college or other professional activities;
3. maintains ethical standards as outlined in the SMCCCD Academic Senate Statement of Professional Standards;
4. demonstrates commitment to the profession;
5. participates in professional growth activities; and
6. maintains and submits appropriate records in accordance with District contract.

C. Performance by Classroom Faculty

The faculty member:
1. is knowledgeable about subject matter;
2. is aware of recent, general developments/research in field;
3. demonstrates effective communication with students;
4. provides students with a clear statement of grading, attendance, examination policies, and other course requirements;
5. uses effective teaching methods appropriate to the subject matter;
6. uses appropriate testing and assessment techniques to measure students progress; and
7. shows evidence of meeting course objectives as outlined in the catalog and official course outline.

D. Performance by Counselors, Librarians, and other Instructional and Student Services Faculty

The faculty member:
1. is knowledgeable about assignment area/duties;
2. is aware of recent, general development/research in assigned area/duties;
3. demonstrates effective communication with students;
4. uses effective methods appropriate to the assignment area/duties; and
5. shows evidence of meeting objectives appropriate to the assignment area/duties.

III. Tenure Review Committee

Standing Tenure Review Committees shall be division-based, shall have four members, and shall elect their own chairs. Each division shall determine the number of Tenure Review Committees needed to conduct tenure review for contract faculty. All permanent faculty members of the division constitute the initial pool of potential committee members.

Tenure Review Committees must have female and male membership; moreover, Committee members will include an officially trained inclusivity representative and a member from an affected ethnic minority. (The latter two requirements may be met by the same person.)

The appropriate division dean or designee (academic supervisor), who is a permanent committee member, and two permanent faculty members, chosen by lot, will constitute the core of the Tenure Review Committee. The first faculty member chosen shall serve a three-year term, and the second faculty member chosen will serve a two-year term. Thereafter, there will be two-year staggered terms.

The fourth committee member shall be a discipline expert chosen in a collaborative process by the division dean and the permanent faculty members appropriate to the discipline of the tenure candidate. The discipline expert will serve on the committee until a final tenure decision. If no discipline expert is available, a faculty member from a closely related discipline will serve as the fourth committee member. In this case, however, in order to provide discipline expertise during the peer classroom observation and discipline expertise as a resource to the committee, a fifth, ad hoc non-voting committee member may be chosen. In the case of unique programs, a practicing professional may be sought by the Tenure Review Committee.

If the committee does not meet diversity criteria, the name of the second person chosen by lot may go back into the pool and an additional name be selected from the appropriate diversity pool of division faculty; e.g., a specific gender pool or a pool of members of an affected ethnic minority. If diversity cannot be achieved within the division membership, a faculty name may be selected from a college-wide pool consisting of ethnically diverse permanent faculty members who have indicated a willingness to serve on Tenure Review Committees.

Replacements for rotating terms will be by lot from the appropriate division pool.

If a faculty member of the Tenure Review Committee is unable to complete her/his assigned term, a new member will be selected by the remaining members of the committee to serve the remainder of the term. If the dean or his/her designee is unable to complete the assigned term, a new member will be selected by the dean or the dean's successor.

IV. Roles of the Tenure Review Committee, Appropriate Vice President and College President

Tenure Review Committee

Members of the Tenure Review Committee have an obligation to uphold the confidentiality of the tenure review process, uphold the principles of inclusivity, promote and respect diversity, and conduct fair and unbiased evaluations for the purpose of reaching a tenure decision. Training regarding the tenure review process and procedures will be provided to all committee members.

The Tenure Review Committee has the following responsibilities:
1. to follow the procedure outlined in this policy;
2. to meet with the contract faculty to review criteria and methods of evaluation and the timelines of the tenure review process;
3. to gather and review all data obtained by the various evaluation methods employed;
4. to meet with the contract employee to discuss evaluation results and develop a plan for professional growth;
5. to determine a tenure recommendation; and
6. to forward their recommendation to the appropriate Vice President.

The above activities will be coordinated by the chair with the support of the division dean.

Appropriate Vice President

The appropriate vice president shares the obligation to uphold the confidentiality of the tenure review process and the principles of inclusivity and academic freedom, to promote and respect diversity, to assure fair and unbiased evaluations for the purpose of reaching a tenure decision, and to maintain those educational principles which promote a quality faculty in his/her area of responsibility.

The appropriate Vice President has the following responsibilities:
1. to monitor and assure compliance with due process, District policy, timelines, and procedures;
2. to review the recommendation of the Tenure Review Committee for both process and substance;
3. to meet with the Tenure Review committee to discuss the difference of the committee, in the event that there is a split vote (2/2) of the Committee; and
4. to forward his/her own recommendation and that of the Committee to the College President.

College President

The College President shares the obligation
* to uphold the confidentiality of the tenure review process and the principles of inclusivitys and academic freedom;
* to promote and respect diversity;
* to assure fair and unbiased evaluations for the purpose of reaching a tenure decision.

The College President has the following responsibilities:
1. to meet with the appropriate Vice President and the Tenure Review Committee if there is disagreement between the Vice President and the Committee;
2. to meet with all parties in the tenure review process if the President disagrees with the appropriate Vice President and Tenure Review Committee;
3. to notify the Committee, the Vice President, and the evaluee of the final recommendation; and
4. to make the final recommendation via the Chancellor to the Board to award or deny tenure.

V. Procedures

Tenure recommendations shall be linked to rigorous evaluation in the first four years of employment. Probationary faculty will be evaluated each of the four years even though a single contract covers the third and fourth years. Criteria and methods of evaluation shall conform to those for regular faculty with the following exceptions:

1. Student questionnaire, peer observation, division dean observation, and faculty portfolio shall be mandatory;
2. In the first year of employment, performance of the contract faculty's primary duties shall be the fundamental basis for consideration of continued employment.

The following methods will be required to evaluate faculty performance against the criteria stated in Section II:
1. Student Evaluation
2. Faculty Portfolio
3. Peer Observation
4. Division Dean Observation

Self-review is optional, at the request of the contract employee.

Student Evaluation

A standard District questionnaire, approved by the AB 1725 Trust Committee, shall be used to gather information from students. In addition, an open-ended survey form, or small group instructional feedback or any other method mutually agreed upon by the contract employee and the Tenure Review Committee may be used. Except in rare cases where student evaluation is not practicable due to unusual circumstances, student evaluation will be routinely done to assess faculty/student relations, faculty/student communication and use of teaching methods.

Faculty Portfolio

The contract employee shall supply a faculty portfolio, which includes current course syllabi, sample class materials, sample examinations, sample quizzes, if used, and an explanation of grading procedures. Additional materials may include written documentation of the following:
a) departmental, college or professional activities
b) new course/services development
c) development of new teaching methods
d) publications
e) community service
f) awards and honors
g) outside evaluations conducted by experts and/or licensing agencies
h) other

The information provided in a portfolio is confidential and may become part of the employee's personnel file. This portfolio information cannot be used outside the tenure review process without permission of the contract employee. Only current information (concerning activities of the past three years) will be considered in the tenure review process.

Peer Observation

The faculty members of the Tenure Review Committee will observe and assess the performance of the contract employee. This assessment may take place in the classroom, at the service site, or through observation of

videotapes of actual classroom presentations, counseling sessions, etc. They will meet and review their observations and recommendations with the employee being evaluated. They will take into consideration any self-evaluation which the employee may provide, particularly his/her explanation of how the events observed by his/her evaluators relate to the goals and objectives of his/her professional activities, before they formulate a written report of their individual judgments of the employee's performance.

Division Dean Observation

The division dean or designee (academic supervisor) will observe and assess the performance of the contract employee. This assessment may take place in the classroom, at the service site, or through observation of videotapes of actual classroom presentations, counseling sessions, etc. Audiotapes may be used in special circumstances with the approval of the Tenure review Committee. The division dean or designee will meet and review his/her observations and recommendations with the employee being evaluated. The dean will take into consideration any self-evaluation which the employee may provide, particularly the faculty member's explanation of how the events observed by the evaluator relate to the goals and objectives of the his/her professional activities, before the dean formulates a written report of his/her individual judgment of the employee's performance. A written report of the observation will be part of the committee documentation. In addition, the division dean may submit to the committee any other information relevant to the employee's fitness for service.

Self-Assessment

The contract employee may request to provide a self-assessment of her/his performance as measured against the criteria stated in Section II.

VI. Timelines

The Division Dean, immediately after the hiring of a tenure track faculty member will, in consultation with the Academic Senate President, initiate the process to establish the committee that will conduct the tenure review process for that hire. In the first two years, the following timelines are suggested for committees to complete their review and make recommendations in a thoughtful and timely manner.

Weeks 1-4 of the Academic Year
1. Tenure Review orientation is held for all committee members.
2. The committee meets with the contract employee to discuss the process format, objectives, timelines and expectations.
3. The committee establishes a work schedule.
4. The contract employee submits beginning documentation for the faculty portfolio.

Weeks 5-12 of the Academic Year
1. Observations are made by all committee members, preferably no more than two members per visit. Post visit discussions between committee members and the contract employee are to be held within one week of the observation. This activity is to be completed by the end of the tenth week of the semester.
2. Written reports of the findings of all observations are to be prepared by each committee member.
3. Student evaluation is to be conducted by the tenth week of the semester with written summaries completed by the twelfth week of the semester.
4. If the contract employee selects the self-evaluation method, he/she is expected to submit a written self-evaluation by the twelfth week.

Weeks 13-17 of the Academic Year
1. The committee meets to review the results of the evaluation process. Additional information may be requested by the committee or the evaluee at this time.
2. The committee reaches its recommendation and, if the contract employee is to continue in service the following year, develops with the employee a professional activity plan.
3. A written report of the committee's findings and recommendations is completed by the fifteenth week of the semester.
4. The committee or designated committee representatives meet with the contract employee to inform her/him of the committee's recommendations.
5. Documentation of the process and its procedures is made available for review if required.
6. The recommendation of the Tenure Review Committee is submitted to the appropriate Vice President, and subsequently to the College President, the seventeenth week of the academic year.

The same timeline is suggested for weeks 1-12 of the third year. As there is no formal recommendation made during the third year, the only required activities for weeks 13-17 will be those of Step 1:

"The committee meets to review the results of the evaluation process. Additional information may be requested by the committee or the evaluee at this time."

In the fourth year, the entire timeline suggested for the first and second year should again apply.

VII. Tenure Review Options and Due Process

Although the law allows, in extraordinary cases, for the granting of tenure before the contract faculty member's fourth year of employment, the usual time required is four years.

The Tenure Review Committee will forward completed materials and their recommendation to the appropriate Vice President by February 15.

During the contract employee's first year, the Tenure Review Committee normally has two recommendation options:

1. Not enter into a contract for the following academic year.
2. Enter into a contract for the following academic year.

During the contract employee's second year, the Tenure Review Committee normally has two recommendation options:

1. Not enter into a contract for the following academic year.
2. Enter into a contract for the following two years.

During the contract employee's fourth year (before the end of the third contract), the Tenure Review Committee normally has two recommendation options:

1. Not enter into a contract for the following academic year.
2. Award tenure.

Right to Grievance

The probationary faculty member is employed for the first and second years by two one-year contracts. If the committee recommends non-renewal for either year, the faculty members has the right to file a grievance, but such grievance must be based solely on a claim of misinterpretation and/or misapplication of procedural aspects of this policy.

The probationary faculty is employed for the third and fourth years by a single two-year contract. If the committee recommends denial of tenure during the fourth year, the faculty members has the right to file a grievance on any of the above grounds as well as on a claim that the decision was "unreasonable."

Individuals may pursue their grievances over non-renewal of a contract on their own. The exclusive bargaining agent has no "duty of fair representation" with respect to these grievances.

The grievance procedure is contained in the contract between the Board of Trustees of the San Mateo County Community College District and the San Mateo Community College Federation of Teachers, AFT Local 1493, AFL-CIO.

Evaluation Summary
(Non-Classroom Contract Faculty)

Evaluee: _____ Semester/Year: _____

College: _____ Division: _____ Div Admin: _____

I. EVALUATION METHOD(S) USED:

_____ Administrator Assessment
_____ Self-Assessment
_____ Peer Observation
_____ Other (specify): _____

Based upon the above-stated sources, which are documented, and on file in the Division office, the following recommendations are hereby made for the Contract status faculty member:

Satisfactory: (check one below. See attached for comments regarding this recommendation)

_____ Recommended for Contract II

_____ Recommended for Contract III/IV

_____ Recommended for Tenure (Regular) Status

Unsatisfactory (see attached for comments regarding this recommendation)

_____ Not recommended for reemployment

SIGNATURES: TENURE REVIEW COMMITTEE

_____ (Chair) Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

In signing this Evaluation Recommendation Form, the employee acknowledges having seen and discussed the complete report. The employee's signature does not necessarily indicate agreement with the conclusions of the evaluation.

I have participated in my Evaluation Review, have discussed it with the Committee, and have received copies of all related materials.

_____ on _____
(faculty member signature)   (date)

Copies of all documents pertaining to this employee's evaluation will be placed in his/her official personnel file. The employee has a right to respond. If the employee chooses to do so, he/she may submit a response to this report, in writing, to the committee within ten (10) working days from the date of this report. That copy will be attached and filed in the employee's official personnel file.

Evaluation Summary
Classroom Contract Faculty

College: _____ Division: _____
Academic year of evaluation _____ Semester: _____
Name of the Contract Faculty: _____

This faculty member has been evaluated according to District policies in the following ways:

_____ Student Evaluation
_____ Faculty Portfolio
_____ Peer Observation
_____ Division Dean Observation
_____ Self-Assessment
_____ Other Options (specify)

Based upon the above-stated sources, which are documented and on file in the Division office,
_____ receives a recommendation of:
            (faculty member)

_____ Satisfactory
       _____ Recommended for Contract II
       _____ Recommended for Contract III
       _____ Recommended for Tenure

_____ Unsatisfactory (see attached reasons for this recommendation)
       _____ Recommended for non-rehiring

SIGNATURES OF THE TENURE REVIEW COMMITTEE MEMBERS:

_____ (Chair)   Date _____

_____   Date _____

_____   Date _____

_____   Date _____

In signing this Evaluation Recommendation Form, the employee acknowledges having seen and discussed the complete report. The employee's signature does not necessarily indicate agreement with the conclusions of the evaluation.

I have participated in my Evaluation Review, have discussed it with the Committee, and have received copies of all related materials.

_____ on _____
    (faculty member signature)   (date)

Copies of all documents pertaining to this employee's evaluation will be placed in his/her official personnel file. The employee has a right to respond. If the employee chooses to do so, he/she may submit a response to this report, in writing, to the committee within ten (10) working days from the date of this report. That copy will be attached and filed in the employee's official personnel file.

EVALUATION PROCESS: Implementation Guidelines for Regular Classroom Faculty

The following process will be used for the evaluation of all **regular**, classroom faculty.

ORGANIZATION

One Evaluation Guidance Committee for Each College

Purpose: To provide all participants with guidance and training; serves as appeal board in the evaluation process.

Composition: Three members: the presidents (or designees) of AFT, Academic Senate, and the College

It is the responsibility of the Evaluation Guidance Committee to guide the evaluation process of the College and to resolve issues that arise during the evaluation process. The Committee's decisions are considered final (except that they do not replace the normal grievance procedures available to all faculty under the AFT/District collective bargaining agreement). At any time, any one of the participants in the process (Peer Review Committee member, Peer Observer, Dean, Evaluee) can seek assistance from the campus Evaluation Guidance Committee.

It is also the responsibility of the campus Evaluation Guidance Committee to provide orientation to all participants (including Evaluees) and specific training to Peer Review Committees, Peer Observers, Deans and Vice Presidents. These orientation and training activities will be coordinated throughout the District so as to be consistent from campus to campus. Orientation and training will be an ongoing activity. The more experienced the participants, the more they will have to share with each other about how to conduct evaluations in a positive, constructive, and fair manner.

One Peer Review Committee for Each Division

Purpose: To conduct evaluations and make recommendations for all **regular**, full-time faculty in the division who are scheduled for evaluation.

Composition: Three to five **regular** faculty members (number depends on size of division and number of evaluations, diversity among group); group is recommended by division faculty and approved unanimously by the Evaluation Guidance Committee; the Peer Review Committee will be reasonably representative of academic disciplines in the division and will be reasonably representative of the gender and ethnic diversity of the student population. The committee will select its own chair who will be responsible for scheduling and conducting meetings and communicating with others in the process.

Some divisions may have difficulty assembling a committee that meets the desired level of diversity. In such cases, the Dean should seek review and advice from the campus Evaluation Guidance Committee. That committee may recommend proceeding without the desired diversity or may recommend that volunteers be sought outside the division.

PROCEDURES

Evaluation Procedures:

Faculty will be evaluated at least once every three years. The type of evaluation will alternate between Standard and Comprehensive as described below. A newly tenured faculty member will start with a Comprehensive evaluation three years after completing tenure review. To start the alternating cycle of evaluations for all other faculty, approximately half will start with a Standard evaluation and the other half with a Comprehensive evaluation. Each division will use a lottery method to determine who receives which type of evaluation when they are next evaluated. The evaluation process will consist of the following:

Standard Evaluation:

- A member of the faculty will conduct a student survey, using instructions listed in the Directions for Administering Student Survey. Standard questionnaires will be completed in each course that represents a separate preparation for the Evaluee—normally, with a minimum of three sections total. Results of the survey will be tabulated electronically by District ITS. The division Dean will be responsible for the typing or the voice recording of the student comments for the Committee.
- The Dean will complete the Dean's Assessment of Non-Teaching Responsibilities form.
- The Evaluee will complete the Faculty Assessment form.

Comprehensive Evaluation:

- All inputs of Standard Evaluation as described above, plus
- Evaluation by a single peer consisting of (1) completion of a Class Observation form; and (2) a review of Evaluee's portfolio assembled according to guidelines listed in Portfolio Information form. The Peer Observer will be jointly selected by the Evaluee and Dean. If the Evaluee and Dean cannot agree on a mutually acceptable observer, the selection will be made by the Peer Review Committee.

Peer Observation:

A minimum of one class meeting will be observed. Additional observations may be requested by the Evaluee, observer, or Dean; however, approval by the Peer Review Committee is required for additional observations. The Observer and Evaluee will mutually agree on an appropriate window of time (e.g., two weeks), during which the observer will visit the class. The Observer will not participate in class activity and will try not to disrupt the class in any way.

Ordinarily, the Observer will make only limited comments after an observation (e.g., "I enjoyed sitting in on your class." "Thanks for letting me observe")—preferring to wait for all of the observations (if more than one) to be completed and to have sufficient time to organize his/her thoughts and possible suggestions for improvement. However, an Observer may ask the Evaluee to explain or clarify why he/she did certain things in class—or to clarify the subject matter presented (e.g., "Is it correct to assume that most of what you were doing today was review?"; "I noticed that several students came in late. What are the expectations about attendance and what have you told your students about the consequences about being absent or late?")

The Peer Observer will meet with the Evaluee to discuss the observations and portfolio before submitting his/her findings to the chair of the Peer Committee. The Evaluee may record any unresolved disagreement with the Observer's evaluation on the Report of Peer Observation and Portfolio Review.

Portfolio: The intent of the portfolio is to assist the Peer Observer in understanding the instructional methodologies being employed in the courses currently taught by the Evaluee. It should be a relatively simple task for the Evaluee to assemble sample copies of tests, syllabi, class project descriptions, and key handouts.

The Peer Observer uses the Report of Peer Observation and Portfolio Review form to record his/her findings. When the form is completed, the Observer will forward the form to the chair of the Peer Review Committee (along with any written response received from the Evaluee).

Follow-up Comprehensive Evaluation

If either a Standard or Comprehensive evaluation results in a rating of "unsatisfactory," a Comprehensive evaluation is scheduled for the next academic year. If that evaluation also results in a rating of "unsatisfactory," then a more thorough evaluation is done the following year according to the same procedures as specified for a second year tenure review process. If that evaluation is "unsatisfactory," referral of the matter will be made to the appropriate Vice President for suitable action.

It is anticipated that having one year between unsatisfactory evaluations allows the Evaluee sufficient time to receive coaching from the Dean or mentoring from a peer and to initiate improvements.

The division Dean or the Evaluation Guidance Committee may recommend a mentor (someone who is not part of the evaluation process) to assist the Evaluee in putting together a portfolio, making improvements recommended in a prior evaluation, etc. One very important goal of evaluation is professional development through feedback from clients and peers. Mentoring is one way to accomplish this goal. A mentor is selected by the Evaluee with the guidance of the Dean or Committee.

Evaluation Sequence

- At the beginning of Fall semester, the Dean determines who is scheduled for evaluation during the year.
- Division faculty and the Dean recommend divisional faculty who will serve on Peer Review Committee.
- Evaluation Guidance Committee approves recommendations by divisional faculty.
- Evaluation Guidance Committee provides training for new Peer Review Committee members and orientation for Evaluees.
- Peer Review Committee selects a chair, establishes its schedule of work, notifies Evaluees, arranges for conduct of student evaluations (Division Office secures forms), requests assessments from Dean and Evaluees.
- Peer Observer is agreed upon by Dean and Evaluee if evaluation is comprehensive.
- Completed student questionnaires are forwarded via Division Office for processing (electronic tabulation of marked responses, recording of written comments); Division Office returns processed responses to Peer Committee.
- During Spring semester, Peer Review Committee gathers all evaluation materials and deliberates.
- Either the evaluee or the Peer Review Committee may request a meeting of both parties to discuss the final evaluation summary.
- Peer Review Committee prepares evaluation summary and submits results to appropriate Vice President on the Evaluation Summary form, which indicates whether or not the evaluation is satisfactory and states any commendations and recommendations from the Peer Review Committee to the Evaluee.
- Vice President reviews materials and forwards copies to: Evaluee, Evaluee's personnel file, and Dean.
- Dean records results and schedules next evaluation, confers with Evaluee as needed.

Dean's Role

Faculty evaluation is essentially a peer process. For that reason, the Dean's role is somewhat limited. The Dean initiates the process of selecting peer evaluators and identifies those who need to be evaluated. The Dean assists the Peer Evaluation Committee by ensuring that student questionnaires are tabulated and that written comments are recorded. The Dean provides a written assessment of the Evaluee, focused primarily on non-teaching responsibilities such as committee work and professional development activities. If substantive praise or complaints have been received from students and/or peers, the Dean reports that when completing the assessment form.

In all cases, it is expected that the Dean will function as a "coach," helping faculty do their best. If evaluations are positive, he/she ensures proper recognition. If evaluations are weak, he/she tries to help the faculty member make needed improvements.

In appropriate cases, disciplinary or nonrenewal procedures may be undertaken by the administration independent of the evaluation process.

PORTFOLIO INFORMATION

For each distinctly different course you are currently teaching, please provide examples of materials you have prepared:

1. Course syllabus, including description of grading policy, textbook (title, author, publisher and date) and description of supplemental material used in course such as computer software used in lab and student guide.

2. Sample quiz(es), mid-term(s), and final examination.

3. Key information handouts.

4. Assignments (e.g., typical assignments, key projects).

5. Other information you feel should be included to adequately describe the instructional strategies employed in the course. Be brief.

CLASS OBSERVATION

Instructor: _____   Evaluator: _____

Class/Section: _____   Date: _____   Scheduled Time: _____

Type of Class Observed (e.g., lecture, lab, demonstration, performance) _____

Number of Students Attending: _____   Time Class Began: _____

Note to Observer: Please review the course outline and description kept in the Division Office and the catalog description PROIR to your observation. Describe precisely and evaluate the student contact observation, attaching additional sheets if necessary. Subject Matter Covered (e.g., the primary subject matter focused upon during the session): _____

Teaching performance: To determine whether the instructor gives evidence of mastery of subject matter and demonstrates proficiency in teaching ability.

Rated section	A	B	C	Comments
1. Method(s) of instruction (e.g., lecture, discussion, tutorial, seminar, demonstration, or a combination of methods):				
2. Knowledge of subject matter (e.g., does the instructor show awareness of recent developments and researching the field; does the instructor show a sufficient understanding of the technical aspects of the field; does the instructor demonstrate a command of facts as well as interpretations of the material?):				
3. Appropriateness of subject matter (i.e., does the subject matter relate to and contribute to the course objectives, as outlined in the college catalog and official course outline?):				

Rating Key: A. Satisfactory   B. Needs Improvement   C. Not Enough Information/Not Applicable

Rated section	A	B	C	Comments
4. Appropriates of assignments (i.e., is the work assigned during the observed class period commensurate with students' ability and the objectives of the course?):				
5. Evidence of subject matter organization (e.g., has the instructor used the class period efficiently; has the instructor designed the lesson in a logical manner so that the objectives are clear and logical?):				
6. Evidence of preparation (e.g., bas the instructor provided necessary material for the class in an organized fashion; has the in instructor anticipated students' questions about materials?):				
7. Forms of instructional delivery (e.g., does the instructor appropriately and effectively use educational facilities [such as the board or seating arrangements], visual or audio aids, or other forms of technology; are teaching aids current?):				
8. Personal form of delivery (e.g., does the instructor speak clearly and modulate the pace of his or her speech appropriately; does the instructor show enthusiasm for the subject matter and the students through physical movement and speech?):				
9. Evidence of creativity (i.e., has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the lesson?):				

Rating Key: A. Satisfactory   B. Needs Improvement   C. Not Enough Information/Not Applicable

Rated section	A	B	C	Comments
10. Communication with students (e.g., does the instructor listen to the students; does the instructor answer questions clearly, pursing discussion to ensure students' understanding; does the instructor encourage all students to participate in discussion and to express divergent opinions; is the climate conducive to promoting respect and confidence among the students and among the instructor and students; does the instructor encourage equal participation among students, regardless of ethnicity, cultural background, age, gender and lifestyle?):				
11. Critical thinking skills (i.e., does the instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the precise evaluation of ideas or principles?):				

Rating Key: A. Satisfactory   B. Needs Improvement   C. Not Enough Information/Not Applicable

REPORT OF PEER OBSERVATION AND PORTFOLIO REVIEW

Person being evaluated: _____ Sem/Year: _____

Print: Last name, first name

PORTFOLIO REVIEW

The portfolio review indicates that the following items were present:

_____ Course syllabi, including description of grading policy, textbook and supplemental material
_____ Sample quizzes, tests
_____ Key information handouts
_____ Typical assignments, key projects
_____ Other (explain) _____

These portfolio materials are: Satisfactory:_____ Unsatisfactory:_____

Comment:

OBSERVATION REPORT

The following comments are offered regarding my observation of the evaluee's performance.

COMMENDATIONS:

RECOMMENDATIONS:

COMMENTS OF THE EVALUEE:

I have met with the Evaluee and discussed the results of my Observation and Portfolio Review.

Signed: _____Date:_____
                        Peer Observer

```
┌──────────────────────────────────────────────────────────────────────────────┐
│                            EVALUEE RESPONSE                                    │
│                                                                                │
│ I have met and discussed the Observation and Portfolio Review with the Peer Observer and │
│                                                                                │
│ _____ AGREE with the Peer Observer's Observation and Portfolio Review        │
│                                                                                │
│ _____ DISAGREE with Peer Observer's Observation and Portfolio Review.  An explanation is attached. │
│                                                                                │
│ Signed:_____Date:_____  │
│                    Evaluee                                                     │
└──────────────────────────────────────────────────────────────────────────────┘
```

FACULTY SELF-ASSESSMENT

1. Participation in department and division activities:

2. Participation in College/District activities:

3. Engagement in professional development related to discipline expertise and/or teaching techniques:

4. Publications, presentations, and job-related community activities:

5. Awards, honors, external evaluations by experts and/or licensing agencies:

6. Other:

DEAN'S ASSESSMENT OF NON-TEACHING RESPONSIBILITIES

1. Constructive participation in division and department meetings and other activities related to area of responsibility:

2. Constructive participation in college-wide shared governance committees:

3. Complete, accurate, and timely submission of grades and other information for which he/she is responsible:

4. Respect given instructor by colleagues and students:

5. General conduct of all professional responsibilities:

DIRECTIONS FOR ADMINISTERING STUDENT SURVEY

<u>To faculty member being evaluated</u>:

The survey will take students approximately 10-15 minutes to complete. You will be asked to leave the room during this time.

<u>To person conducting survey</u>:

Please read the following statement to students before they begin their response to the survey:

All faculty are evaluated periodically and <u>your</u> instructor is being evaluated this semester. The opinions of students in this class are an essential part of the evaluation.

Evaluation is a valuable process for the instructor, the college, and future students. The intent is to assure teaching quality and professional growth by providing a useful assessment of performance. Therefore, please take time to answer each question thoughtfully and candidly. Your answers should be for <u>this</u> instructor and for <u>this</u> class only.

In answering the Scantron questionnaire, write the name of the class, the instructor's name, and today's date at the top of the form. Use a #2 pencil to respond to the numbered items 1 through 20 for marking ALMOST ALWAYS, SOMETIMES, ALMOST NEVER or NOT APPLICABLE as appropriate for this class. In addition, use the back of the questionnaire to write your responses to questions A, B, and C.

Do not put your name on the form. The questionnaire is anonymous and the responses and comments will be typed before being shared with the instructor.

THANK YOU.

FACULTY EVALUATION REPORT

Academic Year of Evaluation: _____ Standard ☐ Comprehensive ☐

Instructor:_____ Division: _____

This instructor has been evaluated according to district policies in the following ways:

    ☐   Peer Observation
    ☐   Student Questionnaire
    ☐   Self-evaluation
    ☐   Portfolio
    ☐   Other (specify) _____

Based upon the above stated sources, which are documented and on file in the Division Office, it is recommended that _____
<div align="center">*(Instructor's Name)*</div>

☐   Continue in current status. Next evaluation _____ *Standard / Comprehensive*
<div align="center">*(academic year)*   *(circle one)*</div>

☐   Evaluation during _____required for the following deficiencies:
        (academic year)

Peer Committee: _____ Date: _____

                  _____ Date: _____

                  _____ Date: _____

                  _____ Date: _____

Minority Report ☐ Yes (attached) ☐ No

Division Dean: _____ Date: _____
Comments attached.

I AGREE / DISAGREE with the decision contained in this report.
     (circle one)

Instructor: _____ Date: _____
Comments attached

Vice-President: _____ Date: _____

EVALUATION SUMMARY

For:_____Year _____ Type of Eval: _____
     Evaluee's Name (Last, first)   (Standard, Comprehensive)

The Peer Review Committee for the _____ Division at _____ College has reviewed all evaluation materials for the evaluee and, after careful deliberation, rates the professional performance of the evaluee as follows:

    ___   SATISFACTORY

    ___   UNSATISFACTORY

The Peer Review Committee makes the following Commendations, Recommendations to the evaluee:

Signed: _____Date:_____
           Chair, Peer Review Committee

This Evaluation Summary has been received by me, reviewed for completeness, and forwarded to the Vice Chancellor of Human Resources for placement in the evaluee's personnel file. Copies have also been delivered to the evaluee and to the division dean.

The next evaluation for the evaluee should take place: Year:_____
The next evaluation should be: _____
                            Standard, Comprehensive, Tenure Review

Signed: _____Date: _____
           Vice President

ORGANIZATION

Evaluation Guidance Committee (One per College)

Purpose: Provide all participants with guidance in the evaluation process
Provide all training for the evaluation process
Serve as an appeal board whose decisions are final but do not preclude grievance procedures
contained in the collective bargaining agreement

Composition: Three members—the presidents (or designees) of AFT, Academic Senate, and College

Responsibilities:
1. Oversee the evaluation process of the College.
2. Approve the membership and composition of divisional Peer Review Committees.
3. Resolve issues that arise during the evaluation process.
4. Provide on-going orientation and training activities to ensure a consistent, constructive, and fair evaluation process.

Peer Review Committee (One per Division)

Purpose: Coordinate the evaluation process for the Division
Make evaluation recommendations

Composition: Three to five regular full-time faculty recommended by Division faculty and unanimously approved by the Evaluation Guidance Committee. Reasonable representation of assignments within a division, gender, and ethnic diversity of the student population will be sought. If reasonable representation cannot be obtained, the responsible administrator will seek the advice of the Evaluation Guidance Committee regarding composition of the Peer Review Committee.

Exception: For Librarians, the Peer Review Committee will be a district-wide committee. It will report to the Evaluation Guidance Committee at the evaluee's home campus, and it will have the following composition:
    1. One SMCCCD Librarian (rotated among the regular full-time librarians)
    2. One classroom faculty from the evaluee's home campus
    3. One Peninsula Library System Librarian or a second faculty member from the evaluee's home campus.

Responsibilities:
1. Select a chairperson who is responsible for scheduling and conducting meetings, communicating with others involved in the evaluation process, and receiving all relevant forms and information from participants.
2. Select a peer observer if the evaluee and responsible administrator cannot mutually agree upon a selection.
3. Decide on the number, location, and timing of observations if the evaluee and peer observer cannot mutually agree upon a plan.
4. Review all documentation and make an evaluation recommendation for each evaluee.
5. Consult with the Evaluation Guidance Committee.
6. Complete an "Evaluation Summary" form for each evaluee and forward it to the appropriate Vice President.

Responsible Administrator

Responsibilities:
1. Initiate the process of selecting members of the Peer Review Committee.
2. Identify those scheduled for evaluation.
3. Consult with the Evaluation Guidance Committee.
4. Oversee the distribution and tabulation of standard questionnaires.
5. Complete the "Administrator's Assessment of Professional Responsibilities" form.
6. Follow through with evaluees at the end of an evaluation to ensure recognition for positive results or assistance and support to make needed improvement.

Peer Observer

Selection: The evaluee and the responsible administrator will select one peer observer. If agreement cannot be reached on a mutually acceptable peer observer, the Peer Review Committee will make the selection.

Responsibilities:
1. Review the Portfolio.
2. Conduct a minimum of one observation of the evaluee performing her/his professional assignment.
3. Complete the "Peer Observation Report" form including commendations, recommendations and comments.
4. Discuss the findings with the evaluee.
5. Submit the Report to the Peer Review Committee.

Procedures

Faculty will be evaluated at least once every three years. Evaluation will alternate between the following types.

Standard Evaluation includes:
1. Questionnaires distributed to individuals who directly receive the services of the evaluee
2. Assessment by the responsible administrator
3. Self-assessment

Comprehensive Evaluation includes:
1. Questionnaires distributed to individuals who directly receive the services of the evaluee
2. Assessment by the responsible administrator
3. Self-assessment
4. Peer observation
5. Portfolio

Follow-up Comprehensive Evaluation (when any evaluation results in a rating of unsatisfactory) includes:
1. Questionnaires distributed to individuals who directly receive the services of the evaluee
2. Assessment and observation by the responsible administrator
3. Self-assessment
4. Peer observation
5. Portfolio

Questionnaires: A standard questionnaire will be used to survey individuals who directly receive services. Alternative survey methods may be used at the request of an individual or a department *if* approved by the Peer Review Committee and the Evaluation Guidance Committee. Results of the standard questionnaire will be tabulated electronically and written comments will be typed or voice recorded for the evaluee and Peer Review

Committee. The responsible administrator is accountable for the distribution and summary of standard questionnaires.

Administrator Assessment: The responsible administrator will complete the "Administrator's Assessment of Professional Responsibilities" form and provide it to the Peer Review Committee.

Self-Assessment: The faculty member will complete the "Faculty Self-Assessment" form and provide it to the Peer Review Committee.

Peer Observation: The peer observer and evaluee will mutually agree on an appropriate window of time during which the observation will take place. The peer observer will not participate in any activities undertaken by the evaluee during the observation session. Permission will be requested and received from a student in any situation in which confidentiality is of a concern. The peer observer will complete the "Peer Observation Report" form and provide it to the Peer Review Committee.

Ordinarily the peer observer will refrain from evaluative comments or suggestions until all observations have been conducted and the peer observer has had sufficient time to organize her/his thoughts, comments, and possible suggestions for improvement. However, the peer observer may ask the evaluee questions for clarification immediately following an observation. The peer observer will discuss her/his findings with the evaluee. The evaluee may record any unresolved disagreement with the peer observer's findings and evaluation and attach that record to the report form prior to it being submitted by the peer observer to the Peer Review Committee.

Portfolio: Due to the variety of non-classroom faculty assignments, the portfolio is the means for the evaluee to present materials relevant to her/his assignment(s). Sample materials could include key information handouts, brochures, flyers, relevant letters/memos, committee assignments, special projects, worksheets, student educational plans, a brief (one page) description of the evaluee's assignment, etc. The intent of the portfolio is to assist the peer observer in understanding how the evaluee conducts her/his professional duties.

Follow-up Comprehensive Evaluation: If any evaluation (standard or comprehensive) results in a rating of unsatisfactory, then a Follow-up Comprehensive Evaluation is conducted the next academic year. It is intended that the one year time frame allow the evaluee sufficient time to receive assistance from the responsible administrator and/or mentoring from a peer and to initiate improvements in her/his performance. The responsible administrator or the Evaluation Guidance Committee may recommend someone who is not part of the evaluation process as the mentor.

If the first a Follow-up Comprehensive Evaluation results in a rating of satisfactory, then the faculty member returns to the regular evaluation cycle. If it results in a rating of unsatisfactory, a second a Follow-up Comprehensive Evaluation is conducted the next academic year. If the second evaluation results in a rating of unsatisfactory, referral of the matter is made to the appropriate Vice President for suitable action.

Evaluation Sequence

1. At the beginning of the fall semester, the responsible administrator determines who is scheduled for evaluation during the academic year. To start the alternating cycle, a lottery method will be used to determine who receives which type of evaluation when they are next evaluated. A newly tenured faculty member will start with a Comprehensive Evaluation three years after completing tenure review.
2. Division faculty and the responsible administrator recommend members of the Peer Review Committee to the Evaluation Guidance Committee.
3. The Evaluation Guidance Committee approves the members of the Peer Review Committee.
4. The Evaluation Guidance Committee provides training for members of the Peer Review Committee and orientation for evaluees.
5. The Peer Review Committee selects a chairperson, establishes its work schedule, and notifies all participants in the evaluation process.
6. The Peer Observer is selected.
7. The Peer Review Committee gathers all required evaluation materials and deliberates.
8. The Peer Review Committee makes recommendations and submits the results on an "Evaluation Summary Form" to the appropriate Vice President.
9. The Vice President reviews materials and forwards copies to the evaluee, District Personnel Office, and the responsible administrator.
10. The responsible administrator records the evaluation results, schedules the next evaluation, and confers with the evaluee as needed.
11. Disciplinary or non-renewal procedures may be undertaken independent of the evaluation process.

Administrator's Assessment of Professional Responsibilities

Please assess in writing the performance of_____in the following areas:

1. Participation in division and department meetings and other activities related to the area of professional responsibility.
2. Participation in shared governance activities.
3. Participation in professional growth activities.
4. Complete, accurate, and timely submission of paperwork, required reports and/or other information related to the area of professional responsibility and/or lead assignment.
5. Professional relationships with colleagues and students.
6. General conduct of professional responsibilities.
7. Substantive praise or complaints that have been received from students and/or peers.

Signature_____Date_____

Self Assessment

Please assess in writing your performance in the following areas:

1. Effectiveness in your assignment(s).
2. Relationships with students and colleagues.
3. Participation in department and division activities.
4. Participation in College/District activities.
5. Engagement in professional development related to your discipline, lead assignment, or area of growth.
6. Publications, presentations, and job-related community activities.
7. Awards, honors, external evaluations by experts and/or licensing agencies.
8. Other

Signature _____ Date _____

<div align="center">**Peer Observation Report**</div>

Evaluee _____ Semester/Year _____

Portfolio Review Summary

Review included the following items:

The Portfolio materials are: _____Satisfactory   _____Unsatisfactory
Comments:

Observation Summary

Location/Nature of Professional Duties:

Comments (including commendations and/or suggestions)

I have met with the evaluee and discussed the results of my observation and portfolio review.

Signature _____ Date _____

I have met and discussed the results of the peer observation and portfolio review with the peer observer.
_____I agree with the results _____I disagree with the results and have attached my response.

Signature _____ Date _____

Evaluation Summary

Evaluee: _____ Evaluation Year: _____

Type of Evaluation: _____ (Standard, Comprehensive, Follow-Up)

PART I: (to be completed by the Peer Review Committee)

The Peer Review Committee for the_____Division has reviewed all evaluation materials and, after careful consideration, rates the professional performance of the evaluee as:

_____**Satisfactory**   _____**Unsatisfactory**

The Peer Review Committee makes the following commendations, recommendations, and/or comments to the evaluee (attach additional sheets if necessary):

Signature_____ Date_____
Chairperson, Peer Review Committee

PART II: (to be completed by the Evaluee)

RESPONSE TO EVALUATION: (please complete and sign Part II, then return to Division administrator)

____ I agree   ____ I disagree with the overall rating of the evaluation.

COMMENTS: (attach additional sheets if necessary)

Signature: _____ **Date:** _____
                        Evaluee

PART III: (to be completed by the Vice-President, or designee)

This Evaluation Summary has been received and reviewed for completeness. Copies have been forwarded to the evaluee and responsible administrator. The original has been forwarded to the Vice Chancellor of Human Resources for placement in the evaluee's personnel file.

The next evaluation should take place in_____, and should be_____.
(Standard, Comprehensive, Follow-Up)

Signature: _____ **Date:** _____
Vice President

Directions for Completing a Questionnaire

All faculty are evaluated periodically. Your opinions and comments are an essential part of the evaluation process. Evaluation is valuable for the faculty member, the College, and future students. The intent of the process is to assure quality of services for students and professional growth for the faculty member by means of a comprehensive assessment of performance.

Please take time to answer each question thoughtfully, candidly, and specifically for this faculty member only. Write the name of the faculty member and today's date at the top of the Scantron form. Use a #2 pencil to mark your responses. For items 1 through 16, mark **STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE, or DOES NOT APPLY** as appropriate to your experience with this faculty member. Mark **YES** or **NO** for items 17 and 18. Respond in writing on the back of the Scantron form to questions A and B. **Do not put your name on the form.**

Please return the completed form to_____by_____.

This questionnaire is anonymous, and all responses and comments will be typed and summarized before being shared with the faculty member.

Thank you for helping us to provide quality services for our students.

Evaluation Policy and Procedures For Adjunct Faculty

General Consideration

- The Board of Trustees, faculty and administration share a responsibility for the process of evaluating adjunct faculty.

- The evaluation process assures that quality instruction is taking place.

- The adjunct faculty evaluation process safeguards and assures the principles and practices of academic freedom as defined in District Rules and Regulations.

- The adjunct faculty evaluation process upholds the principles of inclusivity, equal access and opportunity, promotes diversity, and is fair and unbiased.

- The adjunct faculty evaluation process is conducted by full-time faulty and is an affirmative means for reviewing performance.

- The adjunct faculty evaluation process fosters open communication among participants in order to assure fairness and opportunity for success.

I. Purpose

The adjunct faculty evaluation process should assure that students have access to the most knowledgeable, talented, creative and student-oriented faculty available.

The specific purposes of adjunct faculty evaluation are as follows:

- to recognize and acknowledge good performance;

- to enhance satisfactory performance and help employees who are performing satisfactorily further their own growth;

- to identify weak performance and help employees to achieve needed improvement; and

- to document unsatisfactory performance.

The adjunct faculty evaluation process should assure teaching quality and professional growth and development by providing a useful assessment of performance. The adjunct faculty have the academic freedom that all other members of the faculty have, and the adjunct faculty evaluation process should safeguard that basic right of the academic community.

II. Evaluation Criteria for Adjunct Faculty

The following criteria will be used, as appropriate, to assess adjunct faculty performance. During the first year, evaluation will not emphasize the criteria listed under B (2) and B (5).

A. Student Relations

In the performance of his/her professional duties, the adjunct faculty member:
1. responds to the educational needs of students by (a) answering questions clearly and following through to maximize student understanding; and (b) giving equal access and treatment to students regardless of ethnicity, cultural background, age, gender, and lifestyle, and by avoiding stereotypes;
2. demonstrates respect for the right of the student to hold and to express divergent opinions and demonstrates sensitivity to concerns of students; and
3. shows concern for student educational welfare by being available during office hours and answering questions with courtesy.

B. Professional Responsibilities

The adjunct faculty member:
1. meets classes as set forth in the contract;
2. participates in department, college or other professional activities;
3. maintains ethical standards as outlined in the SMCCCD Academic Senate Statement of Professional Standards;
4. demonstrates commitment to and enthusiasm for the profession;
5. may participate in professional growth activities; and
6. maintains and submits appropriate records in accordance with District contract.

C. Performance by Classroom Faculty

The adjunct faculty member:
1. is knowledgeable about subject matter;
2. is aware of recent, general developments/research in field;
3. demonstrates effective communication with students;
4. provides students with a clear statement of grading, attendance, examination policies, and other course requirements;
5. uses effective teaching methods appropriate to the subject matter;
6. uses appropriate testing and assessment techniques to measure students progress; and
7. shows evidence of meeting course objectives as outlined in the catalog and official course outline.

D. Performance by Adjunct Counselors, Librarians, and other Instructional and Student Services Faculty

The adjunct faculty member:
1. is knowledgeable about assignment area/duties;
2. is aware of recent, general development/research in assigned area/duties;
3. demonstrates effective communication with students;
4. uses effective methods appropriate to the assignment area/duties; and
5. shows evidence of meeting objectives appropriate to the assignment area/duties.

III. Evaluation Procedures and Methods

In the SMCCCD, adjunct faculty will be evaluated in the first semester of service. Thereafter, adjunct faculty shall be evaluated at least once every six (6) regular semesters. In accordance with District policy, the evaluation will be completed by the end of the semester in which it is begun.

The following methods will be used to evaluate adjunct faculty performance against the criteria stated in Section II.

Required:

1. Student evaluation
    A standard District questionnaire, approved by the AB 1725 Trust Committee, shall be used to gather information from students. Except in rare cases, in which student evaluation is not practicable due to unusual circumstances, student evaluation will be required to assess faculty/student relations, faculty student communication, and use of teaching methods.

2. Adjunct faculty portfolio
    The adjunct faculty shall supply a faculty portfolio, which includes current course syllabi, sample class materials, sample examinations, sample quizzes, if used, and an explanation of grading procedures. Additional materials may include written documentation of the following:

    a) departmental, college or professional activities
    b) new course/services development
    c) development of new teaching methods
    d) publications
    e) community service
    f) awards and honors
    g) outside evaluations conducted by experts and/or licensing agencies
    h) other

    The information provided in a portfolio is confidential and may become part of the adjunct faculty's personnel file. This information cannot be disclosed to other employees without permission of the adjunct faculty. Only current information will be considered in this process (concerning activities of the past three years).

3. Performance assessment by peer evaluator
    This assessment may take place in the classroom, at the service site, or viewing videotapes of actual classroom presentations, counseling sessions, etc.

Optional:

1. Adjunct faculty self-assessment
    This information should describe the individual's goals and objectives and provide an explanation of how the events demonstrated during the performance assessment relate to those goals and objectives.

2. Performance assessment by Division Dean (at his/her own discretion or at the request of the peer evaluator or of the evaluee). This assessment may take place in the classroom, at the service site, or viewing videotapes of actual classroom presentations, counseling sessions, etc.

IV. Role and Responsibility of Tenured Peer and Division Dean

<u>Role of Peer Evaluator</u>

As soon as possible after the hiring of a new adjunct faculty member, existing faculty in the discipline will assign one tenured discipline faculty to serve as the peer evaluator for that new hire. All permanent faculty members of the discipline constitute the initial pool of potential peer evaluators.

The tenured peer conducting the adjunct faculty evaluation has an obligation to uphold the confidentiality of the evaluation process, uphold the principles of inclusivity, promote and respect diversity, and conduct fair and unbiased evaluations.

<u>Responsibilities of Peer Evaluator</u>

1. to meet with the adjunct faculty, prior to the start of the process, to review evaluation criteria, methods, procedures, and timelines.
2. to conduct a performance assessment;
3. to administer, tabulate and summarize student questionnaires;
4. to meet with the adjunct faculty to discuss the results of the a) performance assessment and b) student questionnaires;
5. to review all additional data;
6. to prepare a written report of the assessment;
7. to meet with the adjunct faculty and division dean to discuss all evaluation materials and plans for professional growth;
8. to determine, with the division dean, a joint evaluation recommendation; and
9. to prepare and forward the recommendation to the appropriate Vice President.

<u>Role of Division Dean</u>

The appropriate Division Dean shares the obligation to uphold the confidentiality of the adjunct faculty evaluation process and the principles of inclusivity and academic freedom, to promote and respect diversity, to assure fair and unbiased evaluations, and to maintain those educational principles that promote a quality faculty in his/her area of responsibility.

<u>Responsibilities of Division Dean</u>

1. to monitor adjunct faculty evaluation to assure compliance with District policy timelines and procedures;
2. to conduct a performance assessment, at his/her own discretion or at the request of the peer evaluator or evaluee, and to prepare a written report of the assessment, as appropriate;
3. to meet with the evaluee following the (Dean's) performance assessment to discuss the results;
4. to present to, and discuss with, the peer evaluator any other information relevant to the evaluee's fitness for service;
5. to meet with the adjunct faculty and peer evaluator to discuss all evaluation materials and plans for professional growth;
6. to determine, with the peer evaluator, a joint evaluation recommendation; and
7. to prepare and forward the recommendation to the appropriate Vice President.

V. Right to Grievance

The adjunct faculty member has the right to file a grievance, but such grievance must be based solely on a claim of misinterpretation and/or misapplication of procedural aspects of this policy.

Memorandum of Understanding between AFT Local 1493 and the SMCCCD, Article 13.4

For the academic year 2005-2006 participants in a full semester leave will receive all fringe benefits and eight percent (80%) of their regular pay.

Memorandum of Understanding between AFT Local 1493 and the SMCCCD: Large Classes

A large class is defined as having 70 or more students enrolled at census.

Deans in consultation with department faculty will determine the maximum class size for specific courses. "Maximum class size" means the largest number of students that may enroll in a class. The maximum class size shall be limited to the number of workstations, regulated student to faculty ratios, health and safety considerations, or the physical limitations of the facility as made available by the District. In no case shall maximum class size exceed the maximum occupancy allowable as established by the local fire marshal.

Eligible courses are those that meet general education, UC, and CSU requirements, those that meet graduation requirements, major requirements, and vocational courses required for a certificate, degree, or transfer. Ineligible courses are television courses, open skills labs, Cooperative Education, all matriculation activities, team sports, team taught courses, independent study, developmental/remedial courses, and all courses numbered in the 600's, 700's, and 800's.

Assignment to teach a large class is voluntary.

Additional compensation is at the special rate of pay and does not affect the FLC for the course. The compensation is consideration for the extra time needed for required paperwork.

Additional weekly compensation for large classes:

<div style="margin-left:auto">

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

</div>

AFT and the District agree to the above for a trial period of two semesters beginning with the Fall 2005 semester. This agreement may be extended by mutual consent.
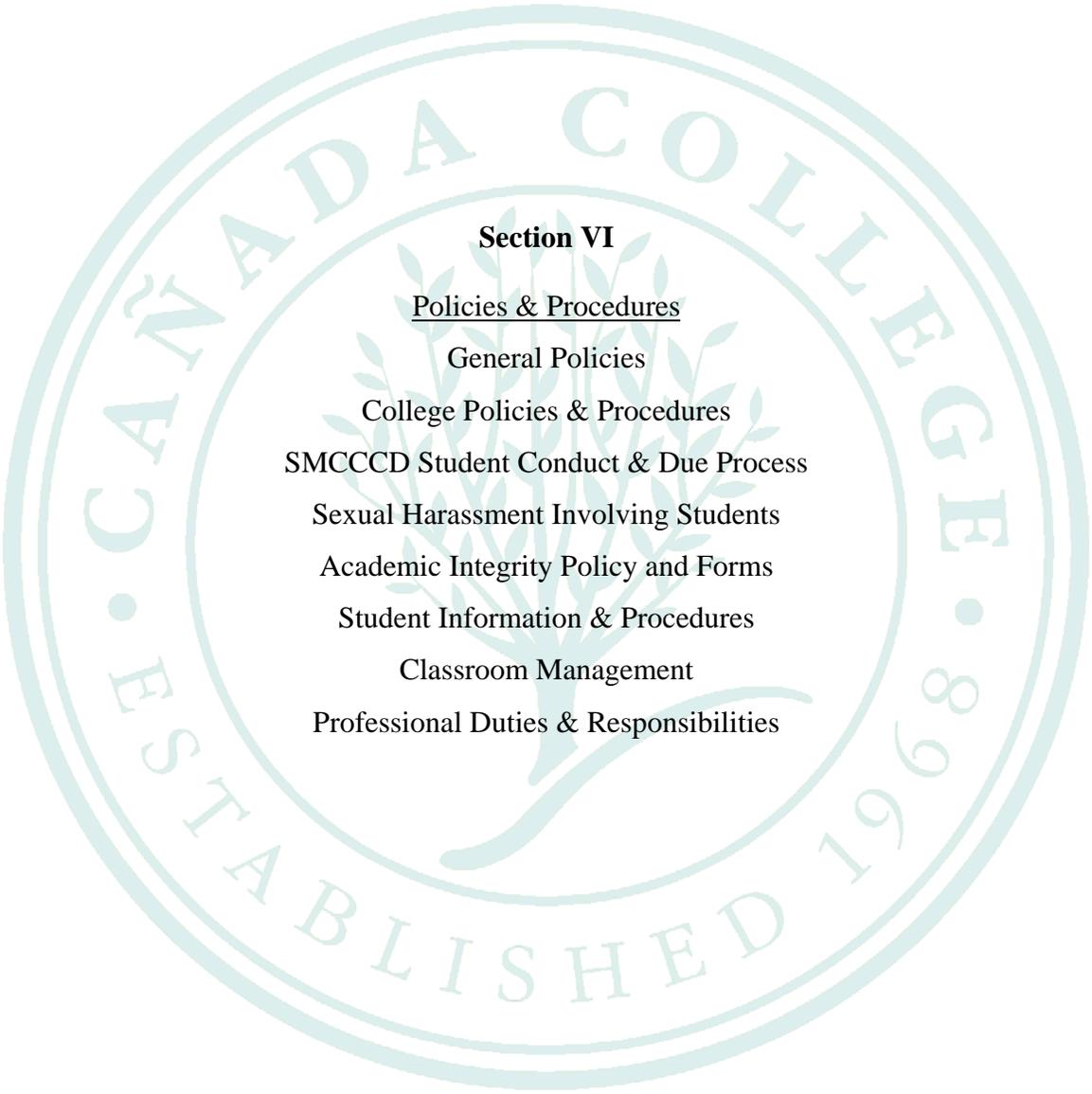
Section VI

Statement on Academic Freedom

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions.

Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth.

The District's faculty have the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others.

Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution.

Protecting academic freedom is the responsibility of the college community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate.

Policy of Non-discrimination

Cañada College is committed to equal opportunity regardless of age, gender, marital status, disability, race, color, sexual orientation, religion, national origin, or other similar factors, for admission to the College, enrollment in classes, student services, financial aid, and employment in accordance with the provisions of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (45CRF 86), Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), and the Americans with Disabilities Act of 1990.

It is important that students, staff, and all others associated with the College understand the importance of reporting concerns about possible violations of this policy. The College's commitment to equal opportunity demands full investigation of possible violations and an opportunity for a fair and impartial hearing on any matter relating to these laws and policies. Any person seeking information concerning these laws and policies or claiming grievance because of alleged violations of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 should contact the Vice President of Student Services, (Building 8, Room 310, 306-3234).

All grievances will be reviewed in terms of Title VI and Title IX law, and persons involved will be advised of the provisions of the law and their legal rights. If normal channels are not available or fail to meet legal requirements, the necessary action will be initiated. Inquiries regarding Federal laws and regulations concerning nondiscrimination in education or the District's compliance with those provisions may also be directed to:

> Office for Civil Rights
> U.S. Department of Education
> 50 United Nations Plaza, Room 239
> San Francisco, CA 94102

Policy on Americans with Disabilities Act
The purpose of the Americans with Disabilities Act (ADA), PL 101-336, is to extend to people with disabilities civil rights similar to those now available on the basis of race, color, national origin, sex and religion through the Civil Rights Act of 1964. It prohibits discrimination on the basis of disability in private sector employment, services rendered by state and local governments, places of public accommodation, transportation, and telecommunications relay services. The ADA says that no covered entity shall discriminate against a qualified individual with a disability because of the disability of such individual in regard to job application procedures; the hiring, advancement, or discharge of employees; employee compensation; job training; and other terms, conditions, and privileges of employment.

Major employment provisions of the ADA require equal opportunity in selection, testing, and hiring of qualified applicants with disabilities (applicants with disabilities may request that special accommodations be made in order to complete these processes); equal treatment in promotion and benefits; reasonable accommodation for applicants and workers with disabilities when such accommodations would not impose "undue hardship"; and prohibits discrimination against workers with disabilities. (This provision is similar to the Civil Rights Act of 1964 and Title V of the Rehabilitation Act of 1973.) Employers may require that an individual not pose a direct threat to the health and safety of others; may not make pre-employment inquiries about an applicant's disability or conduct pre-employment medical exams; and may conduct a test for illegal drug use and prohibit all workplace use of illegal drugs and alcohol.

Policy on Sexual Harassment
Pursuant to California Code of Regulations Title 5, Section 59300 et seq., it is the policy of San Mateo County Community College District and Cañada College to prohibit, in any and all forms, the sexual harassment of its students and staff. Sexual harassment of students by other students or staff, and/or the harassment of staff by students, is considered intolerable behavior that will be investigated and acted upon immediately.

Additional Redress In addition to, and concurrently with, the filing of a written grievance, a student has the right to file a complaint or charges with other appropriate governmental agencies such as the Equal Opportunity Commission, the Office for Civil Rights, the Department of Fair Employment and Housing, the Chancellor's Office of the California Community Colleges, or State or Federal court.

Policy on Smoking
In order to provide a safe learning and working environment for students and employees, smoking is prohibited in all indoor locations, outdoor balconies, terraces and stairs, and within a distance of fifteen (15) feet from any District doorway, entrance to an interior area, or air intake vents. Violation of this policy could lead to disciplinary action under usual disciplinary procedures.

Policy on Drug-Free Campus
The San Mateo County Community College District and Cañada College, in compliance with the Federal Drug-Free Schools and Communities Act Amendments of 1989, prohibits the use, possession, sale or distribution of alcohol, narcotics, dangerous or illegal drugs or other controlled substances, as defined in California statutes, on District or College property, or at any function sponsored by the District or College. Students are expected to conduct themselves as responsible citizens and in a manner compatible with the community college function as an educational institution. Students are subject to civil authority and to all District and College rules and regulations.

Students found to be in violation of the drug-free campus policy by manufacturing, distributing, dispensing, possessing, or using controlled substances, as defined in California statues, on any District property will be subject to disciplinary measures up to and including possible cancellation of registration.

Persons seeking further information concerning this policy or the health risks and effects associated with alcohol and narcotics or other dangerous or illegal drugs, should contact Lesli Sachs, College Nurse.

Privacy Rights of Students - Annual Notification
The Family Educational Rights and Privacy Act (Section 438, Public Law 93-380, as amended) requires educational institutions to provide: access to official educational records directly related to the student; an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or

otherwise inappropriate; that the College must obtain the written consent of the student before releasing personally identifiable information about the student except to those persons and agencies specified by the Act; and that these rights extend to present and former students of Cañada.

Education records generally include documents and information related to admissions, enrollment in courses, grades, and related academic information.

The Dean of Enrollment Services has been designated Records Officer, as required by the Act. Education records will be made available for inspection and review, during working hours, by currently and formerly enrolled students, within 5 days following completion and filing of a request form with the Records Officer.

If a student wishes to challenge any information in the educational record, the student shall review the matter with the Records Officer. During the informal proceedings the Records Officer may make such adjustments or changes not constituting interference or integrity of professional entries.

If these informal proceedings do not settle the dispute with the student's records, the student may submit a request in writing to the Designated Officer, the Dean of Enrollment Services, on forms provided by that office. The Designated Officer will then assign the matter within 10 college calendar days to a Hearing Officer. The Hearing Officer will set a date for the hearing. At the conclusion of the hearing he/she will render his/her decision to the President of Cañada who will make the final decision on what action is to be taken.

The student has the right to consent to disclosures of personally identifiable information contained in the student's education records except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to "college officials" with "legitimate educational interests". A college official is a person employed by the College or District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Trustees; a person or company with whom the College has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility and/or clearly specified duties.
The Act provides that Cañada may release certain types of Directory Information, unless the student submits in writing to the Records Officer that certain or all such information not be released without his/her consent. Directory Information at this College includes: (1) student name address, and telephone number, (2) participation in recognized activities and sports, (3) dates of attendance, (4) degrees, certificates, and awards received, (5) the most recent previous educational agency or institution attended, (6) height and weight of members of athletic teams.

Upon request, the College discloses education records without consent to officials of another college in which a student seeks or intends to enroll.

Students have the right to withhold any item in "directory information", but must notify the College of such in writing (completion of College form, Request to Withhold release of Directory Information, available at the Admissions and Records Office) within 30 days of applying for admissions to the College. The eligible student (18 years and over) or parents (of a dependent student 17 years and under) have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirement of FERPA. The name and address of the
Office that administers FERPA is:

> Family Policy Compliance Office
> U.S. Department of Education
> 600 Independence Avenue, SW
> Washington, DC 20202-4605

A copy of the College policy, the Family Education Rights and Privacy Act (Section 438 P.L. 93-380), and other pertinent information is available for review and inspection in the Admissions & Records Office, Building 8, Room 215, during normal business hours.

Student Right to Know and Campus Security Act
In order to make Cañada College a safe and pleasant environment for students and employees, the College has established procedures in compliance with Federal Public Law 101-542 (Student Right-to-Know and Campus Security Act). Persons seeking information concerning Cañada campus law enforcement procedures, crime prevention efforts, and crime statistics should contact Campus Security, Building 13, Room 28, or call 306-3420.

In compliance with the Student-Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of the San Mateo County Community College District and Cañada College to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 1998, a cohort of all certificate-, degree-, and transfer seeking first-time, full-time students were tracked over a three-year period. Their completion and transfer rates are listed below. These rates do not represent the success rates of the entire student population at Cañada College, nor do they account for student outcomes occurring after this three-year tracking period.

Based upon the cohort defined above, 28.3 percent attained a certificate or degree or became 'transfer prepared' during a three-year period, from Fall 1998 to Spring 2001. Students who are 'transfer-prepared' have completed 56 transferable units with a GPA of 2.0 or better. Based on the cohort defined above, 38.7 percent transferred to another postsecondary institution, (UC, CSU, or another California Community College) prior to attaining a degree, certificate, or becoming 'transfer-prepared' during a five semester period, from Spring 1999 to Spring 2001.

More information about Student Right-to-Know Rates and how they should be interpreted can be found at the California Community Colleges "Student Right-to-Know Information Clearinghouse Website" located at http://srtk.cccco.edu.

Secret Organizations
Sororities and fraternities and other secret organizations are banned on community college campuses under the Education Code of the State of California.

Transportation
Field Trip/Excursion Guidelines
Throughout the semester/school year, the District may sponsor voluntary off-campus extracurricular field trips/excursions. If students choose to participate, they are advised that pursuant to California Code of Regulations, subchapter 5, section 55450, students have agreed to hold the District, its Officers, agents and employees harmless from any and all liability or claims which may arise out of or in connection with student participation in the activity.

Non-District Sponsored Transportation
Some classes may be conducted off campus. Unless specifically advised otherwise, students are responsible for arranging for their own transportation to and from the class site. Although the District may assist in coordinating the transportation and/or recommend travel times, route or caravanning, students are advised that the District assumes no liability or responsibility for the transportation, and any person driving a personal vehicle is not an agent of the District.

Public Transportation
SamTrans Route 274 provides frequent weekday service to Cañada College, with extended hours Monday through Thursday evenings. Route 274 originates in East Palo Alto and serves parts of Menlo Park, Atherton, and Redwood City. The route is guaranteed wheelchair accessible. Monthly passes may be purchased at the Business Office, Building 8, Room 303. For more information, call the SamTrans Telephone Information Center at 1-800-660-4BUS.

Redi-Wheels Subscription Rides
Once a student's schedule has been determined, Redi-Wheels will try to arrange a subscription transportation schedule for the entire semester or length of the course. For more information, call Brenda Lomax at (650) 508-7940.

Cañada College Policies & Procedures

ACADEMIC RENEWAL

Up to 36 semester units of substandard course work (i.e., D, F, and NC) within a maximum of two semesters and one summer session which are not reflective of the student's current demonstrated scholastic ability may be alleviated and disregarded in the computation of the grade point average under the following conditions:

1. A period of at least three years must have elapsed since the course work to be alleviated was complete; and
2. A student seeking the alleviation must have completed
9 units of course work with a 3.5 cumulative grade point average, or
15 units of course work with a 3.0 cumulative grade point average, or
21 units of course work with a 2.5 cumulative grade point average, or
24 units of course work with a 2.0 cumulative grade point average.
3. The substandard coursework to be alleviated must have been taken at Cañada College, College of San Mateo, or Skyline College. However, the course work upon which the application for alleviation is based may be completed at any college or university accredited by the Western Association of Schools and Colleges or an equivalent accrediting agency.

The academic renewal policy may be applied when alleviation of prior course work is necessary to qualify a student for financial aid or admission to a program or transfer to another institution or for completion of a certificate or degree program. To request Academic Renewal, a student must file a formal petition to the Office of Enrollment Services located in on the bottom floor of Building 8.

When academic course work is alleviated from the computation of the grade point average, the student's permanent academic record shall be properly annotated in a manner to ensure that all entries are legible, providing a true and complete academic history.

ACADEMIC STANDARDS POLICY

The Academic Standards Policy of Cañada College and the San Mateo County Community College District is based on a cumulative grade point average of 2.0 (C), the minimum standard required for graduation or transfer. A grade point average of less than 2.0 is considered deficient. Grade point average (GPA) is determined by dividing the total number of grade points earned by the total number of letter graded (GPA) units. Academic standing, including determination of probation or dismissal status, is based upon all course work completed at Cañada College, College of San Mateo, and Skyline College. In addition to the following academic standards, special program eligibility requirements for financial aid, athletics, Veteran's Educational Benefits, etc., may differ. Students should consult with their specific program coordinator for applicable program eligibility requirements

AUTHORITY OF PROFESSORS

Students are expected to be prepared for the course(s) in which they enroll and to be able to demonstrate to the professor their levels of preparation, if requested to do so. Students are also expected to perform the work of the course in a timely and systematic manner. The professor of a course has the authority to determine the level of preparation and level of performance of any student enrolled in that course. In addition, any professor, with the approval of the Vice President, may seek to exclude from a course any student whose conduct is disruptive. The instructor has the authority to suspend the student from his/her class from the time of an incident and the next class. The student must make an appointment with the Vice

President of Student Services immediately. Any student who refuses to leave a classroom when requested to do so by the professor or by an administrator of the college is subject to disciplinary action.

CHANGE OF GRADES

An earned grade of A, B, C, D, F, W, CR, or NC may be changed by the professor within one year if an error has occurred. Grades cannot be changed on the basis of a student completing course work subsequent to the assignment of the final grade.

COURSE REPETITION

A. Repeat for Credit The Board of Trustees of the San Mateo County Community College District has adopted a policy (District rules and Regulations, Section 6.12) which permits a student to repeat certain courses for credit a maximum of three times (total four class enrollments). These courses require increasing levels of student performance or provide significantly different course content each subsequent semester. Such courses will be designated as "may be repeated for credit" in the course description. Courses which are not so designated may not be repeated under this policy. Further information on this policy is available from the Office of Admissions and Records.

B. Grade Alleviation A student who has received a substandard grade of D, F, or NC in a credit course taken at Canada College, College of San Mateo or Skyline College may repeat the course for purposes of grade alleviation. Normally, a student may repeat a credit course only once. Under unusual circumstances, a student may petition the Dean of Admissions and Records for permission to repeat a course more than once. Upon satisfactory completion of the repeated course, only the grade earned in the repeated course will be used in the computation of the grade point average. In no case will the unit value of the repeated course be counted more than once. The student's permanent academic record shall be annotated to insure that all entries are legible that a true and complete academic record is maintained. That is, although a course is being alleviated from the computation of the grade point average, the original course and actual grade will remain on the student's academic record.
To the extent possible, preference for enrollment in a credit course shall be given to students who have not previously taken the course. Exceptions to this policy may be made by the Dean of Admissions and Records. Course repetition involving work completed at a non-District institution may be honored upon application to the Office of Admissions and Records.

C. Special Circumstances Under special educationally justifiable circumstances, repetition of credit courses other than those for which substandard work has been recorded may be permitted. The student must obtain prior permission from the Dean of Admissions and Records before such course repetition will be authorized. Courses repeated under this provision shall be subject to the same terms and conditions outlined in "Grade Alleviation," section B above. Grades awarded for courses repeated under this provision shall not be considered in calculating the student's grade point average and in no case will the unit value of the repeated course be counted more than once.

CREDIT BY EXAMINATION

A currently enrolled student in good standing may be permitted to obtain credit for courses if he/she is especially qualified through previous training or instruction and can demonstrate such qualifications by successfully completing an examination approved by the faculty of the appropriate Division. Credit will not be allowed for a course for which credit has been previously granted or for which credit has been earned in a more advanced course in the same sequence. A maximum of 12 units toward an Associate

Degree or 6 units toward a certificate may be applied from courses for which credit has been earned by examination. College credit earned by examination may not be used for meeting unit load requirements for programs such as financial aid, Veteran's or Social Security Educational benefits, or graduation residency requirements. The student's academic record shall be clearly annotated to reflect that credit was earned by examination. Credit by examination may be earned through the Advanced Placement Test (APT), the College Level Entrance Placement (CLEP) examination, Credit by challenge, and/or credit by certification and/or license.

A student may challenge a course for credit by examination only one time. A challenge examination may not be used in order to improve a grade already received for a course.

San Mateo County Community College District
Student Conduct and Due Process Policy

In joining the academic community, a student enjoys the freedom to learn and shares responsibility in exercising that freedom. As are other members of the academic community, a student is expected to conduct himself or herself in accordance with standards of the college which are designed to perpetuate its educational purposes. Where a student is charged with misconduct such charge shall be processed in accordance with the following policy and procedure in order to protect the student's rights and the college's interest.

Disciplinary action may be imposed on a student for violation of law, district and college rules and regulations and the Education Code. Provisions related to disciplinary action shall be published and available to students, faculty and staff. Student misconduct may result in disciplinary action by the college or criminal prosecution or both as these are not necessarily mutually exclusive. It is the policy of the district not to impose student discipline for acts occurring away from the college and not connected with college attendance or activities.

Students are subject to disciplinary action for any of the following reasons:
1. Dishonesty, including but not limited to cheating, plagiarism or knowingly furnishing false or misleading information to the college, or intentionally omitting or withholding information from the college;
2. Forgery, including but not limited to altering or issuing college documents, records or identification;
3. Obstruction or disruption of college functions or activities;
4. Use of slander or libel in any way so as to cause defamation of character;
5. Physical or verbal abuse of any person or use of profanity on college property or at college-sponsored events;
6. Violation of standards of classroom conduct as established by the instructor;
7. Conduct which threatens the health or safety of any person on college property or at college-sponsored events;
8. Theft or damage or unauthorized possession or use of college owned or controlled property or equipment, including but not limited to defacing said property;
9. Violation of college policies or campus regulations, including but not limited to the use of college facilities and the time, place and manner of public expression;
10. Use, possession or distribution of narcotics or other restricted drugs or alcoholic beverages on college property or at college-sponsored events;
11. Unauthorized entry to or use of college facilities;
12. Disorderly conduct, or lewd, indecent or obscene conduct or expression on college property or at college-sponsored events;
13. Failure to comply with the directions of college officials acting in performance of their duties, including but not limited to directions deemed necessary to insure the safety of the student or others, including but not limited to failure to identify oneself;
14. Gambling or extortion on college property or at college-sponsored events;
15. Disobeying traffic or parking regulations;
16. Illegal operation of a motor vehicle on college property;
17. Participating in any activity which might be classified as a hate crime, including but not limited to verbal or written slurs or threats or physical attacks or other acts of discrimination;
18. Misrepresentation of oneself as an agent of the college;

19. Willful or persistent smoking in any area where smoking has been prohibited;
20. Use or possession of dangerous or deadly weapons;
21. Persistent serious misconduct or defiance of authority;
22. Interference with the normal operations of the college;
23. Failure to satisfy college financial obligations;
24. Other acts defined as illegal under civil or criminal law which violate any duly-adopted rule or regulation of the college;
25. Action or activity that creates a clear and present danger or disruption to college life;
26. For all other "Good Causes" as set forth in Education Code 76033.

In accordance with Education Code 76032, students committing violations of college rules and regulations are subject to the following sanctions:
1. Probation: A written warning or reprimand, as set forth in the notice of probation;
2. Suspension: Exclusion from college classes, privileges and/or activities for a specified period of time as set forth in the notice of suspension;
3. Expulsion: Termination of student status as set forth in the notice of expulsion.

Except in extraordinary circumstances, the following guidelines will be used to determine the appropriate sanction. The Vice President of Student Services or designee may temporarily exclude the student from the college for a period not to exceed ten (10) working days* in order to conduct an investigation of the alleged misconduct.
1. A written warning or probation may result when the violation is the student's first known violation of the student code of conduct; appears to be a mistake in judgment and is not perceived to be genuinely threatening in nature; and/or is limited in its negative effect on others. The student's acceptance of appropriate responsibility and expression of appropriate regret for his/her action may affect which sanction is imposed.
2. Suspension may result when the violation is not the first violation of behavior prohibited by the student code of conduct; is a substantial mistake in judgment or a deliberate action; is perceived to be a significant threat; and/or has a substantial real or potential negative effect on others. The student's acceptance of responsibility and expression of regret may be a mitigating factor in the length of the suspension.
3. A recommendation of expulsion to the Board of Trustees may result when the violation is egregious in nature; is a serious violation of civil or criminal law; and/or is clearly beyond the bounds of acceptable and responsible student behavior.
4. Any level of sanction may also include a behavioral contract; restitution for damage; community service; counseling; referral to outside agencies for specific purposes; and/or any other directives designed to make amends and/or reduce the likelihood of repetition of prohibited behavior.

Student disciplinary action may be imposed by:
1. An instructor, who may temporarily exclude the student from class for the remainder of the class period and the next class meeting pursuant to Education Code 76032.
2. The Vice President of Student Services or designee, who may impose probation, suspension or recommend expulsion; and impose other disciplinary directives as set forth above.
3. The Board of Trustees, who alone may expel.

The facts leading to all student disciplinary action must be documented by the person or body taking the action. All documentation by instructors must be submitted to the Vice President of Student Services or designee. In the event that the alleged misconduct falls under Penal Code 245, police authorities will be notified. The President or designee may notify police authorities for other infractions of law and/or district rules and regulations.

Procedures

When the circumstances of the alleged violation are such that disciplinary action may be imposed by the Vice President of Student Services or designee, the following procedures will apply:

1. All complaints of alleged misconduct made against a student by any person shall be submitted to the Vice President of Student Services or designee. These complaints may be made verbally, but must be followed up in writing, specifying the time, place, and nature of the alleged misconduct.
2. The Vice President of Student Services or designee will provide in writing fair notice to the student charged advising the student of the alleged misconduct and how it violates college rules and regulations. The Vice President of Student Services or designee shall conduct such investigation of the reported violation as s/he considers appropriate. The Vice President of Student Services or designee may also procure information relating to the alleged misconduct from the student and other persons. Whenever appropriate, the Vice President of Student Services or designee shall assess damage to property or injury to persons. The investigation shall be treated as confidential and shall not be placed in the student's record unless disciplinary action is taken.

Submission of Charge

1. Following investigation, the Vice President of Student Services or designee may either find that the complaint lacks merit; or deliver a written statement to the student charging that student with misconduct. This statement will specify the disciplinary sanction to be imposed.
2. The student may do either of the following:
   a. Accept the Vice President of Student Services or designee's sanction and forgo a hearing; or

Notify the Vice President of Student Services or designee within five (5) working days* that s/he does not accept the sanction and is requesting a hearing.

Hearing

1. The Vice President of Student Services or designee shall forward the student's request for a hearing to the Hearing Committee.
2. The Hearing Committee membership is as follows:
   a. Two faculty members appointed by the Academic Senate;
   b. Two classified members appointed by the Classified Senate or classified leadership;
   c. Two students appointed by the Associated Students (when requested in writing by the student charged);
   d. One person appointed by the college President or designee.

3. Committee appointees may not have any relationship to the student charged or the complaint. Committee members shall select one of their members as chair.

4. The Hearing Committee shall conduct its proceedings as follows:
   a. A summary record of the case and his/her decision on the disciplinary sanction to impose shall be provided by the Vice President of Student Services or designee;
   b. As deemed appropriate by the Hearing Committee, the committee members shall discuss issues, hear testimony, interview witnesses and consider available evidence pertaining to the charge;

c. Both parties may present statements, testimony, evidence and witnesses. Each party may question witnesses and hear testimony. The student charged may bring an advisor to the hearing; however the advisor may not address anyone at the hearing, and may only advise the student.
d. The student who is charged is presumed innocent until proven otherwise by a preponderance of the evidence;
e. The committee shall submit its finding of facts and its decision to the Vice President of Student Services or designee.
f. The hearing shall be closed to the public to protect student confidentiality.
g. The Hearing Board's decision will be rendered within fifteen (15) working days* after the day of the hearing.
h. A summary record of the proceedings shall be kept in a confidential file by the Vice President of Student Services or designee and shall be available to the student charged.

Final Action/Appeal

1. The Vice President of Student Services or designee, upon receiving the finding of facts and decision of the Hearing Committee shall notify the student charged in writing of the Hearing Committee's decision and sanction.
2. Decisions of the Hearing Committee are final with one exception. If the sanction imposed by the Hearing Committee is suspension or a recommendation to the Board of Trustees for expulsion, a written appeal may be filed with the college President or designee.
3. Any such appeal must be filed with the college President within five (5) working days* after notification of the Hearing Committee's decision. Five (5) working days is defined as five (5) days commencing the day after the postmark on the certified written notification.
4. Upon receipt of an appeal, the college President or designee shall review the proceedings, conduct such investigation as s/he deems appropriate and take one of the following actions:
   a. Dismiss the charge;
   b. Reduce the recommended sanction(s);
   c. Increase the recommended sanction(s);
   d. Concur with the Hearing Committee's decision.
5. The college President or designee's decision is final and shall be rendered in writing to the student within fifteen (15) working days.
6. The appeal procedures set forth in District Rules and Regulations 7.73 do not apply to student discipline.

*Saturdays, Sundays and Holidays shall be excluded in the computing of all time limits set forth in this policy.

Student Services

7.67 Policy on Sexual Harassment Involving Students

It is the policy of the San Mateo County Community College District to prohibit, in any and all forms, the sexual harassment of its students and staff. Sexual harassment of students by other students or staff and/or the harassment of staff by students is considered intolerable behavior that will be investigated and acted upon immediately.

According to both State and Federal laws and guidelines issued by the Equal Employment Opportunity Commission (EEOC), sexual harassment is a form of discrimination. Sexual harassment is misconduct that can change the course of careers, disrupt the climate of an entire class, affect academic performance,and undermine the integrity of educational relationships. It is an abuse of power which confuses the boundaries of personal and professional roles and breaches trusting relationships which should exist among members of the college community.

1. It is the policy of the San Mateo County Community College District to provide its students with a learning environment free of sexual harassment and intimidation. This policy addresses interactions between a student and faculty, staff members, or other students. Because of the seriousness of these matters, the District will make every effort to assure that sexual harassment does not occur and will take disciplinary actions up to and including dismissal or expulsion for policy violation. It is the responsibility of each District employee and student to maintain a level of conduct that is in compliance with District policy.
2. For purposes of this policy, sexual harassment is defined as unsolicited and unwelcome sexual advances, requests for sexual favors, and/or other verbal, physical, or visual conduct of a sexual nature which occur under any of four circumstances:
    a. Submission is made, either explicitly or implicitly, a term or condition of admission to or retention in a course or program;
    b. Submission or rejection by a student is used as a basis for grading, enrollment, or other educational decisions affecting the student;
    c. Submission or rejection by a student affects negatively a student's class performance, opportunity to benefit from class participation, or constitutes a disruption of the learning process;
    d. Such conduct creates, encourages, or condones an intimidating, hostile, or otherwise offensive environment for learning and/or teaching.
3. Sexual harassment includes, but is not limited to, the following:
    a. Making unsolicited written, graphic, verbal and/or physical contact with sexual overtones. Written examples: suggestive or obscene letters, notes, invitations. Graphic examples: prurient display of objects, pictures, cartoons, or posters. Verbal examples: derogatory comments, slurs, jokes,

innuendos and epithets. Physical examples: assault, touching, gestures, impeding or blocking movement.

    b. Continuing to express sexual interest after being informed that the interest is unwelcome. (Mutual attraction is not considered sexual harassment.)

    c. Making reprisal, or implied threats of reprisal, following a negative response. This can include denial of, or actually withholding, support or opportunities normally provided in the form of counseling or other services, suggesting the assignment of a poorer grade than earned.

    d. Engaging in implicit or explicit coercive sexual behavior which has the effect of controlling, influencing, or affecting the enrollment, grade, academic success, and/or learning environment of any student.

    e. Offering favors or preferential treatment such as: assignment of better grades than earned; opportunities for extra credit; recommendations, favorable assigned duties or shifts; or other benefits in exchange for sexual favors.

4. Complaint Procedures

    a. Staff to Student or Student to Student

If a student complainant feels that a specific act or environment is offensive and in violation of this policy, the complainant should first notify the offender in an effort to stop the offensive behavior. If the behavior does not stop, or the complainant does not wish to confront the offender directly, the student should notify the Vice President, Student Services or designee.

        i. Once received, the complaint will be investigated and acted upon in accordance with District Rules and Regulations. The Office of Personnel Services will be notified of all claims of sexual harassment at the time the complaint is received. Investigations involving faculty or staff members will be coordinated by the Office of Personnel Services.

    b. Student to Faculty/Staff

If a faculty or staff member is the complainant and feels that a specific act committed or environment created by a student is offensive and in violation of this policy, the complainant should first notify the offender in an attempt to stop the behavior.

        i. If the behavior continues, the complainant will then notify the Vice President, Student Services or designee. Such continued behavior constitutes a disruption of the learning and teaching environment.

        ii. Once received, the complaint will be investigated and acted upon in accordance with District Rules and Regulations. The Office of Personnel Services will be notified of all claims of sexual harassment at the time the complaint is received. Investigations involving faculty or staff members will be coordinated by the Office of Personnel Services.

    c. In accordance with the guidelines on sexual harassment of the Equal Employment Opportunity Commission, the District intends: 1) to raise the subject of sexual harassment affirmatively in formal staff training and

other arenas; 2) to express strong disapproval for the inappropriate behavior; and 3) to implement this policy fully.

d. District employees or students found to be in violation of this policy may be subject to full disciplinary measures up to and including dismissal or expulsion, as appropriate, pursuant to any and all established District procedures.

BACK

Cañada College Academic Integrity Policy*

As members of the college community, students at Cañada are expected to demonstrate integrity in all academic endeavors. Students are evaluated on their own merits, so they should protect academic integrity at Cañada College and be proud of their achievements.

General principles of academic integrity include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others and to avoid using another's work as one's own. Faculty, with the full support of the college, have the right to take standards of academic integrity into account when assigning grades. All students are expected to understand and abide by these principles.

Any act which gains or is intended to gain an unfair academic advantage or which compromises the integrity of the academic standards of the college may be considered an act of academic dishonesty.

Forms of Academic Dishonesty:

Violations or attempted violations of academic integrity include, but are not limited to: cheating, fabrication, plagiarism, multiple submissions, or facilitating academic dishonesty. Please note that culpability is not diminished when academic dishonesty occurs in drafts which are not the final version. Also, if the student receives any type of assistance or disability accommodations in the preparation or submission of materials, the student is expected to proofread the results and is responsible for all particulars of the submission.

Cheating—failure to observe the expressed procedures of an academic exercise, **including but not limited to**:
- communicating with fellow students during an exam, copying material from another student's exam, allowing another student to copy from an exam, allowing another person to take a quiz, exam, or similar evaluation in lieu of the enrolled student
- using unauthorized materials, information, or study aids (e.g., textbook, notes, data, images, formula list, dictionary, calculator, etc.) in any academic exercise or exam
- unauthorized collaboration in providing or requesting assistance, such as sharing information on an academic exercise or exam
- unauthorized use of another person's data in completing a computer exercise
- using computer and word processing systems to gain access to, alter and/or use unauthorized information
- altering a graded exam or assignment and requesting that it be regraded -- submission of altered work after grading shall be considered academically dishonest, including but not limited to changing answers after an exam or assignment has been returned or submitting another's exam as one's own to gain credit
- attempting to hinder the work of another student

Fabrication—falsification or invention of any information in an academic exercise, **including but not limited to:**

- altering data to support research
- presenting results from research that was not performed--submitting material for lab assignments, class projects or other assignments which is wholly or partially falsified, invented or otherwise does not represent work accomplished or undertaken by the student
- crediting source material that was not used for research
- falsification, alteration or misrepresentation of official or unofficial records or documents including but not limited to academic transcripts, academic documentation, letters of recommendation, and admissions applications or related documents

Plagiarism—the presentation of another's words, images or ideas as if they were the student's own, **including but not limited to:**
- the submission of material, whether in part or whole, authored by another person or source (e.g., the internet, book, journal, etc.), whether that material is paraphrased, translated or copied in verbatim or near-verbatim form without properly acknowledging the source (i.e. all sources of information must be cited in work submitted for a grade)
- the submission of material edited, in part or whole, by another person that results in the loss of the student's original voice or ideas (i.e. while an editor or tutor may advise a student, the final work submitted materials must be the work of the student, not that of the editor or tutor)
- translating all or any part of material from another language and presenting it as if it were student's own original work
- unauthorized transfer and use of another person's computer file as the student's own
- unauthorized use of another person's data in completing a computer exercise

Multiple Submissions—resubmission of a work that has already received credit with identical or similar content in another course without consent of the present instructor or submission of work with identical or similar content in concurrent courses without consent of all instructors

Facilitating Academic Dishonesty—assisting another to commit an act of academic dishonesty, **including but not limited to:**
- taking a quiz, exam, or similar evaluation in place of another person
- allowing one student to copy from another
- attending a course posing as another student who is officially registered for that course
- providing material or other information (e.g., a solution to homework, a project or other assignments, a copy of an exam, exam key or any test information) to another student with knowledge that such assistance could be used in any of the violations stated above.
- distribution or use of notes or recordings based on college classes without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use applies to all information distributed or in any way displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media.

*Some parts of this document were borrowed from the academic integrity policies of UCLA, De Anza College and USC. Modifications were made in order to address the specific needs of the Cañada College community.

Consequences Of Academic Dishonesty:

Disciplinary sanctions may be applied in cases of academic dishonesty. Depending on the seriousness of the infraction, a student may:

- Receive a failing grade on the test, paper, or examination.
- Have his/her course grade lowered or fail the course.
- Under the District standards of Disciplinary Sanctions, the student may be subject to:
  - **A Warning:** An instructor may give written or verbal notice to a student that continuation or repetition of specified conduct may be cause for further disciplinary action.
  - **Temporary Exclusion From An Activity Or Class:** An instructor may remove a student who is in violation of the guidelines for student conduct for the duration of the class period or activity during which the violation took place and, if necessary, for the day following. The instructor shall immediately report such removal to the college chief executive officer or his/her designee for appropriate action.
  - **Censure**: The Vice President, Student Services may verbally reprimand a student or may place on record a written statement which details how a student's conduct violates District or College regulations. The student receiving such a verbal or written statement shall be notified that such continued conduct or further violation of District/College rules may result in further disciplinary action.
  - **Disciplinary Probation:** The Vice President, Student Services or his/her designee may place a student on disciplinary probation for a period not to exceed one semester. Repetition of the same action or other violations of District/College rules and regulations during the probationary period may be cause for suspension or expulsion. Disciplinary probation may include one or both of the following: a. Removal from any or all College organization or offices; or b. Denial of privileges of participation in any or all College or student sponsored events.
  - **Disciplinary Suspension:** The termination of student status for a definite period of time. A suspended student may not be present of campus and is denied College privileges including class attendance and all other student body or College granted privileges. Refer to Suspension Policy for details.
  - **Expulsion:** A permanent termination of student status and all attending rights and privileges. Expulsion of a student is accomplished by action of the Board of Trustees on recommendation of the college chief executive officer and the Chancellor. An expelled student shall not be allowed to register in any subsequent semester without the approval of the chief executive office of the College. Refer to Expulsion Policy or details.
- If a sanction entails any action greater than a written or verbal notice, the instructor must submit a Notice of Student Violation of the Cañada College Academic Integrity Policy to the Vice President, Student Services for review and appropriate follow up. This form will identify the infraction and the sanction, and should be signed by both the student and instructor.
- If a student receives any of these sanctions, he/she must first address his/her concerns with the instructor. If the student believes that the instructors' decision is unfair, the student may appeal the decision to the VP of Student Services in accordance with the Student Discipline Policy and Appeals Process.

- The Vice President of Student Services maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students who have been reported for academic dishonesty more than once, and may be shared with other faculty in whose classes the student is enrolled.
- Any record of academic dishonesty will be maintained in the VPSS's records for a period of two years at which time, barring further infractions, it will be permanently removed.

Adapted from Skyline's Policy and Procedures, SMCCD's Discipline Policies and Procedures, and Cañada's Policies and Procedures.

Cañada College Academic Dishonesty Action Checklist

Cañada faculty: The following are the steps that should be taken in order to prevent and document violations of Cañada's Academic Integrity Policy. If you have any questions, please contact your dean or the VPSS.

1) At the beginning of the semester:
   a. Include a detailed explanation of your policy on academic integrity in your syllabus. Your policy should refer students to the Student Handbook for more information.
   b. Discuss your policies with your class and clarify any questions your students may have about what specifically constitutes plagiarism and cheating. You may find it helpful to provide your students with specific examples of violations, so that they are completely clear on what your policy is. In your discussion, please be sure to explain your policies concerning exams, editing, group work, tutoring, multiple submissions, etc.

2) When a violation occurs, the instructor may use his/her discretion to take one or more of the following actions:

   a. Issue a warning;
   b. Issue a failing grade on the assignment;
   c. Lower the overall course grade;
   d. Fail the student in the course;
   e. Temporarily exclude the student from an activity or class (an instructor may remove the student for the duration of the class period or if necessary, for the day following). If this action is taken, it must be reported to the VPSS.

   If a sanction entails any action greater than a written or verbal notice, the instructor must submit a **Notice of Student Violation form** to the Vice President, Student Services for review and appropriate follow up. This form will identify the violation, the evidence that a violation occurred, and the sanction, and should be signed by both the student and instructor. If the semester has ended and the student is not available, or if the student refuses to sign the form, the VPSS may obtain the student signature.

   3) The VPSS may verbally reprimand the student or take other disciplinary action as outlined by District policy. The VPSS will also create a file which includes the Notice of Student Violation form submitted by the instructor. This Notice will remain in the student's file in the VPSS's office for two years. The student receiving such a verbal reprimand and / or Notice will be notified that such continued conduct or further violation of District or College rules may result in further disciplinary action, including disciplinary probation, suspension, or expulsion.

<u>Notice of Student Violation of the Cañada College Academic Integrity Policy</u>
Upon completion, a copy of this form should be sent to the Vice President of Student Services. The VPSS will contact the student for further action. The notice will be kept in the student's file in the VPSS's office for two years. Students have the right to appeal on the basis of bad faith, mistakes or fraud. A student wishing on appeal should contact the Vice resident of Student Services.

STUDENT INFORMATION AND PROCEDURES

ADMISSION
California residents, non-residents, international and transfer students may apply for admission to Cañada College. Please refer to the College Catalog for a detailed list of admissions eligibility requirements for students.

REGISTRATION
Detailed instructions for students regarding submission of Application for Admissions, placement testing, orientation and counseling are provided in each schedule of classes with specific dates. Registration procedures are clearly detailed. Dates for mail-in registration, in-person registration and late registration are provided as well.

In terms of late registration, the first two weeks of the fall and spring semesters and the first week of the Summer Session are the late registration periods. Students must complete the Cañada College Program Form to add or drop a class, obtain the faculty member's signature on the form and return the signed form to the registration area to complete registration. A computer-generated receipt is proof that a student is registered in a given class. Program Forms can be obtained from the Admission and Records Office or counselors.

MATRICULATION
Matriculation is a state-mandated process designed to support student access and success. The matriculation process begins with steps students must complete to enroll in classes, continues through the students' educational careers at Cañada, and concludes when students accomplish their educational goals and objectives. The matriculation policy applies to those who plan to complete a college certificate program, complete an Associate degree, transfer to a baccalaureate institution, or students who are undecided about specific goals but are considering a certificate, degree, or transfer. The intention of Matriculation is to bring the College and the student into agreement for the purpose of developing and realizing the student's educational goals. Matriculation components include the following. Admissions: Through the Admissions Application the College collects and analyzes information on each applicant, identifies student goals, and provides matriculation process information to new and former students. Placement Test/Assessment: The Placement Test/Assessment measures students' abilities in English, reading, writing, and mathematics. This process is used to identify current academic readiness, select and plan appropriate coursework necessary to accomplish educational goals, provide a pathway to strengthen academic skills, and refer students to special programs and support services. This component of matriculation also includes assessing students' interests and values related to the world of work.

Orientation: The College Orientation Program acquaints students with essential information about the College and includes an overview of educational options and goals, college enrollment procedures, college policy, special programs and services, how to plan coursework ,academic expectations, and College facilities. Orientation programs are offered online at the College website or in-person as indicated in the Schedule of Classes.
Counseling/Advisement: Students are expected to meet with a counselor at least once a semester. Early in the educational process students work with a counselor to develop a Student Educational Plan (SEP). The SEP is a personalized map that identifies semester by semester the courses and sequences of courses that students must complete to meet educational goals. Students meet with counselors each semester to monitor SEP progress and make modifications as necessary. At Cañada College students have the opportunity to identify the counselor they want to work with and the responsibility to schedule counseling appointments through the Counseling Center.
Student Follow-up: Follow-up matriculation services represent a college-wide effort that assists students to stay focused and successfully complete educational goals and objectives. Follow-up includes but is not limited to, use of student support services, programs and activities, use of academic alert systems, access to faculty to support ongoing communication with professors, published processes and procedures. The Matriculation agreement acknowledges responsibilities of both the student and the College that enable students to achieve educational goals through established college programs, services, and policies. Matriculation identifies both College and student responsibilities.
The College is responsible for providing the following services.

- An admissions process.
- Accessible College Orientation programs.
- Pre-enrollment assessment and advising.
- Advice and counseling for educational planning that includes course selection and the development of a Student Educational Plan.
- Counseling follow-up to monitor educational progress.
- Referrals to use support services.
- Follow-up activities to enhance student success and retention.
- A program of institutional training, research, and evaluation.

Students are responsible to
- Express an educational intent/interest at entrance to the College.
- Declare an educational goal within a reasonable period of enrollment, usually following completion of 15 semester units of degree-applicable coursework.
- Be diligent about class attendance and completing assigned coursework.
- Get to know professors' academic expectations for success.
- Meet with a counselor to discuss and develop a Student Educational Plan.
- At least once a semester meet with a counselor to discuss academic progress, review the Student Educational Plan and make modifications as needed.
- Use support services.

The Matriculation process entitles students to services listed above. A student who believes the College has not afforded him/her the opportunity to use these services may file a complaint in the Office of Matriculation, Transfer, Counseling and Articulation, Building 5, Room 204. Students may request a waiver or exemption of any of the matriculation requirements based on extraordinary circumstances. The Matriculation Exemption Petition is available at the Office of Enrollment Services. For any questions contact the Office of Matriculation, Transfer, Counseling and Articulation at (650) 306-3310.

Alternative Matriculation Procedures Students with physical, psychological, or learning disabilities who may need modified matriculation services are advised to contact the DSPS, Building 5, Room 207, (650) 306-3259, TDD/TTY (650) 306-3161, www.canadacollege.edu/student/disabled. Students who speak English as a second language and may need additional assistance may contact the English Institute, Building 13, Room 121 or call 306-3412.

Matriculation Exemptions Any student who has completed an associate degree or higher is exempt from orientation and counseling and may be exempt from assessment depending on the Cañada College course selections. Students are also exempt from matriculation if they are enrolled as a matriculating student at another college or university and only taking classes at Cañada to meet the requirements of the home institution. Students taking classes for personal enrichment or to enhance employment related skills only are exempt from matriculation. Students who have completed college level course work at another accredited American institution may be exempt from placement tests/assessment if they have evidence of successfully completing a college level course in English, reading and/or mathematics. Exempt students may elect to participate in any or all of the matriculation services provided.

ATTENDANCE POLICY

The more class sessions students miss, the greater the chances that grades may suffer. Regular attendance in class and laboratory sessions is an obligation assumed by every student at the time of registration. Regular attendance affords the student the opportunity to acquire the content of the specific session and, over the length of the course, the continuity of the professor's plan for the presentation of the subject matter in the course.

When repeated absences place the probability of the student's success in doubt, the Professor may drop the student from the course.

Absence means nonattendance for whatever reason. It is the prerogative of the professor to determine when absences are excessive. A guideline used by many professors to determine when absences are considered excessive is when the student has been absent twice the number of clock hours that the class meets during a week, or a pro-rata value designed to relate to shorter than semester length courses or practicum intensive programs. This is strictly a guideline and will vary with each professor depending on the subject matter of the course or laboratory. The professor will only drop a student from a course if absences, in the opinion of the professor, have placed the student's success in jeopardy.

If the student believes that there were extenuating circumstances related to the absences that resulted in being dropped from a course, the student may petition the Academic Standards and Policies Committee within five academic calendar days. The petition must contain an explanation of the absences, progress in the course to date, and justification for reinstatement. If the absences were due to illness, the petition must include a physician's written confirmation or a confirmation from the College Health Center. A student submitting a petition may, with permission of the professor, remain in class until the decision of the Academic Standards and Policies Committee is reached. After considering the petition, the Committee will make a recommendation to the professor. In all cases, the decision of the professor is final.

WITHDRAWAL POLICY

It is the responsibility of the student to withdraw from class by submitting an add/drop form to the Admissions Office. The following includes important deadlines for withdrawal and explains the relationship between withdrawal and the assignment of a grade by the instructor.

A student may withdraw from a semester-length course during the first four weeks of instruction and no notation will be made 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 30 percent 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 course, whether passing or failing, at any time through the last day of the fourteenth week of instruction and a "W" grade shall be authorized after the instructor has been informed. In courses of less than a regular semester's duration, a student may withdraw prior to the completion of 75 percent of the period of instruction and a "W" grade shall be authorized after the instructor has been informed.

PROBATION AND DISMISSAL

A student is placed on academic probation using the following criteria:

Academic probation based on grade point average: A student who has attempted at least 12 semester units, as shown by the official cumulative record, shall be placed on academic probation if the student has earned a grade point average below 2.0 in all units which were graded on the basis of the grading scale.

Academic probation based on failure to maintain satisfactory progress: A student who has enrolled in a total of at least 12 semester units, as shown by the official cumulative record, shall be placed on academic probation when the percentage of all units in which a student has enrolled for which entries of W, I, and NC are recorded or exceeds 50 percent.

The two probationary criteria described above will be applied in such a manner that a student may be placed on probation under either or both systems and subsequently may be dismissed under either or both systems.

A semester in which a student completes an official "Leave of Absence" will not be included in the tabulation used to determine satisfactory academic progress as outlined above.

A probationary student may petition the Academic Standards Committee, in accordance with college procedures, for removal of his/her probationary status if it has resulted from unusual circumstances beyond the student's control.

REMOVAL FROM PROBATION

A student placed on academic probation on the basis of grade point average shall be removed from probation when his/her cumulative grade point average is 2.0 or higher.

A student placed on academic probation on the basis of failure to maintain satisfactory progress shall be removed from probation when the percentage of units in this category drops below 50 percent.

DISMISSAL

A student on probationary status shall be subject to dismissal if in any two subsequent semesters either or both of the following criteria are applicable:
- The student's cumulative grade point average is less than 1.75 in all units attempted.

- The cumulative total of units in which the student has been enrolled for which entries of W, I, and NC have been recorded reached or exceeds 50 percent.

Normally, a dismissed student must remain out of day and evening classes for one semester before petitioning Admissions and Records for reinstatement. A dismissed student may present a written appeal to the Office of Admissions and Records requesting immediate reinstatement if dismissal has resulted from unusual circumstances. A registered student making such an appeal should remain in classes until the decision regarding reinstatement is made.

STUDENT RIGHT TO KNOW, CONDUCT, DISCIPLINARY ACTIONS AND DUE PROCESS

STUDENT RIGHT TO KNOW AND CAMPUS SECURITY ACT
In order to make Cañada College a safe and pleasant environment for students and employees, the College has established procedures incompliance with Federal Public Law 101-542 (Student Right-to-Know and Campus Security Act). Persons seeking information concerning Cañada campus law enforcement procedures, crime prevention efforts, and crime statistics should contact Campus Security, Building 13, Room 28, or call 306-3420.

In compliance with the Student-Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of the San Mateo County Community College District and Cañada College to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 1998, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three-year period. Their completion and transfer rates are listed below. These rates do not represent the success rates of the entire student population at Cañada College, nor do they account for student outcomes occurring after this three-year tracking period. Based upon the cohort defined above, 28.3 percent attained a certificate or degree or became 'transfer prepared' during a three-year period, from Fall 1998 to Spring 2001. Students who are 'transfer-prepared' have completed 56 transferable units with a GPA of 2.0 or better. Based on the cohort defined above, 38.7 percent transferred to another postsecondary institution, (UC, CSU, or another California Community College) prior to attaining a degree, certificate, or becoming 'transfer-prepared' during a five-semester period, from Spring 1999 to Spring 2001. More information about Student Right-to-Know Rates and how they should be interpreted can be found at the California Community Colleges "Student Right-to-Know Information Clearinghouse Website" located at http://srtk.cccco.edu.

AUTHORITY OF PROFESSORS
Students are expected to be prepared for the course(s) in which they enroll and to be able to demonstrate to the professor their levels of preparation, if requested to do so. Students are also expected to perform the work of the course in a timely and systematic manner. The professor of a course has the authority to determine the level of preparation and level of performance of any student enrolled in that course. In addition, any professor, with the approval of the Vice President, may seek to exclude from a course any student whose conduct is disruptive. The instructor has the authority to suspend the student from his/her class from the time of an incident and the next class. The student must make an appointment with the Vice President of Student Services immediately. Any student who refuses to leave a classroom when requested to do so by the professor or by an administrator of the college is subject to disciplinary action.

STUDENT CONDUCT
At Cañada the principle of personal honor is the basis for student conduct. The honor system rests on the sincere belief that the college student is mature and self-respecting, and can be relied upon to act as a responsible and ethical member of society. Each individual has the obligation of knowing and upholding college rules.

Regulations governing student conduct are subject to change by the Board of Trustees and, when applicable, by local, state and federal statutes. These rules are published in the Student Handbook.

Social or other functions using the name of Cañada College are thereby identified as college functions and become subject to the same high standards of conduct and of supervision, whether conducted on or off the campus.

Social or other functions for which no patrons are listed from the membership of the faculty are not college functions. Further, no off-campus organizations may use Cañada College's name or imply college sponsorship in any publicity or other information.

Any public meeting, demonstration, or rally on campus will be governed by the regulations of Cañada College as to the time, place, and manner Students have the full right to express their views on any matter, subject to college regulations in regard to time, place, and manner.

Disruptive behavior is defined as any action which interferes with the functions or activities of the College to the point where such functions or activities can no longer effectively continue. Examples of such functions or activities are classroom activities, athletic events; administrative activities; approved assemblies; meetings and programs and construction work. Examples of disruptive activities are blocking access to college facilities; disrupting classroom activities to the point where the instructor, in his/her opinion, is no longer able to continue the class; heckling an assembly speaker so that the speaker cannot continue talking; and the unauthorized use of sound equipment.

In the event of disruptive behavior, the President or the Vice President of Student Services will make every effort to restore order.

Should disruptive activity continue, the administration may suspend those individuals continuing to demonstrate disruptive behavior. The administration of the College may take whatever steps -are necessary to restore order, including requests for aid from appropriate law enforcement agencies.

Violent behavior will be defined as any action that results in physical harm to persons or property or any overt and public threat to due harm In case of violence, the President, Vice President of Student Services or their delegate may request immediate and appropriate action by law enforcement authorities.

In the case of extreme violation of rule(s), a student may face expulsion by action of the Board of Trustees on recommendation of the college President and the Chancellor-Superintendent. Procedures in this instance are provided for in the District Rules and Regulations (Section 7.72) adopted by the Board of Trustees.

DISCIPLINARY ACTION

GENERAL DISCIPLINARY ACTIONS
Decisions regarding the following types of disciplinary action are the responsibility of the Vice President of Student Services or her designee. Unless the immediate application of disciplinary action is essential, such action will not be taken until the established appeal procedures found in the District Rules and Regulations (Section 7.73) have been completed. See Section 7.71 of the District Rules and Regulations for a full discussion on the various types of disciplinary action.

SUSPENSION
Suspension is the termination of student status for a definite period of time. A suspended student may not be present on campus and is denied college privileges including class attendance and all other student or college granted privileges

Summary suspension is limited to that period of time necessary to insure that the school is protected from the immediate possibility of violence, disorder, or threat to the safety of persons or property. Summary suspension is not necessarily considered a disciplinary action against the student.

Disciplinary suspension is a temporary termination of student status and includes exclusion from classes, privileges, or activities for a specified period of time as stipulated in the written notice of suspension.

The President of the College or his/her designee may suspend a student. The Chancellor-Superintendent is to be informed in writing about any suspension. The student shall be informed of the violation or actions about which suspension is being considered and shall have the opportunity to examine any materials upon which the

charges are based. The student shall be allowed to present his/her evidence refuting the charges to the President or his/her designee. A letter explaining the terms and conditions of the suspension shall be sent to the student's address of record. The student's instructors and counselor shall be informed in writing of the suspension.

At the end of the term of suspension, the suspended student must obtain a readmission statement from the Vice President of Student Services before returning to classes.

EXPULSION of a student is a permanent termination of student status and all attending rights and privileges. Expulsion of a student is accomplished by action of the Board on recommendation of the college President and the Chancellor-Superintendent. An expelled student shall not be allowed to register in any subsequent semester without the approval of the President of the College. See Section 7.72 of the District Rules and Regulations for further information on expulsions.

DUE PROCESS

Students are encouraged to pursue their academic studies and become involved in other college sponsored activities that promote their intellectual growth and personal development. The College is committed to the concept that, in any pursuit of these ends, the student should be free of unfair and improper actions on the part of any member of the academic community. If, at any time, a student feels that he/she has been subject to unjust actions, or denied his/her rights, he/she can seek redress through the filing of an appeal or grievance within the framework of policy and procedure set forth below.

The chart below outlines the appropriate college channels of appeal to be used by any student wishing to request a review of any college action or decision. It indicates the subject area as well as the point or basis or original action or decision. The chart also indicates the individual or committee with whom the grievance appeal should be filed. For further information concerning any aspect of student grievances or rights of appeal, students and faculty should contact the office listed under Decision or Action on the chart. If the decision being appealed has been made by the Vice President, the request for review should be made in writing to the college President. As an inherent right, basic to the concept of due process, the student may elect to further appeal any decision to the Chancellor-Superintendent of the District and, ultimately, to the Board of Trustees.

College Grievance and Appeal Procedure		
Subject	**First Level for decision or action**	**Second level for decision or action**
Academic Grievances	Instructor	Division Dean
Academic Probation or Dismissal	College Policy/Director, Matriculation, Articulation and Transfer	Academic Standards Committee
Academic Requirements	Division Dean	Vice President of Student Services
Admissions and Registration	Assistant Registrar	Vice President of Student Services
Attendance	Instructor	Division Dean
Counseling	Director Matriculation, Articulation and Transfer	Vice President of Student Services
Discipline	Vice President of Student Services	President
Discrimination Matters	Vice President of Student Services	President
Fee Payments/Refunds/Non-Resident Tuition	Assistant Registrar	Vice President of Student Services
Residency Determination	Assistant Registrar	Vice President of Student Services
Security and Parking	Supervisor, Business Operations	President
Sexual Harassment	Vice President of Student Services	President
Student Records	Assistant Registrar	Vice President of Student Services
Waiver of Academic Requirements	College Policy/Director Matriculation, Articulation and Transfer	Academic Review Committee
Withdrawal(late)	College Policy	Academic Review Committee

THE ASSOCIATED STUDENTS OF CAÑADA COLLEGE

The Associated Students of Cañada College (ASCC) acts as the official organization representing the students in matters permitted under the Education Code of the State of California and the Rules and Regulations of the Board of Trustees.

In general, the Associated Students are concerned with student government, clubs and organizations, intramural activities, public events, cultural affairs and student welfare. A number of the ASCC activities are joint enterprises shared with the College and the District.

Student activities are carried out with advice and assistance from the Student Activities Coordinator. The Coordinator administers all ASCC activities. Student representatives serve on all Academic Senate committees that deal with matters directly involving students and have the same voting privileges as faculty members. All students representatives to college governance and Academic Senate committees are appointed by the Associated Students Senate.

STUDENT GOVERNMENT

The Student Government is a vehicle through which students can bring effective change to the College. All students enrolled at Cañada College are members of the ASCC. The elected student government is the official voice of students on campus. The officers oversee activities sponsored by the student association, keep students informed of issues on campus, administer student association monies, and represent student interests in the College's governing committees.

The constitution of the ASCC creates a 15-member Senate composed of elected officers representing the entire student body. The Senate has both legislative and executive authority, and is sensitive and responsive to the view of all students. The constitution encourages the direct participation of the faculty and administration in each of its major segments. It is hoped that this example will encourage a closer union of participation in college governance by all members of the college community.

CAMPUS CLUBS

A current list of active clubs, their officers, meeting time and place, is maintained in the Student Activities Office, Building 5.

Classroom Management Issues/Solution Suggestions Table

Issue	Solution
1. Undermining the instructor's authority	This is tricky as it speaks to "attitude."A student might belittle the instructor or engage in a battle of the wills. This student would need to be privately told that their attitude was confrontational and asked how this might be resolved mutually. "Be careful not to read most questions about content, interpretation, or assignments as a challenge of authority. Acting as it they are <u>not</u>, even when you suspect they are, can convey a sense of confidence and control. Sometimes merely assuring the student, while smiling, that you have indeed reflected on this issue at length and that they too will understand soon why the information or the assignment is valuable diffuses the situation. You may even want to encourage them to ask the question again at a later date if necessary."
2. Leaving class too frequently	Camps are divided as to whether or not students should ask for permission to leave for bathroom breaks or wait for a break in the class. I don't require my students to limit their bathroom breaks or ask permission, however, this is contentious for some faculty when breaks are taken too frequently. You might ask the student is everything is OK privately so that they know you are concerned by their behavior. Don't assume disrespect – it might be a bladder infection or some other physical problem.
3. "Spacing Out" or Sitting With Back to Instructor	If this is a repeated problem, student needs to know that their non-verbal behavior is perceived as disinterest. You might ask them after class if they need a more comfortable seat. Some students are extremely shy and it might taka half of the semester before they open up enough to make sustained eye contact or face the instructor completely. Remember also that sustained eye contact is culturally dictated practice that might not be feasible for some students.
4. Poor hygiene (possible cultural considerations)	Poor hygiene, too much perfume, cigarette odor or other strong odors can be distracting or even nauseating to students. The cause for the odor might be culturally based in bathing preferences between cultures. This can be a real problem for some faculty while others will never encounter the dilemma. I suggest letting the offending student know that in close quarters, some students have issues with strong smell. It might be suggested that for the course (not their outside of class lives) that the odor be masked in some way.

5. Verbal or physical threats	Verbal or physical threats are serious matters. They are discussed in detail be experts in the field in "Handling Crisis." As a general rule, consult professional experts for assistance immediately. College Police or Vice President of Student Services.
6. Gum, Food, Pagers, and Cell Phone Disruption	If decided upon by class, consequences for breaking this policy might range from the loss of participation points to the offender having to present topic on a topic of interest to the class. Some instructors allow pagers and cells to be on the vibrate setting as long as they are attended to at the break rather than used when it interrupts the class. Instructors need to abide by this rule as well and allow for at least one mistake per student as accidents do happen from oversight. The idea here is to prevent habitual disruption from gum popping and phones ringing.
7. Monopolizing Discussions	This is common but manageable. Many students are excited and talkative so it might be good to give them a few class periods to settle in. however, if it's evident right away that this is a trend, it's best to ask them to stay after class. You might approach them initially by saying that you are pleased with the amount of enthusiasm they have for discussion but were hoping that they have suggestions for getting the other class members equally involved. The student will most likely get your drift with minimal humiliation.
8. Sleeping in class	Sleeping in class is usually considered rude. Most faculty believe it should not be tolerated and is best curbed up front by waking a sleeping student and asking the step outside with you. Once there, faculty often tell students that it's best for the rest of the class if they return when they are awake enough to be an active participant. This occurs from time to time and you obviously are the one to choose lenience or punitive action. If it's one of your more regularly involved students, perhaps give them an option of an extra credit research assignment they can bring to your next class period covering the subject matter they missed while they were sleeping. An alternative approach is to assume that the student does not feel well, was up most of the night with a sick child, or has some other condition that results in sleepiness when still for long periods of time. You might simply choose to wake the student and ask them if they feeling alright. To pull this off you need to approach it with true

	concern for the student's health and well being. Most of the time, student's are so embarrassed and so appreciative of your genuine concern that they don't let it happen again. Encourage students to actively participate, take notes (explain that this is helpful to their learning as it stimulates memory in the brain) and in particularly long classes break up the session with activities or paired conversations about a topic to ensure that students stay engaged. Students don't learn much from listening, so remember that the more they "experience" the learning process the more you are really teaching.
9. Repeated Tardiness	There should be clear parameters set around this issue up front – either in your syllabus or in the class decided norms. Stick to your guns on the policy. Some fair policies might include 3 tardies equals one absence. It might be best to discuss this with students individually; some are habitually late because they are dependent on bus routes or other drivers for transportation to school.
10. Refusal to Participate or Speak	We cannot force students to speak in class nor participate in group projects. This can be addressed and become a win-win situation by either giving the student alternative options to verbal participation (unless it's a speech class) or simply carefully coaxing some response out of them and praising whatever minimal effort you receive from them. Remember, some students are terrified to be in a class setting – especially if there are round tables rather than desks – allowing for little anonymity.
11. Sexual Innuendo, Flirting, or Other Inappropriate Suggestion	This behavior should be curbed as soon as it occurs. It's never comfortable to tell a student that they aren't being appropriate and if you are uncomfortable, a short, positive e-mail or phone call might suffice. Your response should be not judgmental and you might discuss it with your department chair or faculty mentor before broaching it with your student.
12. Sharing/Copying Work	In some cultures, students work together to produce homework. It may comes as a shock to these students that they cannot submit identical work. This may also come as a surprise to couples, parent-child, siblings, or close friends. Be careful to give thought to how you will handle this before you encounter it and react as if it were intentional cheating. This can also occur when the class does a great deal of group work. Make sure you are clear about what is individual

	vs. group work in your assignments.
13. Plagiarism or Lying	Depending upon the class and the student's prior knowledge of what plagiarism entails, some faculty issue an automatic F for the first instance, then expulsion from the class with a report to the department chair and division dean on a second instance. Most colleges have specific policies. Be sure to know your college policy before taking action. ***Plagiarism should be outlined in your syllabus with a reference for students to the college catalog for more information.***
14. Too Much Chit Chat	Give 2-minute chat times for groups or before class begins let them know that you have material to be covered and that their talking isn't helping you achieve your goals for the class. Know too that some students occasionally translate a word or phrase to a tablemate who might not have a strong an understanding of English, be patient and observant when curbing this behavior.
15. Disrespectful Behavior	The reality is that sometimes students just plain won't like you. You will find yourself in a conversation with yourself about why they don't like you and treat you with disrespect. Animosity will perpetuate itself so remember your role and look for a way to positively invite the student to engage more deeply in the class. Perhaps offer them a special task based on a self-disclosed talent for instance, a student whose hobby is Origami (Japanese paper folding) might lead a lesson on the art of following instructions.

PROFESSIONAL DUTIES AND RESPONSIBILITIES

Duties and Responsibilities of Instructors

All instructors, counselors, librarians and other non-management academic personnel shall abide by the duties and responsibilities as listed in the appropriate appendix of the academic employees contract. Any service and/or participation on the part of hourly instructors beyond the first four duties specified in the academic employees' contract will be strictly voluntary and shall be done at no cost or obligation on the part of the District.

Instructors' Schedules

In accordance with the academic employees' contract, all regular full-time instructors will file with their Division Dean a schedule showing at least two hours on campus during each normal college day, and a minimum total of twenty-five hours on campus available to students during the normal college week. This schedule will include classroom and laboratory hours plus at least one office hour per day for student consultations. Any exceptions to these regulations must be approved by the Division Dean and college President.

Counselors will schedule and maintain office hours for counseling at the rate of two hours per week for each unit of counseling. Any other non-teaching time is calculated at 2.5 hours on campus for each unit of reassigned time.

Regular instructors on reduced load for any given semester will adjust the minimum required hours proportionally.

Persons with class assignments plus counseling assignments (or other non-teaching assignments) will adjust the minimum required hours proportionally.

Each teacher will post an office door card showing scheduled class and laboratory hours and scheduled office hours. Counselors are to include counseling hours. A teacher absent from his/her office for a major portion of a scheduled office or counseling hour will notify the division office or the college operator of his/her whereabouts and time of return and will post this information on the office door.

Below are examples of weekly office schedules:

1. Full-time instructor: 25 hours on campus and available to students (at least 2 hours per day on campus).
2. 4/5 teacher: 20 hours on campus and available to students.
   1/5 counselor: 6 hours scheduled for counseling.
3. 3/5 teacher: 15 hours on campus and available to students.
   2/5 counselor: 12 hours scheduled for counseling.
4. 4/5 teacher: 20 hours on campus and available to students.
   1/5 reassigned time: 7.5 hours scheduled for special assignment.
5. 3/5 teacher: 15 hours on campus and available to students.
   2/5 reassigned time: 15 hours scheduled for special assignment.

Conduct of Classes

The purpose of the instructional program is to provide students with the best possible educational experience. The Board of Trustees - on the recommendation of the Chancellor; President and, the advice of the Curriculum Committee approves all courses included in the instructional program.

The administration, through the Division Deans and the Office of the President, is responsible for the scheduling, staffing and operation of all courses. 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 select and present specific material as they deem appropriate.

Major changes in content or structure of any credit course must be reviewed by the Curriculum Committee, forwarded by the administration and approved by the Board of Trustees. While "major" change is hard to define precisely, instructors are expected to exercise reasonable judgment in such matters.

Responsibility for the academic integrity of each individual course must be assumed by the instructor teaching it. This responsibility cannot be compromised by allowing the structure or content of the course to be altered by extra-academic pressures of a political or social nature.

Freedom of inquiry and the right to express differing opinions are fundamental to the integrity-and dignity of the academic community. (See Academic Freedom, Appendix.) Physical disruption of the classroom is antithetical to academic freedom and dignity. Should such physical disruption occur, it is the obligation of the instructor to report it to the administration as soon as it is feasible.

In sum, institutional academic integrity is dependent on individual professional integrity. Any compromise leads to a decline in the academic standard to which this institution has long been committed.

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. Each class hour consists of 50 minutes instruction time (e.g. 8:10-9:00 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. 8:10-9:25 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. 7:00-10:00 p.m. = 150 minutes, or 3.0 instruction hours, and 30 minutes break time). NOTE: **Your class must not be released early or started late in lieu of a break.**

Final Examinations
A final examination or activity must be held in each class. Final examinations/activities for day classes should not be scheduled prior to dates listed in the Final Examination Schedule published in the Schedule of Classes. Final examinations for evening classes are to be held on the last scheduled evening of classes. Exceptions are allowed only if approved in writing in advance by the Division Dean.

Substitute Instructor
The responsibility of securing adequate substitutes is a responsibility of the Division Dean. Substitutes must meet minimum qualifications. Recommendations from individual instructors may be very helpful. However, arrangements for substitutes may only be made by the Division Dean.

A.   Sources of Substitutes:
   1. Retired faculty members
   2. Applicants from outside the regular faculty
   3. Evening faculty who are available
   4. Part-time day faculty
   5. Full-time day faculty.

B.   Day 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.   Day faculty members should take the following steps when an absence becomes necessary:

1) Notification to the Division Dean is to be made as soon as practicable 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 teacher is presumed to be either absent or on leave.

2) The absence must be recorded in the division office and charged to one of the types of absence or leaves of absence listed in the academic employees' contract.

Instructional Aides Qualifications and Duties

Instructional aides are used for a wide range of paraprofessional services. Assignments range from semi-clerical duties to-special, license-required instructional positions. All work is either directly or indirectly supervised by an academic person. The exact assignment of responsibilities of instructional aides will vary with the field of instruction, but, within the duties specified in the generic job description, will be determined by the academic person to whom the instructional aide is assigned. The duties of instructional aides shall not include the assignment of grades to pupils.

Minimum qualifications for instructional aides will be one of the following:
- a) A Bachelor's degree;
- b) Two years of college and two years of related training or experience;
- c) Four years of related training or experience.

Instructional aides will be paid on the basis of placement on Range 16 or Range 22 of the Secretarial, Clerical and Miscellaneous Salary Schedule.

State Law (Article 1.6 of Chapter 3, Division 10, Education Code)

The Instructional Aide Act of 1968 provides for the hiring of aides to provide classroom teachers and other academic personnel with more time to teach and to provide the means for them to utilize their professional knowledge and skills more effectively in the educational program.

An instructional aide shall perform only such duties as, in the judgment of the academic personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils.

The teacher need not be physically present while the instructional aide performs such duties, but the teacher retains the responsibility for the instruction and supervision of the pupils in his/her charge. Instructional aides shall not give out any personal information concerning any pupil, except under judicial process, other than to a teacher or administrator in the school. Instructional aides shall classified employees of the district. It is legal for a school district to utilize volunteers but not to use volunteers in lieu of regular employees.

Resource Persons

There are many occasions when persons from the community, persons from other agencies or institutions, *etc.,* are desired as speakers or consultants and are invited to the campus to share their knowledge and experience with students and/or faculty in order to enhance the instructional program and to provide for the in-service training of faculty. It is often necessary to provide an honorarium to compensate for their loss of time and/or travel expenses.

A guest lecturer who does not meet minimum qualifications authorizing service in a California community college may not participate in the classroom more than four times in a given semester (E.C. 87447).

Resource Persons for the Instructional Program

Compensation for guest lecturers, performers, facilitators/moderators, panelists or discussion leaders shall be as established by the Board of Trustees.

Consultants to Faculty

The President may approve payment of an honorarium which is based on professional reputation, anticipated contribution, travel requirements and expenses involved in such attendance on campus.

Procedure

A. Requests for resource persons to the instructional program and for consultants to the faculty shall be submitted to the Division Dean and approved by the Vice President of Instruction and will include:
1. Name of instructor making the request, the class, the session and date for which the request is made;
2. The anticipated educational benefits to be derived from this resource person;
3. The name of the resource person and a statement concerning the area of expertise;
4. A completed form, *Agreement with an Independent Contractor,* (see District Procedure, Fiscal Operations Manual).

B. Requests must be submitted **at least two weeks in advance** of the suggested date of presentation since all agreements for independent contractors are made on the part of the San Mateo County Community College District and must be submitted for the Chancellor's or designee's approval **prior** to date of service.

C. The Vice President of Instruction or designee notifies the Division Dean regarding disposition of the request; the Division Dean, in turn, notifies the instructor.

D. If the request is approved, the Division Dean will initiate the form, *Authorization for Payment of Services,* and submit it to the Vice President of Instruction, for approval.

E. Payments will be made to the independent contractor by the District Fiscal Services Office upon receipt of the authorization for Payment of Services Form, appropriately signed by the college administrator and the originator of the agreement.

F.   Payments to anyone on the District payroll who performs additional services of any type for any part of the District **must be processed through the District payroll system.**

*   Independent Contractor: an individual, not otherwise employed by the District, retained on a contractual basis for an agreed upon fee, stipend, or honorarium for providing services as consultant, lecturer, presenter, discussion leader, program facilitator, official or advisor.

Guidelines for 690 Courses
A student is eligible to take a "690" course (directed independent study in a specific field or topic) only after he or she has successfully completed two college-level courses in the subject field.

The student should have a 3.0 GPA in the subject field.

A student normally can receive credit in only one "690" course each term. A student cannot register for only a "690" course in the fall or spring semesters unless all the graduation requirements have been completed.

A student cannot be enrolled in "690" courses at two separate colleges at the same time.

A student should not sign up for a "690" course to make up units needed to substitute for dropped classes.

A "690" course should not be a substitute for a class not offered in a given semester or for any course listed in the catalog.

Responsibilities of Division Dean
Review each request and approve topic for special study. Determine at that time the unit value (1 or 2 units) for the project.

Must report to the Office of Admissions and Records prior to the end of the third week the names of those students enrolled for two units, and report by midterm those enrolled for one unit. Must report final grades to the Office of Admissions and Records at the same time regular class grades are reported.

Once the student has been accepted into the "690" course and the instructor is known, the division should notify the Office of Instruction, so a separate data processing number can be assigned. The roll sheet will include the name of the Division Dean and the name of the instructor. The rolls will be sent to the Division Dean concerned. All consultations with the student are to be recorded for attendance purposes.

Conferences and Travel
Allowances for conference attendance and professionally related travel are an important component of a healthy instructional environment. The college recognizes that attendance at meetings, conferences and conventions makes a significant contribution to professional renewal. It exposes the instructional and

administrative staff to new classroom techniques, to current research in community college education, and to stimulating interaction with other educators.

The Professional Development Fund provides funding for 1) Short Term Activities: registration fees and substitute fees for attendance at conferences, seminars, workshops or training sessions lasting up to three weeks; and 2) Long Term Activities: registration fees and reassigned time for advanced study and research and retraining lasting up to one semester. (For complete details and application forms see your Division Dean.)

Travel requests by instructional staff should be submitted to Division Dean.

They must be approved by the respective Vice President or President, and, in the case of out-of-state travel, by both the President and Chancellor.

All requests must include:
1. Inclusive dates of travel;
2. Purpose of travel (e.g., conference attendance);
3. Estimated total expenses, the amount to be paid from college funds; and
4. Arrangements which have been made to cover teaching assignments and/or other duties during the absence.

Conference/travel expenses will normally be shared by the participant(s) and the college. Effective July 1, 1990, IRS regulations made advances and reimbursements of employee business expenses taxable—unless the payments meet strict new accountability requirements.

Under the new regulations, advances cannot be issued prior to thirty days in advance of the event or the amount becomes taxable. All documentation for advances must be filed with the District within sixty days after the event or the full amount of the advance issued becomes taxable.

To avoid the possibility of an employee being taxed on advances, the District will be issuing advances in accordance with the thirty-day IRS restriction. Current District regulations require that expense statements (with or without advances) be submitted to the District immediately upon an employee's return from the event.

Requests for conference advance must be received in the District Office no less than three weeks prior to the date the advance is needed. Out-of-state travel requests must be prepared at least three weeks prior to the intended departure date. Requests for travel within the state must be prepared at least two weeks in advance.

Division Deans will notify the faculty of the disposition of their travel requests.
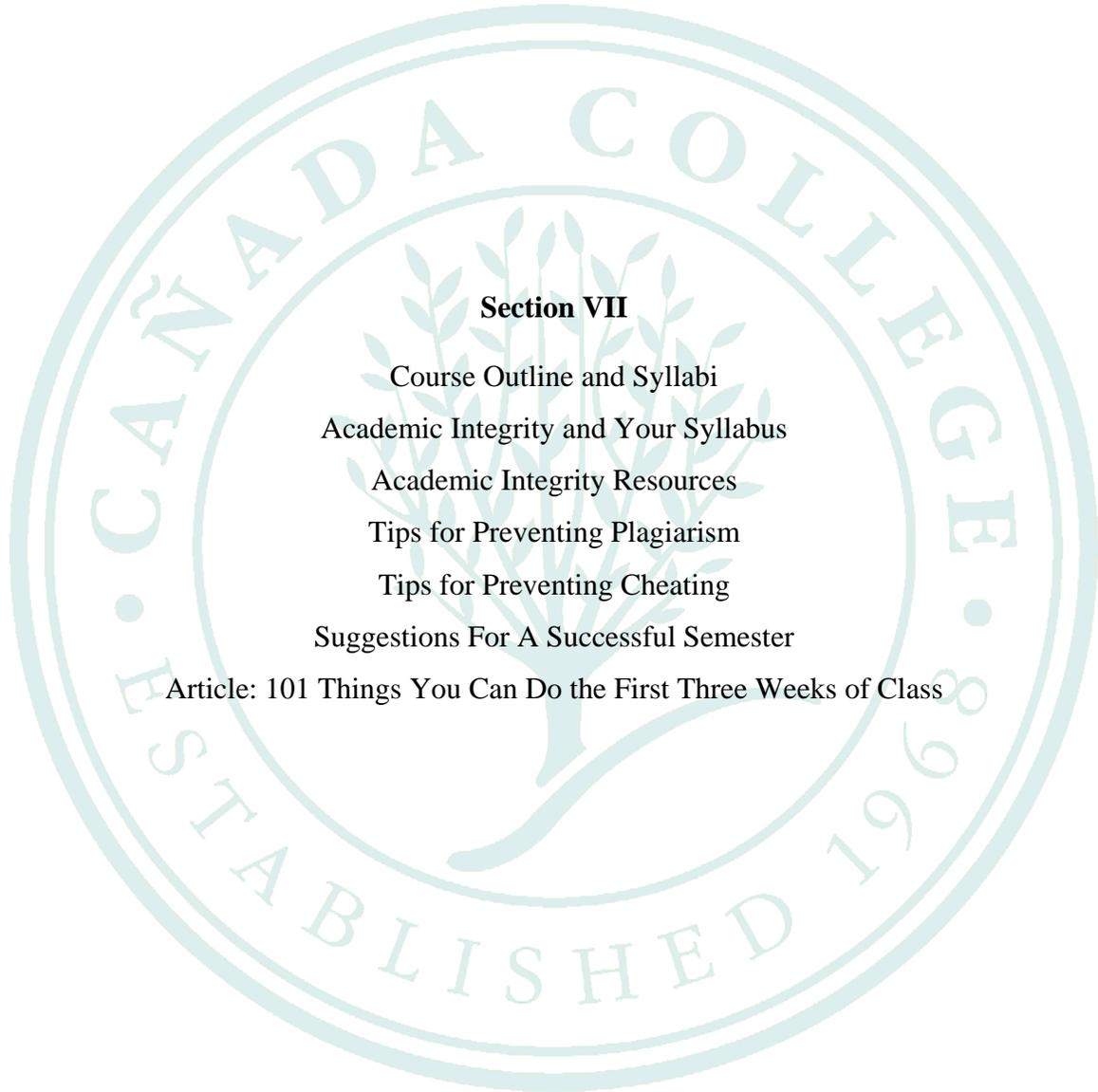
Section VII

Course Outline and Syllabi

Academic Integrity and Your Syllabus

Academic Integrity Resources

Tips for Preventing Plagiarism

Tips for Preventing Cheating

Suggestions For A Successful Semester

Article: 101 Things You Can Do the First Three Weeks of Class

YOUR CLASS SYLLABUS
POLICIES, PROCEDURES, AND GOOD PRACTICES

Course Outlines and Syllabi
- The course outline is the official document that defines the class for the curriculum approval process and for articulation.
- The syllabus is the individual instructor's interpretation of the course outline for a particular section
- A syllabus should be thought of as a contract that can only be changed by agreement of all

Syllabus Policy
- Course objectives expressed as learning outcomes
- Tentative schedule that includes lesson sequence, major assignments and tests
- Type and amount of student work expected
- Grading methods
- Attendance and withdrawal policy
- Make-up policy
- Extra credit availability
- Transferability and degree applicability
- Textbooks and other required purchases
- Office hours and phone number (and e-mail)

Formatting your Syllabus: Top

Course title: **History 100: History of Western Civilization**

Department, number, section: **History 100 AA**

Grading method: **Letter grade or Cr/NCr**

Prerequisites: **Recommended prerequisite: eligibility for English 100**

Transfer and GE: **UC and CSU transferable**, **CSU C2; IGETC 3B**

Instructor: **Jennifer Helton**
Availability: **Office 13-230**
                Phone (650)306-3147
                E-mail helton@smccd.net
                Office hours: MWF 10-11, 12-1:30; TTH 12:30-1:30
                Class Web Site: http:/ / www.smccd.net/ accounts / helton

Formatting: texts
Texts: Hause, Steven and Maltby, William; <u>Essentials of Western Civilization.</u> Vol. 1,
1st Ed. Wadsworth 2001

Do consider price to students
Use the documentation style you will require of students

Use active verbs for higher level intellectual functions
Assignments and Grading
Quizzes on readings   15%
Short papers   15%
Term paper   15%
Midterm   15%
Final examination   30%
Class participation   10%
Be precise but flexible

Make-up Policy
- Be specific about conditions and deadlines
- Consider the conditions for a grade of incomplete
- Remember the multiple obligations of most of our students
- Maintain standards

Late Policy
- If you will not accept some assignments late, say so.
- If you lower grades for late work, say so.
- Again, consider the conditions for a grade of incomplete
- Write your policy so that you can be consistent and fair

Extra Credit
- Availability
- Effect on grade: points or percent
- Conditions: who may turn what in when

Attendance Policy
If you use attendance as part of the student's grade, be specific. For example:
Regular prompt attendance in class is very important for your success in this class.
However, attendance is not used in the calculation of your grade

Withdrawal Policy
Announce your withdrawal policy. For example:
If you wish to drop this class you must initiate the process using the WEBSMART system. Students will not be automatically dropped for missing class
Students who have missed more than 6 hours of class will be dropped from the class unless they demonstrate ability to be successful

Plagiarism
- Define cheating and plagiarism—remember that this is a cultural norm, not a universal one
- Refer students to the Academic Integrity Policy for more detailed information

Some Reminders
- Please turn in a copy of each of your syllabi to your division office no later than Friday of the first week of the semester.
- Syllabi are sometimes called green sheets—you might want to duplicate yours on green with 3 holes punched.
- Double check to make sure that your syllabi are consistent with the official course outline.

History 100: History of Western Civilization I
Fall 2004, 3 units
MWF, 8:10-9:00
Room: 13 – 111

Instructor:	Jennifer Helton
Office:	13 -220
Office Phone:	650.306.3147
email:	helton@smccd.net
Office Hours:	MWF 10 –11, 12-1:30; TTh 12:30 – 1:30
Class Web Site:	http://www.smccd.net/accounts/helton

Course Content

In this class, we will explore the cultures, religions and peoples which have shaped the history of Europe and the "West." From the Mesopotamians through the Age of Exploration, we will examine the development of the culture, politics and intellectual heritage of Western Civilization. Topics discussed in the class include the Ancient Near East, the Greeks and Romans, the rise of Christianity and Islam, Medieval Europe, the Renaissance, the Protestant Reformation and European Exploration. We will examine the development of Western science, law and government, and the relationship of the "West" to other regions of the world, including Asia, Africa, and the Islamic World.

Course Methods and Skills

This class is designed not only to teach facts about history, but also to improve your reading and writing skills. Why?

History is not simply a bland collection of facts about the past to be memorized for regurgitation on a test. While there are certain well-established facts about the past that everyone agrees upon, there is considerable controversy about how and why past events happened and who was responsible for them. To determine these questions of how and why, professional historians conduct research, analyze their sources of information, and write books and articles in which they express their interpretations of these sources.

Accordingly, since reading, research and writing are the skills that professional historians rely upon for their work, these are the skills which we will focus on developing in this class. This class will help you learn to ask complex questions, to read primary and secondary sources critically, and to write clearly and meaningfully.

Even if you don't go on to become a professional historian, the ability to think systematically, read deeply and write clearly will serve you well for the rest of your life, in whatever profession or lifestyle you choose.

There is a heavy workload in this class. Don't let it intimidate you. I am here to help you any time, and there are many excellent support services here at Cañada College to help you succeed in this and your other classes.

Texts

Required:

- Hause, Steven and William Maltby. <u>Essentials of Western Civilization</u>. Vol. 1, 1st ed. Wadsworth, 2001.
- Rogers, Perry M. *Aspects of Western Civilzation*, Volume I, 5th ed. Upper Saddle River, NJ: Prentice Hall, 2003.
- Rampolla, *Pocket Guide to Writing in History*. 4th ed. Boston: Bedford / St. Martins, 2003.
- An assignment calendar of some type (Dayplanner, Palm Pilot, etc.)
- An email account (you can get a free account at www.yahoo.com or www.hotmail.com, or at many other sites).

The texts are available at the bookstore. They can also be ordered online from amazon.com or a similar bookstore. The texts are also on reserve at the Cañada College library.

Assignments & Exams

There are three types of assignments in this class. There are no quizzes, finals or midterms. All assignments will be posted on the class website. There will be several opportunities to earn extra credit throughout the semester.

<u>Weekly Activities</u> 25% of the final grade	Every two weeks (more or less), you will be given a worksheet related to the lectures and reading. There may also be occasional in-class or online worksheets and activities.
<u>Essays</u> 35% of the final grade	You will write five short essays in this class. You will have at least a full week to write each essay. These essays will be three to four pages in length and will deal with the issues raised in lectures, class discussions, and the readings.
<u>Research Project</u> 40% of the final grade	The final project for the class is a research paper. The paper must be eight to ten pages in length and must deal with a topic related to Western Civilization before 1650. For this project, you may choose your own topic, or you may write on one of several topics I will suggest.

Grades & Submission of Work

Your assignments will be graded on two things:

- Completion of all of the requirements of the assignment.
- Mastery of the subject matter.

You may take this class for either a letter grade or on a pass / no credit basis. If you are planning to transfer to a university, you should take it for a letter grade. If you wish to declare the pass / no credit option, you must complete the appropriate paperwork in the admissions office by September 10.

If you use Microsoft Word, you may email your assignments to me **as attachments** (be sure to use .doc format) rather than turning them in on paper. **Do not send homework pasted in to the body of your email.** I will email the graded assignment back to you. If you don't use MS Word, please do not email me your assignments. You may also turn in assignments on 3.5 disks, CD-ROMS, or ZIP disks. I will return the disk to you after grading your work.

Whenever you email me, please include the name of the class (i.e. History 100) in the subject line of the message.

Matters of Form

All assignments **MUST** be typed. They should be double-spaced, with 1 inch top and bottom margins and 1.25 inch left and right margins. Please use 12 point type; the font is up to you. **I will not accept any assignment that is not typed**. All assignments should also be free of grammar and spelling errors. It is not necessary to use cover sheets or report folders.

In essays and papers, any quotations or material paraphrased from a primary or secondary source (such as the textbook or an Internet source) **must be cited.** In this class, citations should be in the form of footnotes or endnotes. *The Pocket Guide to Writing in History* contains complete information on how to write footnotes, as does the **Tools for Studying & Writing History** section of the class web page. Citations will also be explained in class. Points will be deducted for missed or incorrect citations.

Cheating and Plagiarism

Your assignments should be original pieces of writing. I have absolutely no tolerance for plagiarism. Plagiarism is defined as presenting work as your own when it is not. In other words, if you turn in an assignment that you did not actually write, you are plagiarizing (aka cheating).

To further clarify, here are some examples of cheating:

- Copying essays or worksheets from friends
- Copying paragraphs out of books

➢ Using information from a source without citing the source
➢ Cutting and pasting paragraphs, sentences or entire essays from the Internet
➢ Downloading or purchasing essays off of the Internet

Over the years, I have found that people usually cheat for one of two reasons: lack of time or fear. When an assignment seems too difficult to do, or if the deadline is coming up and you don't have time to do a good job, please do not resort to downloading something off the Internet. Instead, ask for help – from me or from the Learning Center.

If you turn in an assignment that is identical or nearly identical to someone else's (unless it is a group assignment in which you were specifically instructed to turn in one piece of work for the whole group) both people will receive a zero on the assignment. If, during the semester, you turn in an assignment, **any portion of which** is copied from the Internet, a book, another student, etc. you will receive zero for the assignment. If you do this more than once in a semester, I will fail you in the class. A special case is the final research paper. Since the final research paper is the culminating project for the class, you will fail the entire class if you cheat on it.

Cases of plagiarism will be reported to the Vice President of Student Services, who keeps a file of all cases of cheating at the college and who may elect to take further disciplinary action, including probation, suspension or explusion. See the Cañada Academic Integrity policy online for more information:
http://canadacollege.net/inside/acad_integrity/AIforCatalog.pdf.

I have failed many people for cheating, and it could cost you your college career. Don't do it.

Class Courtesy

In order to create a positive learning environment for all members of the class, I ask that you observe the following general guidelines:

- Please set your cell phone / pager to silent or vibrate mode before entering class.
- If you need to step out of the room during class, please do so as quickly and quietly as possible.
- Come to class on time. If you do arrive late, please enter quietly and sit down immediately.
- Please do not whisper to your neighbors while I or other students are talking to the class.
- Do not pack up your books and papers until AFTER class has ended.
- Treat your fellow students with respect, and learn to be a good listener.

Late & Make-Up Policy

Assignments are due at the beginning of class on the due date. Anything turned in after this (even if it is just an hour or two later) will be counted late. If you miss a class, you should download assignments from the class website, and you are still responsible for turning assignments in on time. This includes students on sports teams. If you know you are going

to be absent from class, you should turn your work in ahead of time, or email it to me by the time it is due.

Because I know that most Cañada students lead complex lives, I allow each student **five late assignments**. Five times during the semester, you may turn in an assignment in NOT MORE THAN ONE WEEK AFTER THE ORIGINAL DUE DATE and still receive full credit. However, be aware that I will put your late work at the bottom of my grading pile, and you may not get feedback for several weeks. **I will not accept ANY assignment more than one week after the original due date.**

The exception to this policy is the final draft of the research paper, which **must** be turned in on time.

After the fifth late assignment, I will take off 10% (one letter grade) for every day (day, not class day) that the assignment is late. Again, I will not accept an assignment more than one week after its due date.

If you have serious health or family issues which are making it difficult for you to meet deadlines, please let me know so that we can work together to find ways of helping you succeed in the class.

A word of advice: learn how to save your work on the computer you use, and keep back ups. Also, keep some extra ink cartridges around for the printer you use.

Attendance & Withdrawal Policy

Regular attendance is important. Much of the material that will be covered in lectures is not in the book; therefore, if you miss class you will be missing important information which may be needed to complete the assignments. If you do miss class, the responsibility for making up assignments and getting lecture notes is entirely yours. Also, please note that I do not award points for attendance or participation.

You may miss class six times (though I wouldn't recommend it). After six absences, you may be dropped from the class or receive an "F." If you are having trouble making it to class, please see me to discuss the situation. If you wish to withdraw, please follow the procedures outlined in the Cañada College Class Schedule.

If you wish to withdraw, the responsibility for doing so is entirely yours, and you **must** do so before the final withdrawal date (November 16). **Do not assume that I will automatically withdraw you if you stop showing up.** Also, please be aware that I **cannot** withdraw you after November 16.

Learning and other Disabilities

Please note that if you are a student who has been diagnosed with learning disabilities, you are entitled by state law to have accommodations in this and other college classes. Please advise me if this is the case and I will be happy to make whatever arrangements are

appropriate for your situation. If you would like to tape lectures or arrange for someone to take notes for you, please feel free to do so. If you would like more information about learning disabilities and the resources available for learning disabled students at Cañada College, please contact the DSP&S program at 650.306.3529.

If you have any other type of disability or medical condition that you would like me to know about, please tell me. Of course, such matters are private and you are not obligated to tell me anything if you don't want to.

Class Web Site

The class web site is located at http://www.smccd.net/accounts/helton.   All class assignments and most handouts will be posted on the web site. There is also a class discussion board on which you can post questions about the class, and a chat room which you can use to chat with me or with other students. Please use these only for class purposes, and be respectful and polite in all online communications. Also be aware that anything you post to the discussion board will be sent to the whole class. If you want to send me a private email, use helton@smccd.net.

In addition, the class website has links to references on citing, writing, libraries, universities and research. These may be helpful for your research projects.

You are welcome to print out any materials on the class web site. However, if you use the printers in the Learning Center for this purpose, please sign up for LCTR 400, a .5 unit class that will allow you to use the Learning Center printers.

The Learning Center & the Library

The Cañada College Learning Center and Library (both located in Building 5) provide many services to help you in this and other classes. The Learning Center offers computers for student use, free peer tutoring, and space for studying. The Cañada Library offers access to all the books in all the libraries on the Peninsula, and the Cañada Reference Librarians are excellent research resources.

In addition, the Learning Center and Library offer a number of self-paced classes that focus on helping students develop research and writing skills. The following classes might be particularly useful:

- ➢ LCTR 138 Fundamentals of the Research Paper (1 unit)
- ➢ LCTR 139 The Research Paper from A to Z (2 units)
- ➢ LIBR 100 Intro.to Information Research (1 unit, online)
- ➢ Web Ready – teaches basic email and internet skills. More info at http://CTLonline.net/webreadyplus/

Academic Integrity & Your Syllabus

Cañada's new academic integrity policy provides definitions of various forms of academic integrity violations, and also provides a process for dealing with those violations. It also leaves flexibility for faculty to develop policies appropriate for their own classrooms.

It is our hope that this policy will protect the rights of faculty and students, and will enable instructors to more effectively educate our students about the importance of Academic Integrity.

What should my syllabus say?

In order to enforce your policies in an effective way, it is very important that you educate your students about your expectations related to academic integrity. Your syllabus is an important tool for this.

Your syllabus should:
- State what academic integrity is and why you as an instructor value it. If you like, feel free to quote directly from the policy, which is available on Inside Cañada (http://www.canadacollege.net/inside/). We also have a one-liner and some sample statements below.
- Explain specifically what is considered an AI violation **for the types of assignments that you give (exams, essays, lab reports, etc).** Give examples.
- Describe exactly what the consequences of AI violations will be. ("If you cheat on an exam, you will receive a failing grade in the course.") As the instructor, you have the right to determine what type of sanctions will be used in your class.
- Anticipate any ambiguous situations that may arise. For example, if you use group work or peer editing, your syllabus should define the extent to which collaboration is acceptable. If you allow students to bring in notes to tests, explain exactly how many notes and what type are acceptable. If you encourage students to form study groups, explain what the line between studying together and plagiarizing is.
- Refer students to the college website and college catalog for a full copy of the policy.
- Remember, DETAIL IS GOOD. Students appreciate it when faculty make their expectations clear.

What should I say in class?

- We recommend discussing your academic integrity policies at least once at the beginning of the semester.
- In addition, you may want to review your policies throughout the semester, particularly when you assign and return work.
- As part of your discussion, you might want to present students with scenarios of possible ethical violations and ask them what they would do.
  - "If you saw someone cheating during a test, what would you do?"
  - "If a friend asked to borrow your essay assignment, saying it will help him write his essay, what would you do?"

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- o "If a friend says, 'Hey, I didn't finish my chemistry experiment. What results did you get," what would you do?"
- • Be sure that your students have the skills they need in order to avoid violations. For example:
  - o Discuss study, test taking and time management skills with your classes.
  - o If you require your students to document their essays, be sure to spend class time explaining how to do so.
  - o If you expect students to use the library for research, schedule an orientation in the library.
  - o Be sure that students understand how to summarize, paraphrase and quote.
  - o Consult our librarian, David Patterson (650-306-3476, **pattersond@smccd.net**) who is available to present workshops on these topics.
  - o Refer students to the Learning Center for tutoring and support.
  - o Check in frequently with students to be sure that they are making progress on major assignments. Consider requiring drafts or asking students to turn in study guides or notes.

What do I do if a student cheats or plagiarizes?

- • Enforce the policy you established in your syllabus.
- • Report major violations to the Vice President of Student Services using the Notice of Student Violation of the Cañada College Academic Integrity Policy Form (available online at Inside Cañada at http://www.canadacollege.net/inside/).
- • Be aware that you have the full right to create and enforce policies around academic integrity issues, and that this college will support your decisions.
- • Consult with your dean or the VP of Instruction or the VP of Student Services if you have questions.

Some Sample Policies:

General One- Liner: All members of the San Mateo County Community College District share the responsibility for preserving the freedom to learn. It is advised that students be aware of the policies and procedures concerning student conduct and academic integrity, both of which are designed to safeguard this freedom. A complete version of Cañada's Academic Integrity Policy can be found on the Cañada website and in the College Catalog. *Be sure to include information about your own class policies in addition to this statement.*

Here are some sample policies from Cañada faculty syllabi:

From Lezlee Ware, Political Science:

Cheating and Plagiarism: Should a student be caught cheating during an examination or be involved in plagiarism, an F will be assigned for the exam, quiz or writing assignment. Furthermore, if a student plagiarizes their research paper they will receive an F for the class. Plagiarism is defined as "the appropriation or imitation of the language, ideas and thoughts of

another author and representation of them as one's original work." For more information on Academic Integrity, see Cañada's Academic Integrity Policy, available on the college website and in the college catalog.

From Jennifer Helton, History:

Cheating and Plagiarism

Your assignments should be original pieces of writing. I have absolutely no tolerance for plagiarism. Plagiarism is defined as presenting work as your own when it is not. In other words, if you turn in an assignment that you did not actually write, you are plagiarizing (aka cheating).

To further clarify, here are some examples of cheating:

-Copying essays or worksheets from friends
-Copying paragraphs out of books
-Cutting and pasting paragraphs, sentences or entire essays from the Internet
-Downloading or purchasing essays off of the Internet

Over the years, I have found that people usually cheat for one of two reasons: lack of time or fear. When an assignment seems too difficult to do, or if the deadline is coming up and you don't have time to do a good job, please do not resort to downloading something off the Internet. Instead, ask for help – from me or from the Learning Center.

If you turn in an assignment that is identical or nearly identical to someone else's (unless it is a group assignment) both people will receive a zero on the assignment. If, during the semester, you turn in an assignment, **any portion of which** is copied without citation from the Internet, a book, another student, etc. you will receive zero for the assignment. If you do this more than once in a semester, I will fail you in the class. A special case is the final research paper. Since the final research paper is the culminating project for the class, you will fail the entire class if you cheat on it.

In addition, plagiarizers may also be eligible for a number of other unpleasant punishments, such as removal from the class and possibly the college. I will report academic integrity offenses to the Vice President of Student Services, who may elect to take further measures. For more information, see Cañada's Academic Integrity Policy, available on the college website.

I have failed many people for cheating. Don't do it.

From Leslie Holmes, English:

Academic Responsibilities: Students attending colleges in the San Mateo County Community College District are expected to conduct themselves in a manner compatible with the District and College function as an educational institution as outlined in the Canada College Catalog and in the Student Handbook (available in the Student Activities Office, Bldg. 5 Room 211C). Three

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forms of academic dishonesty of which you should be aware and which will not be tolerated in this class are:

1. PLAGIARISM: Plagiarism consists of using another author's words or ideas without proper documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks or other documentation, or paraphrasing without proper identification or documentation. The fabrication of sources, or the act, deliberately or unintentionally, of passing another author's work off as your own are also considered plagiarism.
2. FALSIFICATION: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting it or using it out of context.
3. MULTIPLE SUBMISSIONS: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all instructors involved.

SMCCD policy states that violators of these regulations will be subject to disciplinary action, including possible cancellation of registration, and may be denied future admission to the Colleges of San Mateo County Community College District. In this class, the first offense will result in an "F" for the assignment in which the dishonesty occurred. If it happens twice, you will be withdrawn from the course and your action reported to the Vice President of Student Services.

It should go without saying that the easiest way for you to avoid finding yourself in trouble is simply to do your own work.

From Doug Hirzel, Biology:

Academic Integrity

Academic dishonesty consists of copying from someone else, copying from the Internet, using crib notes on exams, or handing in written reports that do not represent your own work. Any student turning in an assignment overly similar to that of another student or another author, or found committing academic dishonesty of any other type will receive a failing grade for the assignment, and a report of the incident filed with the appropriate college authorities. Subsequent infractions may result in the student being dismissed from the class with a failing grade. For more information, see Cañada's Academic Integrity Policy, available on the college website.

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A Few Academic Integrity Resources

Books

Maimon, Elaine P. and Janice H. Peritz. A Writer's Resource. Boston: McGraw Hill 2003.   *This book is used as a handbook by the entire Humanities Division. It contains sections on documentation and plagiarism.*

Websites

Academic.com has an online tutorial on Avoiding Plagiarism. Go to http://canadacollege.academic.com/ or consult the Learning Center staff.

Web Ready also has an online tutorial on Avoiding Plagiarism. Go to http://CTLonline.net/webreadyplus/ or contact Peter Bruni.

Handouts on documentation styles and research techniques can be found on the **Library** Web Page at http://www.canadacollege.net/library/web/guides.html

Purdue University's Online Writing Lab at http://owl.english.purdue.edu/ contains a vast number of handouts, worksheets and exercises you and your students can use to teach skills such as summarizing, paraphrasing and documentation.

The Association of College and Research Libraries (ACRL) has a thorough list of online plagiarism resources at:
http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2003/june4/plagiarismcyberplagiarism.htm

People

The Academic Integrity Committee would be happy to work with you individually or at your Department or Division meetings. We can provide workshops, case studies and sample assignments for your use.

The **peer tutors** in the **Learning Center** can assist you in writing papers and studying for tests.

Tips for Preventing Plagiarism

- Frequently review your policy; explain it clearly to your students and enforce it consistently. Remember, the college will back up your decisions!
- Emphasize to students that at most four year schools, plagiarism is basis for expulsion. Similarly, plagiarism in the workplace could cause one to lose one's job.
- Don't assume that your students already know how to conduct research, write a paper, or do citations. Our students come from a broad array of educational backgrounds. They may or may not have been taught these skills, or they may not yet be proficient in applying them across disciplines.
- Teach them the skills they need to produce their own work:
    - Notetaking from texts, lectures, and research sources
    - Paraphrasing
    - Summarizing
    - Quotation
    - Citation in the format appropriate for your discipline
    - Research skills
    - Emphasize that students must cite both paraphrases and direct quotations.
    - Give practice homework and/or in-class assignments practicing these skills. Discuss what is and is not a successful piece of work.
- Provide students with examples of good work and bad work, so that they can see what they are supposed to do.
- Make very precise assignments requiring the students to use specific sources and answer narrowly defined questions. This minimizes the chance that they will be able to find a paper on the web that they can use.
- Make assignments that require more than one source.
- Discuss appropriate use of the web. Decide what types of web sources are appropriate for your classes and show students how to use these.
- Break large assignments into small parts so that that you can give frequent constructive feedback on different elements of the work. For example if you assign a research paper, have students turn in a proposal, bibliography, a thesis, an outline, and a draft before they turn in the final. If they have put in work on these small steps, they are more likely to write their finals themselves.
- Encourage students to contact you or other students if they have questions about grey areas or policies.
- If you suspect that someone has plagiarized, paste a suspect sentence into one of the search engines below. This will catch most papers downloaded off of the web.
    - http://www.google.com/
    - http://www.metacrawler.com/
- If you are certain that the student plagiarized, but you don't have conclusive proof, you can enforce your policy anyway. If the student wants to contest your decision, they can do so through the VPSS.

Tips for Preventing Cheating on Tests & Homework

On any given day, most students are honest, and some of these examples may sound extreme. Nevertheless, we present these tips in hopes you may find them useful. Not all suggestions will apply to all teaching styles and all disciplines, so take what is appropriate for your own situation.

Tests

- When announcing a test, be sure to review your policy around cheating. Remind students that it is immoral to cheat and it is also immoral to help others cheat.
- Make sure your expectations for test answers are clear. For example, if students need to show their work when solving a math problem, be sure to state that.
- Have at least one lesson on test-taking & time management skills early in the semester.
- Collect blue books the day before or right before the tests & make a conspicuous, distinctive mark on them so that you can tell that students have not brought in a pre-written blue book.
- If space permits, arrange students so that there are empty chairs in between each student.
- Assign students seating during the test. Separate friends.
- Distribute different versions of the same test. OR, order the questions differently on different versions of the test.
- Instruct students to keep their test papers close to their body and on the surface of the table during the test (for example, students shouldn't wave their answers in the air or use their blue book as a fan).
- Walk around and monitor students frequently. Don't sit still in the front of the room.
- Do not allow more than one student to go to the bathroom at a time. When the student leaves for the bathroom, collect their test and hold it.
- Be aware that students might hide cheat sheets in their backpack, in their jacket, on food or drink wrappers, or in a pen cap. They might also tape them to a wall, a chair or under a desk, or pin them to a bulletin board near their desk.
- When appropriate, employ multiple types of test questions, and make use of open ended critical thinking questions that will elicit a variety of answers.

Homework

- Again, discuss time management skills with your students.
- Do not allow students to turn in identical homework assignments. Give zero points to both the cheater and the one who allowed their work to be copied.
- Clarify which assignments are group assignments and which are not.
- Give improptu assignments based on class discussions.
- Be sure that students have the skills and resources necessary to complete the homework. Practice these skills in class. Give assignments that are challenging yet help students to build skills so that they gain confidence.
- Assign different problem sets to different groups of students.

- Have students share their answers in class.
- Consider having some assignments that don't count towards the grade, or consider weighting the homework such that honest mistakes don't pull down the overall grade. Give students a place to make mistakes safely so that they can build their skills.

ASSIGNMENTS, TESTING AND EVALUATION

Assignments and homework

Assignments to be completed outside of class can be an important part of the student's process of learning. It can be an extension of the lesson just covered, preparation for a new topic or the culminating activity for a unit of study. Homework assignments should be well thought-out and relevant to the subject matter being taught. Some instructors give no assignments at all in the assumption that students will work on their own and ask questions about points which they do not understand. Courses compete with one another for student time, and courses in which assignments are not given regularly are very likely to suffer. After awhile the student may reach a point where he/she is so far behind that the most basic question can't be posed, and recovery becomes almost impossible.

Some suggestions

1. Be sure students know and understand what the assignment is and when it is due. It should be written on the chalkboard for student reference or duplicated and handed to the student. It might be wise to suggest that students keep an assignment book. Simple as it sounds, some students trust their memory (which often fails them) or don't think the assignment is important. All assignments might be listed in the class syllabus.
2. Give the assignment during the class while there is adequate time for explanation and student questions.
3. Vary the assignments. Some might be selected problems/questions from the text. Another could be a library assignment where reference books would be needed. If pertinent, encourage interviews with practitioners of the subject (bankers, accountants, social workers, etc.), with written summaries required.
4. Use the assignments. The student must feel there was a reason for doing it. The previous assignment could be used as the basis for a class discussion, for review purposes, or as a lead-in for the new lesson to be presented, or simply for reinforcement. Some test problems should be taken directly from homework.
5. Homework assignments should be realistic. Do the students have the knowledge and materials necessary for successful completion? How long should it take to do the assignment? (The general rule is two hours outside class for each one hour in lecture class.)
6. If homework is given for practice or to reinforce concepts, the instructor might choose not to collect it. If the instructor does plan to collect and check/correct the papers, student should be informed at the time the assignment is made. If the instructor tells the student he/she plans to correct the work, then be sure to do so. Please return work promptly while it is still meaningful to the student and can be used.
7. Homework may or may not be a consideration when assigning a course grade. This is the instructor's decision, but the student should be apprised of the decision from the beginning. If the instructor plans to collect this work, it undermines the student's developing responsibility and self-respect and respect for the subject if the instructor does not expect him/her to submit work on time in a decently organized, legible form. Students should be required to write in connectives, and their writings should show steady progress toward the attainment of an acceptable style for the specific discipline being studied.

Testing

Testing, as used in this section, refers to written tests. Evaluation is much more than paper-and-pencil tests: be aware of what each form of evaluation can contribute. Make each measure as effective as possible.

The terms testing and grading are often used interchangeably to refer to the entire process of assessing the course performance of students. A written test is only one of several possible components or activities that may be used to assign a letter grade. A test is merely a quantitative observation on the process of learning. The instructor and the student should be a team in the learning process. The examination/test is an observation on their progress as a team.

Some objectives of examinations are
1. To evaluate each student's achievement.
2. To evaluate the instructor's teaching. Is the teacher getting the material across to the majority of students?
3. To provide a learning experience in the examination itself and in the review for it.
4. To provide a degree of objectivity in arriving at a student's grade.

When marking/grading tests, make a copy of a student's test and request an experienced teacher correct it and indicate the partial credit and grade they would give. Do the same and compare how closely this assessment matches that of the experienced tester.

A master schedule of major tests should be made known to the student at the beginning of the semester and included in the information sheet. If this isn't feasible, be sure to announce a test at least two class meetings prior to the administration of the test. The frequency of testing depends upon the course, but generally a minimum of three one-hour tests per quarter seems to work well. Short quizzes, either announced or unannounced, can be given at the discretion of the instructor. The latter are not popular with students but in some courses can be useful. Single idea quizzes can be of value to the instructor to ascertain student understanding before going on with new material especially if the material is sequential in nature.

Tests should be graded and returned to students as soon as possible. If a letter grade is given for each test, explain how the grade was determined. Some teachers prefer going over the returned test item by item in class. If time is scarce, it may be preferable to post an answer/solutions key for student perusal.

Don't forget to analyze the test to be sure it is testing the appropriate information.

Multiple Choice Exams
Writing test questions will always be demanding, even for experienced instructors. It will be less frustrating for those who know the techniques for writing specific types of items and have some guidelines for general test construction.

The multiple-choice item can be used in three ways. First, multiple-choice items can be written to evaluate higher levels of learning, such as integrating material from several sources, critically evaluating data, and contrasting and comparing information. Second, multiple-choice items can be very useful for diagnostic purposes, and for helping students see their strengths and weaknesses. Third, multiple-choice items are often used in college classes; therefore, it is especially important that instructors write them well. Although these strengths are shared by some other item types, the multiple-choice item is a powerful teaching-learning tool if the instructor has designed the item properly.

The multiple-choice item requires that students select the correct answer to a question from an array of alternative elements: an item stem that presents the problem; the correct or keyed option; and several distractive options—incorrect alternatives that are likely to be plausible to the student who has not completely mastered the learning being tested.

Advantages
1. Little chance to guess correct answer if well written.
2. Objective scoring is facilitated.
3. May be designed to measure judgment as well as memory.
4. Can be varied to suit many types of subject matter.
5. Can be scored automatically by machine.

Disadvantages
1. Very hard to construct when judgment is to be measured, although it is possible.
2. May tend to measure student's reading ability rather than the knowledge being tested.
3. Apt to be used for specific but trivial information.
4. Difficult and time consuming to write well.

Constructing Multiple Choice Items
The following recommendations for constructing multiple-choice items reflect the collective experience and wisdom of many authors.

1. Spread the work across time. It is unwise to wait until the night before an exam is scheduled to construct the test items. It is impossible to construct effective multiple choice items in such a limited time. If one or two questions are written after each class or on a weekly basis, the collection is likely to be representative of the instruction.
2. Use note cards or computer file for writing the items. This makes it much easier to file according to the test plan, rearrange, rewrite, and discard items. If there is access to a personal computer, use it.
3. Really concentrate on writing items to evaluate higher levels of thinking. Avoid the pitfall of writing items that test only memorization of basic factual knowledge.
4. Write the stem first. The stem should present a single, definite problem as a question or incomplete statement.
5. Concentrate on evaluating student ability to understand, apply, analyze, synthesize, and evaluate. It is difficult to write questions that evaluate these higher cognitive levels; but if critical thinking is what the students are to do, then test for it.
6. State the problem concisely, but completely. What the student is to answer must be obvious, and the student should be able to discern the problem without reading all of the options. A direct question usually does this more clearly than an incomplete statement.
7. Write the stem to include all the information essential to determining the problem, but omitting irrelevant material that merely serves as padding, unless the student's determination of what is relevant is part of what is to be tested
8. Avoid unnecessary repetition in the options by including as much of the item as possible in the stem. This is especially important when using the incomplete statement format.
9. State the problem or ask the question in a positive form. The use of negatives can be confusing to even the most intelligent reader, and anxious students often completely miss little words like "not."
10. Write the correct or best response after writing the stem. Be certain that the best response is indeed best, that is, would be acknowledged as best by authorities in the field. State this response as briefly as possible, and without ambiguities so that all knowledgeable students will read it with the same interpretation
11. Avoid making the correct option longer or shorter than the distractive options. Test-wise students are very aware of this fault and use this clue to choose the correct answer without knowing the correct answer.
12. Good distractive options often come from actual errors students make on free response tests.
13. Be careful in using specific determiners, such as "all," "never," "always," or other all-inclusive terms that are more likely to be found in incorrect options. Similarly, qualifiers such as "usually", "sometimes," and "maybe" are more likely to be found in the keyed item. However, sometimes the content permits using absolute specific determiners correctly, and so can keep the test-wise student "honest," e.g. "The president of the United States must always be at least 35 years old" is correct.
14. Avoid grammatical inconsistencies between the stem and the options. These are very useful clues for the student who is competent in syntax.
15. Use the option "none of the above" with caution.

Completion Tests
These tests require the student to fill in the "missing" part of a statement

Advantages
1. Little chance to guess correct answer.
2. Good when student must be able to remember specific facts, words, or symbols.

Disadvantages
1. Usually measures memory rather than judgment.
2. Hard to make items that call for only one correct answer.

Suggestions for Writing Completion-Type Questions
1. Write out a number of short statements covering the most important information that has been taught.

2. Go through these statements and omit one or perhaps two important words. Make sure the meaning of the sentence is clear after the words are omitted.
3. Omit only words that call for specific information. Be sure there is only one word that fits or, if more than one word is correct, provide for credit for all correct answers.
4. Make all blanks the same length so as not to give a clue to the right word.
5. Omit only those words that will test the student's knowledge of what he/she should know anyway. Don't omit the verb in the statement.
6. Number each blank space. It is often desirable to have the answers written on a separate sheet of paper, which has corresponding numbers, or in a column along the margin of the test sheet.

Test items in the form of a straightforward question rather than statement are often possible and desirable.

Identification Tests
This type of test is particularly good for measuring knowledge of such factors as names of tools and materials, or locations of mechanical units of a machine.

True-False Tests
These tests are quite common and, unfortunately, frequently poorly written.

Advantages
1. Can be used to cover wide range of material quickly.
2. Easy to score.
3. Easy to construct.

Disadvantages
1. Student has 50-50 chance of guessing correct answer on each item.
2. May measure student's reading ability rather than his knowledge of the subject.
3. Apt to be low in reliability.
4. Often poorly written.

Suggestions for Writing True-False Questions
1. Be sure statements are 100% true or 100% false. If the correct answer is "perhaps" or "Yes, except when"... the item should be discarded or rewritten. Don't have one part of the question contain a true statement and another a false one.
2. Make about half of the questions to be used in a test true and the other half false.
3. Keep the language simple. Avoid double negatives.
4. Questions should refer to important points only, not unimportant details.
5. Make the statements as short as possible.
6. Avoid trick questions.
7. Avoid words or construction that may help the student to guess the right answer. Such words as always, none, and only may help the student guess the right answer.
8. Do not make true statements consistently longer or shorter than false statements.
9. Avoid copying sentences from the text. An instructor should write the item in their own words. Some students tend to remember exact textual wording better than others, yet they may not know any more of the subject than those who do not have the ability.

Matching Questions
Matching questions involve identifying items listed in one column which correspond to those in another, parallel column. Usually the student is asked to place the appropriate number or letter identifying a right column item next to the corresponding item on the left. Normally, there will be extra items on the right.

Advantages
1. Large number of responses can be obtained in one test item.
2. Very objective and discriminating.
3. Excellent for definitions and simple relationships.

Disadvantages
1. Not the best method for measuring complete understanding of information and judgment.
2. Difficult to write properly.

Suggestions for Writing Matching Questions
1. Use at least four but no more than twelve items in each matching test question.
2. Include more items in one column than in the other. The column of answers should contain two or more items more than the matching column.
3. Include only related materials or information in the question. Don't mix numbers, names, and dates in the list of possible answers. Put numbers and dates in ascending or descending order. Put names in alphabetical order since part of the task is not to find the location of the material but to know the answer.
4. Each item must be used only once.
5. All of each matching question should be on the same page.

Essay Tests
Essays are excellent for determining students' ability to analyze and apply knowledge, and to demonstrate depth of understanding. They may be short answer (1-2 paragraphs or less) or require many pages of writing.

Advantages
1. Relatively easy to construct.
2. May give best indication of student's overall understanding of certain subjects.
3. Useful when measuring writing ability.

Disadvantages
1. May measure student's writing ability rather than knowledge.
2. Difficult to score and grade objectively.
3. Will not measure as many objectives as multiple choice on a single test.
4. May encourage bluffing.

In Preparing the Essay Examination
1. Ask for specific information that can be written in a short paragraph.
2. State the basis of the answer, particularly in discussion questions.
3. Make sure the question is clear and that the student knows exactly what is expected of him.
4. Require the student to explain why, describe, and give reasons for his/her answer.

Because objective grading of essay examinations is difficult, one might try the following
1. List clear grading criteria before looking at the examinations.
2. Grade the first question on all the tests, then the second question on all the tests, etc., rather than the whole test at once. This will help maintain consistency.
3. Keep the identities of the students anonymous.
4. Shuffle the examinations after the scoring of each question.
5. Provide extensive comments.
6. Be prepared to explain the scoring to the student.

Problem Tests
Many tests will consist partially or totally of problems of various types. These are particularly common in mathematics, accounting, and science courses. The principles and suggestions given above for essay tests generally apply here. In a sense, these may be considered essay tests using numbers rather than words.

Other Types of Tests
The particular needs of the course may dictate methods of testing which do not fit into any of the categories described above. An instructor may, for example, be teaching a horticulture class for which the most appropriate test is the identification of plants or the demonstration of grafting skill. A science class may include a laboratory practical, and an art class might require naming the artist or period of a painting.

However, the same fundamental principle applies to all testing: the test should measure the attainment of the unit or course objectives. Although this principle appears evident, it is amazing how often it is not observed. Tests are not tricks; they are not guessing games; they should address instructional objectives which are clearly stated and known by both the teacher and the student.

Grades

Tests of the paper-pencil type have been addressed in detail. Don't forget that the evaluation process may include class discussion, special projects appropriate to the subject, self-evaluations, field trips with written reviews, term papers, lab reports, and performances (Music, Art, Physical Education, etc.), and other approaches.

Activities which will be factors in determining the student's course grade and the relative weight of each component should be clearly indicated to the student on the information sheet.

When final averages are computed according to the policy that has been chosen, the resulting numbers will generally fall into reasonably well-defined groups with a few scattered intermediate cases. Once a decision has been reached about the clusters, the intermediate cases should be considered individually. Such factors as diligence in doing homework, participation in class discussions, whether the quality of work improved or declined during the term, evidences of understanding that do not show in the record, etc. can guide decision-making in these cases. The reasons for the decisions should be clear in the instructor's mind and in the records so that a student can clearly understand how the grade was determined.

Of course, the grading may be based on absolute scores or percentages. Most teachers find that a slightly more flexible approach is best, however.

A student should know, within reason, what his/her grade is at anytime during the semester. The student may keep a total of points or letter grades. Be sure the student recognizes that a 10 point "A" quiz does not weigh equally with a 100 point "D" hour-test.

Testing and Test Scoring Service

Each student takes ACT tests and other tests, both required and optional, the results of which are available to the faculty through the student's counselor.

The assessment center makes available, to all faculty, tests in various subject areas and provides assistance in selecting appropriate tests and requesting samples from publishers. All tests are ordered through the appropriate division dean and the testing officer.

Test scoring service is available to instructors. Arrangements should be made well in advance with the assessment center.

Progress Monitoring

One of the State requirements of the college's matriculation plan is participation in educational reform. The college has the responsibility to provide meaningful guidance and an appropriate framework within which students can develop their educational goals, pursue appropriate courses, and obtain the support services necessary for success. There is a segment of the student population which drops out or performs poorly in academics. Students can be helped to persist and perform better with proper direction and support. Their problems may be due to inexperience in college, lack of academic problem solving skills, inadequate time management, poor study and basic skills, inadequate role models, etc.

The Cañada matriculation plan outlines a system to monitor and support the success of all new non-exempt students. The system, called Early Alert, involves the integration of instruction, counseling, data processing, skills assessment, and research.

Progress monitoring of probationary and disqualified students will continue. Students identified through the Early Alert system will receive assistance to prevent probation or disqualification.

Faculty Involvement in Progress Monitoring

With the transition to the Early Alert system for all new non-exempt students, faculty will become increasingly involved. Early Alert strategies will be discussed at division meetings to tailor an intervention program structured to increase students' academic performance and persistence in courses offered by the division and accurately identifies students needing skill assistance, counseling and support.

The college retention plan is part of Early Alert. Early in each semester, instructors will be asked to advise counselors about a variety of student performance items and how they can be improved.

Some instructors may elect to have a class get-together socially at the end of the semester. If such an event is desired, it must be scheduled anytime after the meeting period for the final examination, and such gatherings become private affairs rather than part of the college's class.

Grade Reports and Attendance Records
At the end of the quarter, please turn into the Admissions and Records Office
1. Instructor final grade reports (signed).
2. Permanent class lists and attendance and grade records (signed).
3. Positive attendance reports.
4. Any Incomplete contracts.

Please turn in keys to the Business Office if not teaching the next semester.

Change of Grade
If an instructor wishes to change a grade because of clerical or mechanical error or because an incomplete has been made up, he or she must procure the proper form from the dean's office or Admissions and Records Office and have it signed by the division dean first and by the Dean of Admissions and Records. Only the instructor can change any grade made in error. Grade correction cards are available only to instructors directly and are not given to students.

Grade Reports
Instructor final grade reports will be distributed, prior to finals week, at the end of the semester. The grade reports and class attendance rosters are due on the date specified on the scanner sheet. Before the class is considered completed, it is necessary to submit both the grade reports and class attendance rosters to the Admissions and Records office. All these sheets are part of the permanent record of the college and should contain enough data to justify a student's grade in the course, e.g., entry of exam grades, reports, etc.

101 THINGS YOU CAN DO THE FIRST THREE WEEKS OF CLASS

by Joyce T. Povlacs
Teaching and Learning Center
University of Nebraska-Lincoln

Beginnings are important. Whether the class is a large introductory course for freshmen or an advanced course in the major field, it makes good sense to start the semester off well. Students will decide very early—some say the first day of class—whether they will like the course, its content, the teacher, and their fellow students.

The following list of "101 Things You Can Do..." is offered in the spirit of starting off right. It is a catalog of suggestions for college teachers who are looking for a fresh way of creating the best possible environment for learning. Not just the first day, but the first three weeks of a course are especially important, studies say, in retaining capable students. Even if the syllabus is printed and lecture notes are ready to go in August, most college teachers can usually make adjustments in teaching methods as the course unfolds and the characteristics of their students become known.

These suggestions have been gathered from UNL professors and from college teachers elsewhere. The rationale for these methods is based on the following needs: l) to help students make the transition from high school and summer or holiday activities to learning in college; 2) to direct students' attention to the immediate situation for learning—the hour in the classroom; 3) to spark intellectual curiosity to challenge students; 4) to support beginners and neophytes in the process of learning in the discipline; 5) to encourage the students' active involvement in learning; and 6) to build a sense of community in the classroom.

Here, then, are some ideas for college teachers for use in their courses as they begin a new semester.

Helping Students Make Transitions

1. Hit the ground running on the first day of class with substantial content.
2. Take attendance: roll call, clipboard, sign in, seating chart.
3. Introduce teaching assistants by slide, short presentation, or self-introduction.
4. Hand out an informative, artistic, and user-friendly syllabus.
5. Give an assignment on the first day to be collected at the next meeting.
6. Start laboratory experiments and other exercises the first time lab meets.
7. Call attention (written and oral) to what makes good lab practice: completing work to be done, procedures, equipment, clean up, maintenance, safety, conservation of supplies, full use of lab time.
8. Give a learning style inventory to help students find out about themselves.
9. Direct students to the Learning Skills Center for help on basic skills.
10. Tell students how much time they will need to study for this course.
11. Hand out supplemental study aids: library use, study tips, supplemental readings and exercises.
12. Explain how to study for the kind of tests you give.
13. Announce in writing a limited number of ground rules regarding absence, late work, testing procedures, grading, and general decorum, and maintain these.
14. Announce office hours frequently and hold them without fail.
15. Show students how to handle learning in large classes and impersonal situations.
16. Give sample test questions.
17. Give sample test question answers.
18. Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is wanted and when it is forbidden.
19. Seek out a different student each day and get to know something about him or her.
20. Ask students to write about what important things are currently going on in their lives.
21. Find out about students' jobs; if they are working, how many hours a week, and what kinds of jobs they hold.

Directing Students' Attention

22. Greet students at the door when they enter the classroom.

23. Start the class on time.
24. Make a grand stage entrance to hush a large class and gain attention.
25. Give a pre-test on the day's topic.
26. Start the lecture with a puzzle, question, paradox, picture, or cartoon on slide or transparency to focus on the day's topic.
27. Elicit student questions and concerns at the beginning of the class and list these on the chalkboard to be answered during the hour.
28. Have students write down what they think the important issues or key points of the day's lecture will be.
29. Ask the person who is reading the student newspaper what is in the news today.

Challenging Students

30. Have students write out their expectations for the course and their own goals for learning.
31. Use variety in methods of presentation every class meeting.
32. Stage a figurative "coffee break" about twenty minutes into the hour; tell an anecdote, invite students to put down pens and pencils, refer to a current event, shift media.
33. Incorporate community resources: plays, concerts, the State Fair, government agencies, businesses, the outdoors.
34. Show a film in a novel way: stop it for discussion, show a few frames only, anticipate ending, hand out a viewing or critique sheet, play and replay parts.
35. Share your philosophy of teaching with your students.
36. Form a student panel to present alternative views of the same concept.
37. Stage a change-your-mind debate, with students moving to different parts of the classroom to signal change in opinion during the discussion.
38. Conduct a "living" demographic survey by having students move to different parts of the classroom: size of high school, rural vs. urban, consumer preferences, etc.
39. Tell about your current research interests and how you got there from your own beginnings in the discipline.
40. Conduct a role-play to make a point or to lay out issues.
41. Let your students assume the role of a professional in the discipline: philosopher, literary critic, biologist, agronomist, political scientist, engineer.
42. Conduct idea-generating or brainstorming sessions to expand horizons.
43. Give students two passages of material containing alternative views to compare and contrast.
44. Distribute a list of the unsolved problems, dilemmas, or great questions in your discipline and invite students to claim one as their own to investigate.
45. Ask students what books they've read recently.
46. Ask what is going on in the state legislature on this subject which may affect their future.
47. Let your students see the enthusiasm you have for your subject and your love of learning.
48. Take students with you to hear guest speakers or special programs on campus.
49. Plan a "scholar-gypsy" lesson or unit which shows student the excitement of discovery in your discipline.
50. Collect students' current telephone numbers and addresses and let them know that you may need to reach them.
51. Check out absentees. Call or write a personal note.
52. Diagnose the students' pre-requisite learning by a questionnaire or pretest and give them the feedback as soon as possible.
53. Hand out study questions or study guides.
54. Be redundant. Students should hear, read, or see key material at least three times.
55. Allow students to demonstrate progress in learning: summary quiz over the day's work, a written reaction to the day's material.
56. Use non-graded feedback to let students know how they are doing: post answers to ungraded quizzes and problem sets, exercises in class, oral feedback.
57. Reward behavior you want: praise, stars, honor roll, personal note.
58. Use a light touch: smile, tell a good joke, break test anxiety with a sympathetic comment.
59. Organize. Give visible structure by posting the day's "menu" on chalkboard or overhead.
60. Use multiple media: overhead, slides, film, videotape, audio tape, models, sample material.
61. Use multiple examples, in multiple media, to illustrate key points and important concepts.
62. Make appointments with all students (individually or in small groups).

63. Hand out wallet-sized telephone cards with all important telephone numbers listed: office, department, resource centers, teaching assistant, lab.
64. Print all important course dates on a card that can be handed out and taped to a mirror.
65. Eavesdrop on students before or after class and join their conversation about course topics.
66. Maintain an open lab grade book, with grades kept current, during lab time so that students can check their progress.
67. Check to see if any students are having problems with any academic or campus matters and direct those who are to appropriate offices or resources.
68. Tell students what they need to do to receive an "A" in your course.
69. Stop the work to find out what your students are thinking, feeling, and doing in their everyday lives.

Encouraging Active Learning

70. Have students write something.
71. Have students keep three-week-three-times-a-week journals in which they comment, ask questions, and answer questions about course topics.
72. Invite students to critique each other's essays or short answers on tests for readability or content.
73. Invite students to ask questions and wait for the response.
74. Probe student responses to questions and wait for the response.
75. Put students into pairs or learning cells to quiz each other over material for the day.
76. Give students an opportunity to voice opinions about the subject matter.
77. Have students apply subject matter to solve real problems.
78. Give students red, yellow, and green cards (made of poster board) and periodically call for a vote on an issue by asking for a simultaneous show of cards.
79. Roam the aisles of a large classroom and carry on running conversations with students as they work on course problems (a portable microphone helps).
80. Ask a question directed to one student and wait for an answer.
81. Place a suggestion box in the rear of the room and encourage students to make written comments every time the class meets.
82. Do oral, show-of-hands, multiple choice tests for summary review, and instant feedback.
83. Use task groups to accomplish special objectives.
84. Grade quizzes and exercises in class as a learning tool.
85. Give students plenty of opportunity for practice before a major test.
86. Give a test early in the semester and return it graded in the next class meeting.
87. Have students write questions on index cards to be collected and answered the next class period.
88. Make collaborative assignments for several students to work on together.
89. Assign written paraphrases and summaries of difficult reading.
90. Give students a take-home problem relating to the day's lecture.
91. Encourage students to bring current news items to class which relate to the subject matter and post these on a bulletin board nearby.

Building Community

92. Learn names. Everyone makes an effort to learn at least a few names.
93. Set up a buddy system so students can contact each other about assignments and course work .
94. Find out about your students via questions on an index card.
95. Take pictures of students (snapshots in small groups, mug shots) and post in classroom, office, or lab.
96. Arrange helping trios of students to assist each other in learning and growing.
97. Form small groups for getting acquainted; mix and form new groups several times.
98. Assign a team project early in the semester and provide time to assemble the team.
99. Help students form study groups to operate outside the classroom.
100. Solicit suggestions from students for outside resources and guest speakers on course topics.

Feedback on Teaching

101. Gather student feedback in the first three weeks of the semester to improve teaching and learning.

Section VIII

Campus Resources

Student Services

Counseling & Transfer Department

DSPS

EOPS

Health Center

Learning Center

Library

Facilities Services

IT Services

Web Policy & Guidelines

Cañada College
STUDENT SERVICES RESOURCES

Admissions & Records
Registration, Petitions, Transcripts and more
Bldg. 9, Room 121 – 1st Floor
Phone: (650) 306-3226 – FAX (650) 306-3113

Office Hours:
Mon – Thurs: 8:00 am – 8:00 pm
Friday: 8:00 am – 4:30 pm

Financial Aid
Questions Regarding BOGW and/or FAFSA
Bldg. 9 – Room 109 – 1st Floor
Phone: (650) 306-3307 – FAX (650) 306-3116

Office Hours:
Mon. – Thurs: 8:00 am – 4:30 pm
Friday: 8:00 am – 12:00 pm
Tue & Wed: 8:00 am – 8:00 pm

Counseling Center
Academic, Educational and Career Goals Planning
Strategies and Techniques to Succeed in College
Bldg. 9 – Room 122 – 1st Floor
(650) 306-3452
Transfer Services: (650) 306-3493

Bilingual Academic Counselors Available

Placement Test and Assessment
Math, English, and ESL computerized testing
(650) 306-3178
www.canadacollege.edu/admissions/testdates

EOPS
(Extended Opportunity Programs and Services)
Textbooks Assistance and Academic Counseling
Bldg. 9, Room 133 – 1st Floor
Phone: (650) 306-3300 – FAX (650) 306-3305

Office Hours:
Mon. – Thurs: 8:00 am – 4:30 pm
Friday: 8:00 am – 1:00 pm

Business /Cashier's Office
Payments, Financial Holds and Parking Permits
Bldg. 9, Room 119A – 1st Floor
Phone: (650) 306-3270 – FAX (650) 306-3457

Office Hours:
Mon. – Friday: 8:00 am – 3:30 pm

After hours payments can be made in
the Admissions & Records Office
Mon. – Thurs: 3:30pm–8:00pm

Student Activities (SAO)
Do you need a Cañada College Photo ID?
Do you want to join a student organization?
Bldg. 5 – 211A (Cafeteria)
(650) 306-3364

Bookstore
General books, Textbook Rentals, Textbooks,
Buyback, School Supplies, Lost and Found
Bldg. 2 – (650) 306-3313

FOR MORE INFORMATION VISIT OUR WEBSITE: www.canadacollege.edu/admissions/index

Counseling and Transfer Department
Building 9 First Floor

The mission of the Cañada College Counseling Department is to educate and support **students in achieving their educational, career, and personal goals** *and become proactive participants in our diverse society.*

Available Services at the Counseling Department:

- *Academic and Personal Counseling*
  - * Help students make decisions and set educational and career goals
  - * Provide academic program planning to complete certificate, associate degree, and/or university transfer programs
  - * Help students evaluate current academic readiness and plan coursework to build skills
  - * Assist students to use campus services and resources
  - * Evaluate transcripts from other American colleges and universities for credit applied to certificates and degrees at Cañada College
  - * Teach students important skills, strategies, and techniques to enhance classroom and academic success
  - * Work with students to resolve personal concerns that may interfere with the ability to succeed
- *Career Advising*
  - * A resource library of career exploration and job hunting books detailing preparatory education and training and labor market trends for career areas
  - * EUREKA, a computer based California career information system
  - * Workshops and career fairs
- *Placement Testing*
- *Test for Ability to Benefit (Financial Aid purposes)*
- *Orientation*
- *Transfer guidance and counseling/advising*
- *Transfer admission agreements*
- *Workshops and Career/education Fairs*
- *Referrals*

Specialized counselors are available for the following programs:
- ♦ CalWORKs
- ♦ DSPS
- ♦ ESL
- ♦ EOPS
- ♦ International Students
- ♦ MESA
- ♦ Veterans, and more ……..

Courses Offered by the Counseling Department:

Career 137	Life and Career Planning
Career 300	Introduction to Scholarship
Career 401	College Success
Career 407	Exploring Careers, Majors, & Transfer
Career 430	Career Assessment

Transfer Agreements
Guarantees Admissions to the following schools if the agreement requirements are met:

UC, Davis
UC, Irvine
UC, Merced
UC, Riverside
UC, San Diego
UC, Santa Barbara
UC, Santa Cruz

San Jose State University
CSU, Monterey Bay

Golden Gate University
New College of California
Notre Dame de Namur University
Santa Clara University

Transfer Center Services
- Academic Counseling
- Information about California State University (CSU), University of California (UC), and Independent and Private schools
- In conjunction with the Learning Center provide workshops
- Tours to UC and CSU campuses
- Transfer Day- inviting the representatives from all
- College and universities to Cañada
- Coordinating the visits of individual colleges and Universities through out the semester
- Transfer Admission Agreements with four-year Universities that guarantees students admissions to a four- year university

Counseling Hours
Monday - Thursday 8a.m. to 8p.m.
Friday 8:00 a.m. to 2:00 p.m. (The hours varies in Summer)

To make an appointment with a counselor call: (650) 306-3452

Transfer Programs and Services

One of the educational options at Cañada College is the Transferring Program. For more information contact Soraya Sohrabi at the Transfer Center.

What is Transfer Program?

It is a program to prepare students for four-year universities by offering transferable courses.

Did you know you can transfer with an Associate Degree in "University Studies"?

To earn this degree a student must complete:
- 60 transferable units including
- CSU, UC, or private schools Education Courses
- An Ethnic Study course (3.0)
- Physical Education (2) units
- A computer related course to meet the computer Literacy requirement

What are the transferable courses?
The courses that are successfully completed at a two-year college and can be applied to programs at another college or university.

What are services and information available at the Transfer Center?

- Academic Counseling
- Information about California State University (CSU), University of California (UC), and independent and private schools:
  - Degree and Programs
  - Admission requirements
  - School Expenses
  - Financial Aid availability
  - Scholarship
  - Location
  - Housing
- In conjunction with the Learning Center provide workshops on
  - Personal Statements
  - CSU and UC applications
- Tours to UC and CSU campuses
- Transfer Day- inviting the representatives from all college and universities to Cañada
- Coordinating the visits of individual colleges and Universities through out the semester
- Transfer Admission Agreements with four-year universities that guarantees students admissions to a four-year university

University Center

http://www.canadacollege.edu/university/index.html

The University Center is a partnership between Cañada College and three Universities: San Francisco State University, San Jose State University, and California State University, Monterey Bay.

This partnership allows Cañada College students to continue their University education at Cañada College while pursuing a bachelor degree in the following majors:

- Child & Adolescent Development
- Business Administration
- Nursing
- Teaching Post Elementary and Secondary Schools
- Certificate in Spanish/English Interpretation
- Bachelor of Arts in liberal Studies
- Bachelor of Arts in Health Sciences

ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California www.assist.org.
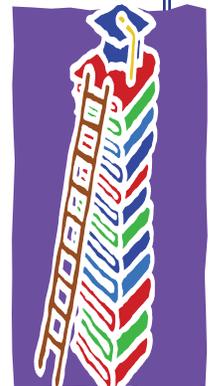
Transfer Agreements
Guarantees Admissions to the following schools if the agreement requirements are met:
UC, Davis
UC, Irvine
UC, Merced
UC, Riverside
UC, San Diego
UC, Santa Barbara
UC, Santa Cruz

San Jose State University
CSU, Monterey Bay

Golden Gate University
New College of California
Notre Dame de Namur University
Santa Clara University

Transfer Center

Location: Building 9 Room 124
Phone Number: (650) 306-3493
Fax Number: (650) 306-3457
Email Address: sohrabi@smccd.edu
Office hours: by appointment — to make an appointment call (650) 306-3452.

ss 03-08

AMC Hardware & Software Tools

- **Kurzweil 3000:** Scanning and reading software. Kurzweil 3000 software is available for students with visual and reading impairments.
- **Scanner:** The **AMC** houses a scanner that works with the **Kurzweil 3000** software system that allows students to copy and digitize both text and graphics.
- **Dragon Naturally Speaking:** A voice recognition system. Dragon Naturally Speaking is a speaker-dependent, continuous speech recognition system.
- **Zoom Text Xtra 9** (screen magnification for DOS and Windows). Zoom Text magnifies and enlarges any format on the computer screen.

AMC Instructional Materials

- **Electronic Text (e-text)**
- **Braille**
- **Large Print**
- **Audio files in mp3 format**
- **Tactile graphics**

In order to use the AMC, students must have basic computer skills and meet DSPS requirements. All users must first receive training on the use of this equipment by the Alternative Media Specialist, Ricardo Flores. For more information, call Alternative Media Center at 650-306-3170

DSP&S Contact Information

Director, DSP&S
Regina Blok
Phone: 650-306-3259
Email: blokr@smccd.edu

Adaptive Physical Education Professor
Barbara McCarthy
Phone: 650-306-3473
Community Wellness Center: 650-368-7732
Email: mccarthyb@smccd.edu

Adaptive PE Program Assistant Kathy Kerwin
Phone: 650-306-3418
Email: kerwin@smccd.edu

Alternate Media Specialist
Ricardo Flores
Phone: 650-306-3170
Email: floresr@smccd.edu

Office Assistant
Katherine Reite
Phone: 650-306-3259
Email: reite@smccd.edu

Cañada College

DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&S)

Disability Resource Center

Building 5, Room 207

Cañada College

4200 Farm Hill Blvd.

Redwood City, CA 94061

Phone: 650-306-3259

Fax: 650-306-3185

TTY: 650-306-3185

Disabled Students Programs and Services

Disabled Students Programs and Services (DSP&S) provides students with documented disabilities academic support and reasonable accommodations as defined by the **Americans with Disabilities Act (ADA) and California's Title V legislation.**

Services are provided for a wide range of disabilities. Eligibility is determined on a case-by-case basis and using the supporting medical, psychological, learning or other disability documentation. If students already have current documentation, all that is needed is to provide copies and consult with the DSPS Director about appropriate accommodations. If documentation is not available, the student may consult with DSPS staff about how to obtain appropriate assessment or documentation.

Extended time test accommodations and academic assistance, such as note takers, and access to alternative media, are facilitated through DSPS. Adaptive technology and American Sign Language (ASL) interpreters for disabled students are assigned on a case-by-case basis.

Additional services are available through the **Health Center** and **Psychological Services.**

DSP&S Registration Process

To register with DSP&S, you may call 650-306-3259, or come by our office in Bldg. 5, Room 207, to schedule an appointment with the Director.

To get started:

1. Fill out the Cañada College application

2. Make an appointment with the Counseling Center (650-306-3452) to schedule the Placement Exam.

3. Make an Academic counseling appointment to determine which course of study to take.

4. Call to schedule an hour appointment with the Director, to get your accommodations in place before classes start. Please bring copies of your disability documentation to this appointment.

Adaptive Physical Education

Adaptive Physical Education is the process of individualizing and adapting a fitness program to each student's needs and interests. The classes provide opportunities for all students to learn and follow specific exercises and techniques that will allow them to improve their level of health, mobility, independence, and quality of life.

Cañada's Adaptive PE offers classes at the **Community Wellness Center** located at 711 Nevada St. in Redwood City.

For more information, contact **Barbara McCarthy, Adaptive PE Specialist,** at **650-306-3473.**

The Alternate Media Center

The Alternate Media Center is located within Cañada College's Learning Center in **Bldg. 9, Room 215** and is part of **DSP&S.** The Alternate Media Center houses several computers equipped with specialized hardware and software programs designed to accommodate students with various disabilities.

The **AMC** may also reproduce instructional materials in alternate formats for students with disabilities.

Disabled Student Programs and Services (DSPS)

Regina Blok, Director
Cañada College, Building 5, Room #207
Phone: 650.306.3259
TDD: 650.306.3161
FAX: 650.306.3185

Cañada College provides students with documented disabilities academic support and reasonable accommodations as defined by the Americans with Disabilities Act (ADA) through the **DSPS Disability Resource Center (DRC)**. Services are provided to students with a wide range of disabilities and are determined on the basis of supporting medical, psychological or learning disability documentation and are determined on a case-by case basis.   Provision of academic accommodations such as note takers, extended test time, alternate format text books, sign language interpreters, test proctoring and other supportive services are facilitated through the Disability Resource Center. Reasonable accommodations for the **Cañada College Placement Test** may be arranged by providing disability documentation to DSPS a minimum of 5 business days prior to the published date that the student wishes to take the Placement Test.

Assessment of a learning disability may be achieved by enrolling in a short course, Developmental Skills 811 **(DSKL 811)** which is listed each semester in the printed Schedule of Classes and the Cañada College website.   Frequently, students who have been evaluated for a learning disability by their public high school or who have documentation that is older than 3 years will need to be re-evaluated to determine if the student meets the California Community College definition of a learning disabled student.

Students with health and mobility issues may benefit from the **Adaptive Physical Education Program (APE) offered by Cañada College at the Veterans Memorial Center in Redwood City.** All of the APE classes for each semester are listed in the printed Schedule of Classes and on the Cañada web page. Student participation in this program may be arranged in consultation with a physician's recommendation and by contacting the APE program instructor at 650.306.3473.

Small group instruction and tutoring is available through the DSPS program's DSKL classes. Self-advocacy skill building is offered in **DSKL 810**. Reading improvement and critical thinking skill enhancement is available in **DSKL 813**. **DSKL 814** is a course designed to assist students with improving their writing skills. Tutoring assistance with academic courses is available by enrolling in **DSKL 816**. Each of these courses is listed on the college's web and in the Schedule of Classes.

<u>Ten Ways to Help Students Spot a Learning Disability</u>

1. Are there repetitive and consistent spelling and basic grammar errors, even after these errors are called to the student's attention?

2. Is it difficult for the student to recall basic math facts such as multiplication tables or the sequence of steps to solving pre-algebra or word problems?

3. Are words or parts of sentences skipped or missed when the student is reading silently or out loud and/or is there a very slow reading rate?

4. Can the student read one or two paragraphs in a textbook and provide an accurate verbal summary of the information read?

5. Has the student ever mentioned being in remedial, "special help" or "RSP" classes while in K-12?

6. Is there a "disconnect" between what the student can explain about a topic verbally vs. what can be expressed in written format?

7. Is the student consistently the last one to finish a quiz or exam, and is it only partially complete at the end of the class?

8. Has the student told you that his/her siblings or other relatives have had learning difficulties during their school years?

9. Can the student listen to a lecture and take fairly complete and accurate notes?

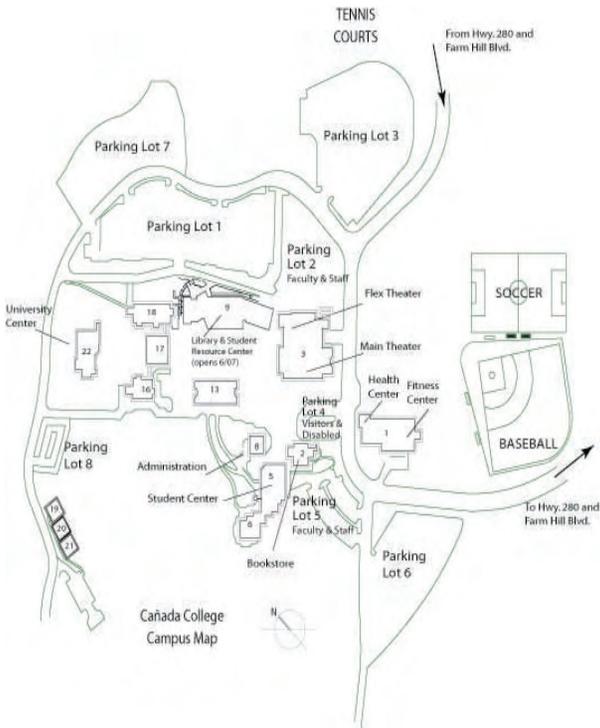10. Does a history of dropping classes, or a poor cumulative academic GPA exist?

One or more of these symptoms may indicate the presence of a learning disability. Academic assistance and support and learning disability evaluations are available for enrolled students in the Disability Resource Center at Cañada College, Building 5, #207. Additional information is also available by calling the office at 306-3259 or by visiting the web (in English and Spanish) at
http://www.canadacollege.edu/student/disabledservices/html

EOPS

With a college education, your dreams can come true!

EOPS at Cañada College can show you how easy it can be to realize your educational dreams and goals!

TENNIS COURTS

From Hwy. 280 and Farm Hill Blvd.

Parking Lot 7

Parking Lot 3

Parking Lot 1

Parking Lot 2 Faculty & Staff

Flex Theater

SOCCER

University Center

Library & Student Resource Center (opens 6/07)

Main Theater

Health Center

Fitness Center

BASEBALL

Parking Lot 4 Visitors & Disabled

To Hwy. 280 and Farm Hill Blvd.

Parking Lot 8

Administration

Student Center

Parking Lot 5 Faculty & Staff

Bookstore

Parking Lot 6

Cañada College Campus Map

Cañada College

Board of Trustees:

Cañada College is part of the San Mateo County Community College District which also operates College of San Mateo and Skyline College. The District and its colleges are governed by a six-member Board of Trustees; five elected at large for four-year terms by county voters and one elected by students in the District for a one-year term.

Richard Holober, President
Karen Schwarz, Vice President-Clerk
Helen Hausman
Dave Mandelkern
Patricia Miljanich
Student Trustee
Ron Galotolo, District Chancellor

For More Information:

Cañada College, EOPS
Building 9, Room 133
Phone: (650) 306-3300
Fax: (650) 306-3305
caneops@smccd.edu

**Para Información en Español
Pregunte por José Romero
(650) 306-3465**

CAÑADA COLLEGE · ESTABLISHED 1968

EOPS/CARE

Extended Opportunity Programs & Services

And

Cooperative Agencies Resources for Education

Is Having a College Education Your Dream?

What is EOPS?

EOPS is a state funded program designed to help low-income, educationally disadvantaged and non-traditional college students attain a higher level of education. EOPS offers the chance for success by providing a variety of services that support the achievement of educational and career goals.

What type of support services do we offer?

EOPS students who fulfill program requirements are eligible to receive the following services*:

Counseling

One-on-One Counseling
Career Counseling
Academic Planning
Personal Counseling
Student Educational Plan (SEP)

Financial Assistance

Book Vouchers
Grants
Bus Passes
Book Rentals
Laptop Loans
Emergency Loans

Transfer Assistance

Transfer Services / Career Information
Transfer Application Fee Waiver
University Orientation
Mentor Connections

Other Educational Services

Orientation
Priority Registration
PTK Membership Fee Grants
Visits to Universities
Learning Skills Workshops
Dictionary Loan
Audio Cassette Recorder Loan
Student Success Workshops
Cap and Gown Grants
PTK Graduation Regalia
Tutoring

*Note: services are not guaranteed and are granted on a first-come/first-serve basis, and availability is limited to budget availability.

How To Qualify?

To qualify for EOPS an applicant must:
- Be a California Resident;
- Be enrolled in at least 12 units when accepted into the program; and
- Meet the definition of "educationally disadvantaged". This includes, but is not limited to, students who:
  a) Need to improve ESL/English skills
  b) Require basic math classes
  c) Have not graduated from high school, or
  d) Graduated from high school with a GPA of 2.49 or lower; and/or
  e) Are first in their family to earn a college degree.

*Students currently enrolled must have earned fewer than 70 units and may not have earned a college degree.

What is the EOPS qualifying income criteria?

- An applicant (or the family of a dependent student) must have earned an income the previous year at, or below, the income guidelines listed in the next column.
- Applicant's who receive TANF (Temporary Assistance to Needy Families; AFDC/ CALWORKS, SSI or GA (General Assistance) are considered for EOPS based on eligibility for public assistance criteria.

How to apply?

Three easy steps
1) Fill out an EOPS Application.
2) Complete the BOGW Application.
3) Provide Placement Test Scores.

Board of Governors Fee Waiver Program BOGFW-B 2008-2009 Income Standards	
Family Size	2007 Income
1	$15,315
2	$20,535
3	$25,755
4	$30,975
5	$36,195
6	$41,415
7	$46,635
8	$51,855
Each Additional Family Member	$5,220

What is CARE?

CARE is a program designed to help single-parent students on TANF succeed in college. The CARE program gives TANF participants a chance to expand their educational and job training opportunities and overcome some of the obstacles of being a single parent.

How to qualify for CARE?

To be eligible for CARE, students must be:
- Accepted to EOPS
- At least 18 years of age
- A single head of household
- A current recipient of TANF or CalWorks
- Have at least one child under 14 years of age
- Be enrolled full-time upon admission into the CARE program.

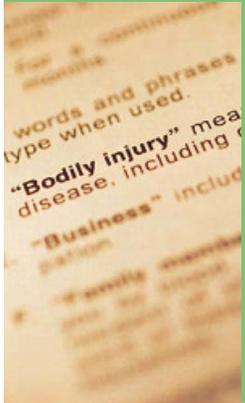Please contact the EOPS office to sign up for CARE.

Other Non-EOPS Financial Aid Resources

Complete the FAFSA application to become eligible for the following federal aid programs:

Grants   Loans   Work-Study
Cal Grants   Scholarships (separate applications)

Complete the California Board of Governor's Fee Waiver (BOGW) application.

Need Health Insurance?

Healthcare is expensive and accidents and illness do happen. A health insurance plan is available through the Health Center at a reasonable cost. Students enrolled in 6 or more units are eligible. Information and brochures are available at the Health Center. Dental insurance is also available. See www.studentdental.com.

Cañada College

HEALTH CENTER

Emergency on Campus?

Health Center: 306-3309

Campus Security: 642-7001
or

9-911 from a campus phone

Cañada College

4200 Farm Hill Blvd.
Redwood City, CA 94061
650 306-3309
www.canadacollege.edu/student/healthcenter.html

This document may be made available in alternate format as a reasonable accommodation for a person with a documented disability. to request a reasonable accommodation, please contact the Disability Resource Center at 650-306-3259 (v) or 650-306-3161 (TTY) a minimim of 5 days prior to the date needed.

All services are free and confidential! Drop in anytime!

Building 5, Room 204 (Near the Cafeteria)
650 306-3309
Hours: Monday –Friday, 9am–3:30pm
Evening: Monday–Thursday, 5pm–8pm
www.canadacollege.edu/student/healthcenter.html

Services

- Minor Illness Care
- First Aid
- Blood Pressure Screening and Monitoring
- Over-the-counter Medications
- TB Testing
- Personal Health Counseling
- **Pregnancy Testing and Counseling**
- STD Counseling
- **HIV Testing and Counseling**
- **Plan B Emergency Contraception**
- Assistance with referrals for medical and dental care, and psychological services
- Free Condoms
- Rest Area
- **Immunizations:**
  - Measles, Mumps, Rubella (MMR)
  - Tetanus
  - Hepatitis B (under 18, free)
  - HPV (18 under, free)

Health Information, Counseling and Referrals

- Substance Abuse
- Smoking
- Nutrition
- Eating Disorders
- Rape and Relationship violence
- Domestic Violence and Abuse
- Mental Health and Emotional Concerns
- AIDS Awareness
- Stress
- Community Health and Mental Health Resources

Need a quiet, private place to rest, have a nap?

The Health Center has a private room with soft lighting and a comfy cot.

Sex and Related Issues…

Think you're pregnant? Get tested at the Health Center. The nurse will help you with your choices.

Need birth control information? Abstinence? Worried about STDs? Ready for sex?

Or if you just need to talk, the nurse is available.

Free condoms—while the supply lasts!

Feeling Sick?

The Health Center is open on a drop-in basis. If you have a minor illness, the nurse will evaluate your symptoms, treat you, and teach you how to care for yourself. If necessary, she will refer you to a doctor, or a low cost clinic if you have no health insurance.

Injured?

Visit the Health Center for:

- First aid
- Wound care
- Referral to low cost medical clinic if needed

Note: If you are injured on campus, Cañada's insurance may pay for your medical visit.

Need Personal Counseling?

Feeling down? Personal Counseling is available for issues such as stress, anger management, relationship conflicts, eating disorders, or any other issues making it difficult to focus on school. No issue is too small.

For an appointment call 650 306-3259.

Learning Center Services

RESOURCES
- Computers
  - Word Processing
  - Internet Research
  - Educational Software
- Selected textbooks on reserve
- Supplemental course materials

HANDOUTS
- ESL Specific
- Writing & Grammar Specific
- Study Skills
- APA & MLA Citation Styles
- Campus Announcements

Ask us!

MATH LAB
- Drop-in Assistance

WRITING LAB
- Drop-in and Scheduled Assistance

SELF-PACED COURSES
- Self-paced, Open-entry
- Credit/No Credit and transfer level courses

TOURS / ORIENTATIONS
- Scheduled at semester beginnings or upon request

TUTORING by Appointment
- Subject Specific Areas (Math, Biology, History, etc.)
- Writing across the curriculum
- Facilitated Study Groups
- One on one peer tutoring

WORKSHOPS - Partial List
- Study Skills (time management, note taking, etc.)
- Research Process
- Personal Statement for UC and Private Universities
- Financial Aid and Scholarships

Monday - Thursday 8:00am to 8:00pm
Friday 8:00am to 3:00pm
(650) 306-3348
http://canadacollege.edu/student/lrngctr/index.html

Success begins with the basics

Learning Center Services

Resources
- Computers
  - word processing
  - internet research
  - educational software
- Textbooks on reserve
- Research texts
- Supplemental course materials

Handouts
- ESL specific
- Writing & grammar specific
- Study strategies
- APA, MLA, Chicago Citation styles

Math Lab
- Drop-in math assistance

Self-Paced, Open Entry Courses
- Writing, spelling, vocabulary, research paper, & more
- Credit/no credit and transfer level courses

Tours / **Orientations**

Tutoring
- Subject specific areas (math, biology, accounting, etc.)
- Writing across the curriculum
- Facilitated study groups

Workshops – partial list
- Study Skills (time management, note taking, etc.)
- The Writing Process
- Creating Dynamic Presentations
- Personal Statement

Monday – Thursday 8:00am to 8pm
Friday 8:00am to 3pm
(650) 306-3348
http://canadacollege.edu/student/lrngctr/index.html

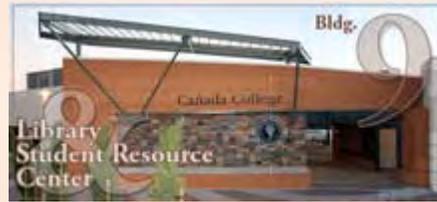# Cañada College Learning Center
Self-Paced Courses
Open-Entry

Transfer Courses

- **Research Paper from A to Z** (LCTR 139)
  (2 units) Course guides students through the entire process of writing a research paper.

- **Professional Writing** (LCTR 140)
  (2 units) Course provides instruction and practice in various professional formats, including memorandums, proposals and formal reports, cover letters and resumés.

- **Health Science Vocabulary** (LCTR 151)
  (1 unit) Focuses on learning health science vocabulary through the mastery of Greek and Latin roots and affixes. (book/tapes)

Credit/No Credit

- **Study Skills** (LCTR 810)
  (1 unit) Course includes critical thinking; active reading; lecture notes; textbook reading; and time management.

- **Grammar Trouble Spots** (LCTR 822)
  (1 unit) Four levels of study covering common grammar errors.

- **Sentence Combining** (LCTR 831)
  (1 unit) Course promotes writing clear, correctly punctuated sentences; instruction in sentence effectiveness and variety.

- **Paragraph Writing** (LCTR 832)
  (1 unit) Two levels covering common expository paragraph types, with emphases on development and clear organization.

- **Vocabulary Improvement I – IV** (LCTR 840 – 843)
  (1 unit) Improves and builds vocabulary skills through a words-in-context approach.

CAÑADA COLLEGE
LIBRARY
SERVICES FOR FACULTY
FALL, 2009

Welcome! The Library wants to support your teaching, so let us know what we can do to help.

Location: Building Nine, Third Floor
Hours: Monday-Thursday, 8:00 am-8:00 pm, Fridays, 8:00-3:00 pm

Instruction

The Library offers instruction on basic research skills or more advanced techniques in our brand-new instructional room.

Reserve Collection

Instructors can make textbooks, sample tests, or other materials available to their students by using the Library's Reserve Collection. Bring the materials up to the Library or send them via intercampus mail. Questions? Contact Mike Ferrari.

Office Hours

Why not hold office hours in the Library? We have a designated station for office hours equipped with computer, printer, and plenty of space to spread out. If you'd like to reserve this area, please contact Mike Ferrari.

One Extra Hour By Arrangement

The Library has a log-in computer set up exactly like the one in the Learning Center to report extra hours of enrichment.

Films

The Library houses a collection of movies (DVD and VHS) for faculty to show in their classes and for students to view in the Library.

Request a book, film or other item

We are happy to order materials for the library that you feel would enrich our students' learning.

Library Contacts

Valeria Estrada, Library Support Specialist, ext. 3483, estradav@smccd.edu
Michael Ferrari, Library Support Specialist, ext. 6704, ferrarim@smccd.edu
Paul Gaskins, Library Support Specialist, ext. 3485, gaskins@smccd.edu
David Patterson, Librarian, ext. 3476, pattersond@smccd.edu
Margie Whitnah, Librarian, ext. 3482, whitnah@smccd.edu
The Library's homepage: http://canadacollege.edu/library

**The Cañada Facilities Department extends a warm welcome to all new faculty and staff.
And for those of you returning to campus for the Fall Semester, welcome back!
We hope your summer was pleasant and restful!**

Below is a quick reference guide regarding the services we provide and how to contact us:

SERVICES PROVIDED BY YOUR FACILITIES DEPARTMENT INCLUDE:	
CUSTODIAL:	Our crews of custodial professionals work diligently to keep our interior facilities clean, functional and safe as well as assisting with event support. We have custodial coverage generally from 8:00am to 12:00am Monday through Friday. To learn more about our custodial program, visit **http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/CustProg.shtml**
ENGINEERING:	Our staff of professional maintenance engineers are technicians and magicians who keep our building and infrastructure systems, and our fleet of vehicles and equipment, in working condition. Our engineers are generally on duty between 7:00am and 4:00pm Monday through Friday. To learn more about what our engineers do, visit **http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/EngrProg.shtml**
GROUNDSKEEPING:	Outside, our groundskeepers work tirelessly to maintain and beautify the exterior areas of the campus, including the parking lots, roadways, walkways, and the outdoor classrooms that are our athletic facilities. Groundskeepers are generally on site from 6:00am to 3:00pm Monday through Friday. To learn more about our grounds program, visit - **http://www.smccd.edu/accounts/smccd/departments/facilities/FPMO/GcoundProg.shtml**

ELECTRONIC ACCESS CONTROLS:	If you work in a building with electronic access controls, please review the information below on how to use your device and how to properly lock and unlock interior doors. To request an access controls device, please see the "How to Request Service" tab below.		
To unlock a door to enter a space:	Present your fob in front of reader or number pad. The light on the reader will change from red to green to indicate it is unlocked.		
To keep a door "unlocked" while the space is occupied: **To deactivate the door "unlock" function:**	**Press *1 on the keypad** then present your fob in front of the number pad. The light on the reader will change from red to green to indicate it is unlocked. (Note: be sure that your fob is not near the reader when you are pressing the keys on the pad as it can confuse the device). **Press *2 on the keypad** then present your fob in front of the number pad. The light on the reader will change from green to red to indicate it is locked. (Note: be sure that your fob is not near the reader when you are pressing the keys on the pad as it can confuse the device).		

HOW TO REQUEST SERVICE:	
ACCESS CONTROLS (keys and/or fobs):	Submit a fully executed Key Request form to our office. The form is available at http://www.smccd.edu/portal/Facilities/Forms/AllItems.aspx. Requests can be sent to us via email to canfac@smccd.edu; by fax to 306-3354 or intercampus mail to Cañada Facilities, Building 1, Room 113. We will notify you via email when your keys are ready.

MAINTENANCE REQUESTS:	Please use our **Facilities HelpCenter.** You can contact the Facilities HelpCenter using any of the following methods:
	
	1) Log in to the Facilities HelpCenter online using links at either of two locations:
	   a. From the District's portal page at SMCCCD Web Portal
	   b. From the Facilities home page at Facilities Home Page
	2) Send email to canfac@smccd.edu
	3) Call the Facilities HelpCenter at x3276 (or 650-306-3276 from off-campus)

RENOVATIONS:	The Facilities Departments primary role is to service and maintain existing conditions. Adds or changes to a building or space are managed by our Construction and Planning Department. If you would like to discuss how large or small construction projects are requested, funded and managed, please contact Linda da Silva in CPD, ext. 6726 or dasilva@smccd.edu. For more information on the Construction and Planning Department, please visit http://www.smccd.edu/accounts/smccd/departments/facilities/CPDIntro.shtml
SERVICES UPON REQUEST:	**Furniture relocation:** FPO custodians can perform furniture moves and disposal of surplus furniture (please visit the District website under "Downloads" and "Purchasing/General Services" for the "Surplus Procedure" – note that there is a separate procedure for surplus and removal of computers and other electronic equipment which is managed by the District ITS department). Furniture relocations are performed during off-shift hours on overtime and <u>must</u> be scheduled at least 72 hours in advance by contacting the Supervisor of Custodial and Grounds at 306-**3277**. The Supervisor or his designee will provide an estimate for your request and schedule the work. A funding source must be provided <u>prior</u> to work commencing. **Furniture set-ups:** FPO custodians perform furniture set-ups for planned events. Furniture set-ups for events are performed during off-shift hours on overtime. **Building alterations/improvements** that are considered <u>changes</u> to existing facilities include installation of wiring or electrical outlets, hanging white boards, bulletin boards or pictures, renovation of space or actual change in use of space. Modifications such as the relocation, addition or deletion of a facility design such as doors, walls, plumbing, electrical or ventilation, etc. are space alterations which require formal approval through your division office.

We regularly send out **Construction Notices** via email to keep you informed of construction impacts and encourage you to read them to stay informed of disruptions to services on campus.

Best wishes for a successful semester!

To All Faculty & Staff,

Welcome to the start of Fall Semester!

As we begin the new semester, our technical staff would like to provide you with some information and resources which we believe you will find helpful.

We want to ensure your technology needs are addressed as quickly as possible, and that you continue to receive the best possible service from ITS.

Computer Support & Software Available for Faculty & Staff

---ITS HelpCenter---
The ITS Helpcenter is a centralized helpdesk for all your computer, telephone, network, email, and Audio Visual - related questions and repairs. Submit work orders online anytime via the IT Service Request Form on the portal.
http://smccd.edu/portal

HelpCenter Phone Support: (650) 574-6543 is available between 8:00am and 6pm Mon-Fri.

---IT Services Request Form---
Our "one stop shop" to request IT assistance and new account creation. *(New version launched for Fall semester)*

Employees can request Surplus ELECTRONICS Pickup, Spam Filter Opt In/Out iTunes University Accounts, Mailing Lists, MySmccd Accounts and all other general technology support requests.

Managers have additional permissions and can request Email Accounts, Banner Access, WebSMART Access, Telephones, WebXtender Access, Web Site Account.
http://smccd.edu/portal

---Microsoft Software---
Available to SMCCD employees for "work at home" use.

More Information: https://collegebuys.foundationccc.org/Default.aspx

---District Supported Goods & Services--- *(discounts for faculty and staff!)*
A joint project created by General Services and ITS for information about computer hardware, software, AV, and SMCCCD recommended equipment. Also discounts for a variety of Goods & Services (FedEx, cell phone carrier discounts) for our District faculty and staff!
http://smccd.edu/DSGS

Media Support(Audio/Video Equipment & Smart Classrooms)

---Cañada & CSM Media Center---
Requests for A/V equipment can now be submitted online - with "real time" availability for all your Media-equipment requests. You can schedule equipment deliveries for a single day, or the entire semester!
http://smccd.edu/accounts/csmmedia
The Media Center can also provide assistance with slide conversion to DVD, VHS to DVD conversion, Digital video recording and much more!

---New ITS Media Center Website---
Includes informative directions for the use of our Smart Classrooms and Media Equipment.
http://smccd.edu/media

Web Tools & Applications Available for Faculty & Staff

---WebSMART---
We are constantly adding new features to WebSMART for students, faculty and staff.
New & Exciting Features:
- Faculty can now easily send email to all their students my.smccd.edu accounts
- WebSchedule *(faculty don't forget to add your course website link for your students)*
- Degree Audit
- ESars *(Online Appointment Module)*
- Plus much, much more….

https://websmart.smccd.edu

---Web Server---
Everyone with a district email account is also provided with 300 MBs of web space to host their employee website. This summer we upgraded to a new server and the address for uploading via WebDAV has changed:

Old Address: http://smcweb.smccd.net:90/username
New Address: https://webdav.smccd.edu/username
More Information - http://www.ctlonline.net/websavvy/upload.asp

---WebACCESS---
A course management system which includes a suite of integrated online tools such as assignment posting, grade book, quizzes, forums, chat rooms, white boards and much more.
More Information - http://www.ctlonline.net/WebAccess

All questions about WebAccess will be handled by our Moodle call-center:
http://smccd.mrooms.net/mod/resource/view.php?inpopup=true&id=8949

---Sharepoint---
Sharepoint is an internal web-based collaboration tool that integrates with Microsoft Office. It is a perfect solution for committees and departments to share files, calendars, surveys, and more.
http://sharepoint.smccd.edu/SiteDirectory

---Faculty Door Cards---
Faculty can post their office hours online for the instruction office and students as well as print out their office hours for their door cards.
https://www.smccd.edu/doorcard

---iTunes University---
iTunesU is a partnership with Apple to provide faculty an easy way to post and share podcasts with their students. iTunesU is based on the same easy-to-use technology of the iTunes Store, and allows students to download, listen to, and view content on their Macs, PCs or iPods.
http://www.smccd.edu/itunesu

---MySmccd---
We partnered with Google to provide student email accounts via Google Apps for Education. Included in the package is google docs, forms, calendar and many other tools that you may find useful integrating in your classes or websites.
http://my.smccd.edu

---Mailing Lists---
We provide mailing list software that allows students to self- subscribe to newsletters and campus announcements. You can create your own subscription based lists by submitting a request for a mailing list on the ITS Request Form: http://smccd.edu/portal

---CTLOnline.net---
A wealth of online tutorials and podcasts for using technology in your classes.
http://ctlonline.net

Please note that due to budget cuts, there are no longer Centers for Teaching and Learning (CTL) Coordinators to provide one-on-one support or workshops. All questions regarding instructional technology should be submitted via the IT Services Request Form: http://smccd.edu/portal

Other Supported Technology

---Email---
Information available for setting up your email client or accessing your email online: http://www.ctlonline.net/support/email.html
Have you changed your email password recently? We recommend you do it at least once a year:
https://smcwebits.smccd.edu/password/change.asp
(Note: On a PC your email password and computer login password are the same. If you change your email password you will use that same password for logging into your computer in the morning)

---Telephones (VOIP)---
Online user manuals and tutorials are available for your telephone.
http://smccd.edu/phone/

---Wireless "HotSpots"---
Check if your building has wireless available: http://smccd.edu/wifi

---WebCams---
Construction cameras setup and maintained by ITS to allow viewing of construction projects, and also for the public to view our campuses:
http://www.smccd.edu/webcams

On behalf of your ITS Technical staff, we wish you all the very best for a successful Fall semester!

Cheers,
Brad

Bradley Witham
Manager IT Support
San Mateo Community College District
Ph: (650)358-6754
Fax: (650)358-6715

Cañada College
Web Policies and Guidelines

Definitions

> **Cañada Web Site**
> The Cañada Web Site consists of all information displayed on the District server and located at http://canadacollege.edu.
>
> **Web Site**
> A Web site is a group of Web pages structured to provide a coherent body of information about a particular subject.
>
> **Site Owner**
> The Site Owner is the Division Dean, Department or Program Head, Student Organization Advisor or delegate, or faculty member maintaining a faculty site. The Site Owner is responsible for the content of the site.

Requirements

o   Publication of all Cañada Web sites is subject to prior approval of the Web Content Coordinator. Site designers should consult with the web content coordinator prior to beginning design/development of Web site.

o   The Cañada College Web Content Coordinator will determine the site's location within the information architecture of the college Web site. Each Division 'home' page falls within the core section and a design template will be provided. If the Web site falls outside of the core section of the college Web site, i.e. individual program or department site, student organizations sites, then the requesting party may determine the visual design of the Web site **within the limitations of the Web Policies and Guidelines.**

   Division Dean or Department head must approve the site content prior to it being posted on the District server by the web content coordinator, or other authorized person. Students are not allowed access to the District server. Division Dean or Department head must make provisions for periodic updating of site.

o   All Web sites representing Cañada College will be reviewed periodically for timely updates, accuracy and conformance to the Web Policies and Guidelines.

o   Web site owners are responsible for the content and design of their Web sites. Responsibilities include ensuring that all online material conforms to local, state, and federal laws including copyright and other intellectual property laws. All online material must be consistent with District and Cañada policies and regulations.

o   Do not place personal or private business ads on any pages residing on the Cañada College web server.

o   Use of Cañada College seal and logos:
   o   Approved artwork must be used and the design cannot be altered in any way. No variations, adaptations, or new logo units should be created.
   o   Minimum sizes for use on the web are:
      ▪   Seal may never be less than 70 pixels across

- College logo and University Center logo may never be less than 130 pixels across.
- The logos and seal may only be used in black, white or the following web-safe dark green: R=0, G=102, B=51

- Page Title – Use a unique, meaningful page title. A meaningful page title makes it useful to the reader when they bookmark the page. DO NOT use only 'Cañada College.'

- All information displayed on the Cañada Web site should professionally represent the College and should be:
  - Accurate – Publishing of web pages should follow proper review and approval prior to publishing. Proof for grammar and spelling prior to publishing.
  - Timely – All pages should be regularly updated.
  - Designed for accessibility:
    - See: http://www.section508.gov/ or http://www.w3c.org for an accessibility guideline. There are many other guidelines available online.
    - Images and Multimedia - Use good ALT text for all graphics – describe the function of visual elements Provide text-based alternatives to multimedia presentations, such as Flash files, audio or video files. Use height and width attributes.
    - Image Maps – Use client-side image map and provide text for hot spots.
    - Forms - Provide an alternative to online forms.
    - Links - Use text that makes sense when read out of context. For instance, do not use "click here."
    - Frames - Label with the title or name attribute if frames are used. Use of frames is strongly discouraged, as frames have many drawbacks associated with them. Each frame is treated as a separate page by search engines. Taken out of context of the other parts of the frameset, they are often void of navigation, identification, and/or content.
    - Tables – Make line-by-line reading sensible. Summarize. Avoid using tables for column layout.
    - Support reader's formatting options – allow for text resizing.
    - Page organization should use headings, lists and consistent structure. Use CSS for layout and style where possible.
    - Meta tags – Use descriptive words or phrases that accurately describe the content on the specific pages
    - Validate your pages. Use a validator like the W3C CSS (http://jigsaw.w3.org/css-validator/) and HTML (http://validator.w3.org) validators.

Departmental and Faculty Web Sites

All academic and administrative departments and faculty may create and maintain Web sites. Division Dean, Department or Program Head serves as the site owner of division or department sites. The faculty member is site owner of individual faculty site. These sites should tie in to the main Cañada site through the use of similar style and color.

Departmental home pages should clearly display:
- Cañada's name or logo. Use only approved logo or seal.
- Always use the tilde in Cañada.
  - on a Mac, type: alt+n n

- on a PC, type: alt+164 (using the numeric keypad)
- in HTML, type: ñ (include the semicolon)
  - Department name
  - Department contact with e-mail (use "mailto" tag and the actual email address written out as text) or phone number
  - Mailing address
  - Link to Cañada's home page
  - Date of last update

Secondary pages should include at least a link back to the departmental home page, and preferably a link back to the Cañada home page also.

Faculty home pages should clearly display:
  - Cañada's name or logo. Use only approved logo or seal.
  - Always use the tilde in Cañada.
    - on a Mac, type: alt+n n
    - on a PC, type: alt+164 (using the numeric keypad)
    - in HTML, type: ñ (include the semicolon)
  - Department contact with e-mail (use "mailto" tag and the actual email address written out as text) or phone number
  - Link to Cañada's home page
  - Up-to-date course listing, if course listing is included
  - Date of last update

Secondary pages should include at least a link back to your home page, and preferably a link back to the Cañada home page also.

Recommendations:

  - Preview your pages in multiple browsers.
  - Use META tags, KEY WORDS and description to make it easier for search engines to find your pages.
  - Use a 'signature' on at least the first page of a department or program site. The signature should include the department or program name, full mailing address, contact name with email address using "mailto" tag and contain the actual email address written out as text, and date of last update.
  - Keep text clear and readable. Use high contrast; black on white is most legible.
  - A simple and consistent style works best.
  - Make use of the inverted pyramid style of writing. Present the most important information first, followed by details in descending order of importance. Try to make your content easily scanned.
  - Use well-designed headings with names that conceptually relate to the information or functions they describe.
  - Use **index.html** for your primary file. Keep file names short and meaningful. Use only lowercase letters in naming your files. Keep your files organized and only upload necessary files. If you will have the web coordinator upload your files, they must be organized in a folder with no unnecessary files.
  - Obtain written permission of identifiable persons in any photos posted on the web.
  - Use good judgment when linking to off-site locations. Include a disclaimer if necessary.
  - Use of frames is greatly discouraged, as frames have many drawbacks associated with them. Each frame is treated as a separate page by search engines. Taken out of context of the other parts of the frameset, they are often void of navigation, identification, and/or content.

- o Use text-based navigation. Text-based navigation works better than image-based navigation because it enables users to understand the link destinations. It also allows users with text-only and deactivated graphical browsers to see the navigation options. It reduces download time.
- o Use graphics wisely. Only use graphics that enhance content or that lead to a better understanding of the information being presented.
- o Avoid:
  - Excessive use of body text in all upper case letters
  - Excessive use of italics
  - Excessive use of bolded body text
  - Excessive use of technology that requires specific plug-ins
  - Excessive use of animated graphics that continuously loop
  - Posting pages that are incomplete.
  - Pages that are more than 70K. Keep in mind that connection speed of typical users will vary, and that many people are still on dial-up modems.
  - Links to incomplete pages - a link to a page that simply says "Under Construction" is not useful.
  - Busy background images – if you want to use a background image, carefully consider the additional download time required, and carefully choose colors and textures that will not interfere with the readability of your text.
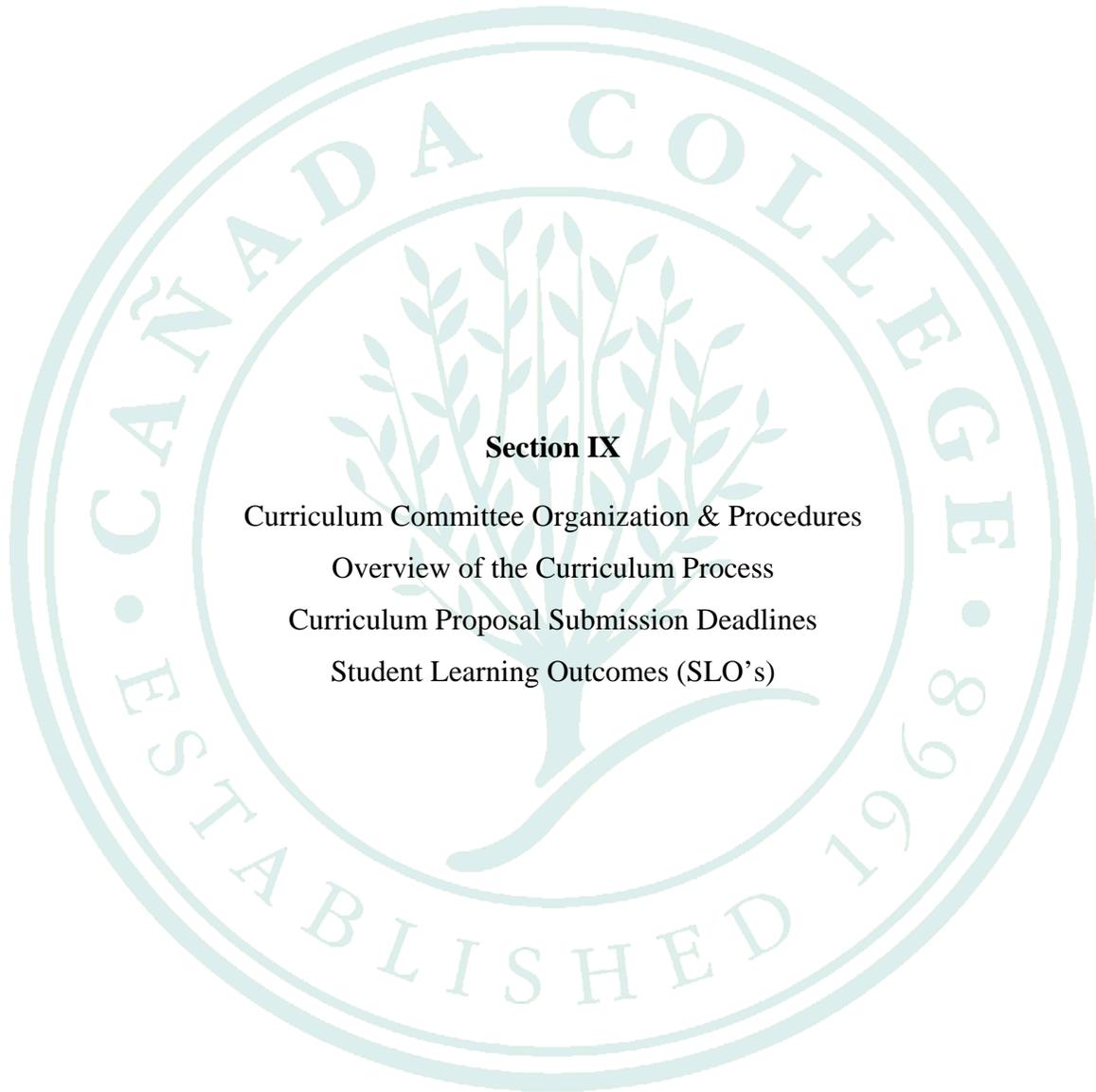
Section IX

Curriculum Committee Organization & Procedures

Overview of the Curriculum Process

Curriculum Proposal Submission Deadlines

Student Learning Outcomes (SLO's)

CURRICULUM COMMITTEE
ORGANIZATION AND PROCEDURES

ORGANIZATION

I. Statement of Purpose

The Curriculum Committee, a standing committee of the Academic Senate, in consultation with the Vice President of Instruction and College President, acts as an advisory body to the Board of Trustees. The by-laws of the Canada College Academic Senate state that:

"The primary function of the Curriculum Committee shall be to coordinate and monitor Cañada's curricular offerings so that they shall uphold the California Education Code, be consistent among the divisions and colleges of the District, be understandable to our students and staff, articulate with high schools and four-year institutions, and support goals and objectives of the San Mateo County Community College District and Cañada College.

To these ends, the Curriculum Committee shall make recommendations to the Governing Council about general instructional policy and standards, degree and certification requirements, initiation and modification of programs and courses."

Specifically, the Committee is charged with recommending action on the following:

- New course proposals and course modifications
- Course banking and deletions
- Proposals for new programs (AA/AS degree and certificate) and program modifications
- Other curricular matters including graduation requirements, general education patterns, and audit list changes
- Special topics (680 and 880) courses (information)
- Course articulation with four-year institutions (information)

II. Membership

In accordance with Title V Section 55002a(1), the Curriculum Committee shall be established by the mutual agreement of the college and/or district administration and the academic senate. At Canada College, the Curriculum Committee is composed of the following members, with membership limited to no more than three consecutive years:

Voting Members (12)
- Chairperson, appointed for a two-year term by the Academic Senate President, who consults the members of the Curriculum Committee for nominees and submits these names and any additional nominees to the Governing Council for acceptance. (1)
- Two faculty members from each of the three academic divisions and two from counseling chosen by the divisions in such a manner as deemed appropriate (8)
- One representative from the Library (1)

- One Graduation Evaluator from Admissions & Records Office (1)
- One student representative (1)

Non-voting ex-officio member (1)
- Vice President of Instruction

A quorum will exist if a **minimum of six voting members**, including the chairperson, are present.

III. Subcommittees

The Curriculum Committee may appoint subcommittees to make recommendations on specific items. The Library Committee and the Ethnic Studies Subcommittee are standing subcommittees.

The composition of the subcommittees shall be determined by the Curriculum Committee, which will also select the chairs of the subcommittees.

All recommendations of the subcommittees will be presented in writing to the entire Curriculum Committee.

IV. Meetings

Regular meetings will be held according to a schedule approved by the Curriculum Committee, generally on the 2nd and 4th Tuesdays of each month, starting at 2:10 pm. Additional meetings may be held on an as-needed basis.

Minutes of all meetings shall be taken and maintained by the Administrative Assistant to the Vice President of Instruction.

A single majority vote is needed for approval. The Curriculum Committee follows Robert's Rules of Order.

PROCEDURES

I. Curriculum Proposals

Proposals for new courses and modifications of curriculum must be sponsored by a faculty member. Courses placed on the agenda shall contain the following signatures:

1) Faculty member proposing the course
2) Division Dean or Administrator for the discipline
3) Technical Review signature (Administrative Analyst in the Instruction Office) indicating that the course is free of technical problems. The signatures of the Curriculum Committee Chair and the Vice President of Instruction occur after the Curriculum Committee meeting, since they signify approval of the course.

Faculty members proposing new or modified courses or programs are expected to attend the Curriculum Committee meeting when their course is discussed. If unavailable, an alternate faculty member, who can describe the proposal and answer the committee's questions, should be identified. In the absence of an appropriate faculty member to support the proposal, the Committee may chose not to take any action.

In those instances where a Committee member is the faculty member making the proposal or his/her program is under consideration, he/she shall not participate in the deliberations or in making the decision. If the Committee deems it necessary, another faculty member shall be selected to replace the excluded voting member; the member being replaced shall not participate in the selection of the replacement.

Courses must meet the academic standards specified in Title V, Section 55002, Standards and Criteria for Courses and Classes, and other appropriate sections of Title V, as well as all other state, District, and College requirements. It is the responsibility of the Curriculum Committee to assure that these standards are upheld.

Curriculum proposals must be made on forms prepared by the Instruction Office and available online in the Curriculum Committee SharePoint at http://sharepoint.smccd.edu/SiteDirectory/cancurriculum. All information should be complete. Forms must be submitted in accordance with scheduled timelines.

Generally, new course proposals, requests for deletions, banking, and course modifications should be submitted during the Fall Semester of each academic year. These items normally require only one reading.

Recommendations for revisions made by the Curriculum Committee must be made by the appropriate Division and submitted to the Office of Instruction within ten (10) working days of the Curriculum Committee meeting. The proposal is not effective until the Curriculum Committee's recommended revisions have been completed and submitted. The Office of Instruction's Administrative Analyst enters the course data into the database.

II. Special Topics Courses (680 and 880)
Special topics courses are numbered either 680 (degree applicable) or 880 (non-degree applicable). Special Topic 680 courses do not meet general education associate degree requirements although, in certain instances, they may meet a specific major requirement. Similarly, while 680 courses are CSU-transferable as units, they do not meet specific CSU requirements. Special Topic 880 non-degree credit courses are not eligible for major or elective credit in an associate and/or certificate program.

Special Topic courses may be offered a maximum of three times only, after which they must be dropped or receive approval from the Curriculum Committee as a new course.
In order to be placed in the Schedule of Classes, an outline for a special topic course must be submitted by the appropriate Dean to the Vice President of Instruction who must approve it before inclusion in the Schedule.

At the end of each academic year, the Vice President of Instruction reports to the Curriculum Committee on all 680 and 880 Special Topic courses offered that year, including an evaluation of each course and a recommendation for continuance or discontinuance.

III. Curriculum Development Process

1. Role of the Initiator
        a)   Research and coordinate information

b) Discuss course with appropriate faculty; modify as necessary
c) Prepare all documents using forms provided by the Office of Instruction
d) Submit outline for approval to the appropriate Division Dean and Division

2. Role of the Division Dean
a) Review and proof all documents for completeness, accuracy and adherence to Title V standards. Insure courses/programs have been reviewed by the appropriate Advisory Committee, where necessary.
b) Contact appropriate Dean at Skyline and/or CSM and articulate outline(s) if coursework in the same area(s) is offered at the other college(s).
c) Submit outline to the Office of Instruction for technical review.
d) Discuss with faculty initiator any modifications recommended by the Vice President.
e) Upon return of outline from the Vice President of Instruction, make appropriate changes and resubmit the outline to the Office of Instruction for placement on the agenda.

3. Role of the Vice President of Instruction
a) Review all curricular material received from Division Deans and make recommendations.
b) Place material on appropriate agenda.
c) Attend all Curriculum Committee meetings.
d) Advise Curriculum Committee members on curricular matters, as appropriate.
e) Insure that approved curriculum receives final signatures of Curriculum Committee Chair and Vice President of Instruction
f) Annually submit to the SMCCD Board of Trustees all new course and program approvals and banked and deleted courses actions taken by the Committee.

4. Role of the Curriculum Committee members
a) Read all outlines and other agenda items prior to each Curriculum Committee meeting.
b) Attend all Curriculum Committee meetings; inform the Chair in advance of any absences.
c) Recommend action.

IV. Curriculum Approval Timelines
All curriculum actions - new courses, modifications and banking or deleting courses - **take effect at the beginning of the academic year in the Fall semester.** Curriculum must be approved in sufficient time to be included in the college catalog and in the class schedule and, in many cases, to be submitted for transfer articulation. There are several different deadlines determined by the intended use of the course (i.e., Fall, Spring or Summer course offering, UC transferable, CSU-GE approval, or IGETC approval). At the start of each academic year, the Vice President of Instruction and the Articulation Officer will inform the Committee of these deadlines. Courses should be submitted for the earliest of the applicable deadlines

For the 2009-2010 Academic Year, the following dates apply:

Deadline for:	**Meeting of:**
Inclusion on the CSU-GE articulation list	September 22, 2009
Inclusion in the Fall class schedule	December8, 2009
Publication in the Catalog *(Only applies if course will not be offered in Fall)*	March 9, 2010
Inclusion on the IGETC UC transfer articulation List	April 27, 2010

V. The Agenda

The Chair of the Curriculum Committee and the Vice President of Instruction prepare the agenda for each meeting. The agenda and back-up materials will be available in the shared folder to members of the Committee at least four working days prior to the scheduled meeting.

Agenda items with completed supporting materials are due in the Office of Instruction at least two weeks preceding the regularly scheduled meeting. The Instruction Office will review the course for technical considerations. The Vice President of Instruction and the Curriculum Committee Chair will provide feedback to the Dean, who will prepare material for submission, incorporating any necessary changes, and submit to the Instruction Office.

VI. Required Documentation for Proposals

- All Curriculum forms are initially submitted electronically. Faculty can access the forms online at http://sharepoint.smccd.edu/SiteDirectory/cancurriculum
- Once a faculty member has prepared the forms they should submit the forms to their Division Dean for review.
- The Division Dean will place the forms in the shared folder at least (2) weeks prior to being placed on the agenda.
- Forms will be reviewed by the Curriculum Chair, Vice President of Instruction, Technical Reviewer and the Matriculation/Articulation Officer.
- The Curriculum Committee Chair will review for objectives, content, fit with college mission, fit with institutional curricular program, service to students.
- The Technical Reviewer will check for accuracy and completeness, checks course and catalog descriptions and all other technical details.
- The Articulation Officer will review for matriculation, articulation and relevance to programs.
- The Vice President of Instruction will review for all aspects listed above
- Comments from each reviewer will be posted on the comments page in the shared folder by Friday of the same week (refer to curriculum committee proposal submission deadline calendar for applicable dates).
- Deans and faculty will review the comments page in the shared folder and will make any suggested correction(s) or prepare a rationale, to be presented to the committee at the time of the meeting, for not making suggested changes.
- The completed proposal forms will be available for the Curriculum Committee members to view in the shared folder at least four working days before a scheduled meeting.

Electronic Curriculum Forms:
- New Courses: **Form A**: Course Outline, **Form A-as**: Administrative Sheets, **Form A-bsl erw**: Basic Skill Advisories English-Reading-Writing, **Form A-bsl m**: Basic Skill Advisories Math, **Form A-pccr**: Validation of Prerequisites and/or Corequisites, and **Form A-sp**: Formal Course Outline Approval Form.
- Course Deletion/Banking: **Form B**: Course Modification Form, and **Form B-sp**: Course Banking/Deletion Approval Form.
- Course Modifications: **Form B** and **Form A**
- Program Deletion: **Form C**: Proposal Modification of Associate Degree or Certificate Program, and **Form C-sp:** Proposal Modification of Associate Degree or Certificate Program Approval Form.
- Program Modification: **Form C**: Proposal Modification of Associate Degree or Certificate Program, and **Form C-sp:** Proposal Modification of Associate Degree or Certificate Program Approval Form.
- New Programs: **Form D:** Proposal for New Associate Degree and/or Certificate Program, and **Form D-sp:** Proposal for New Associate Degree and/or Certificate Program Approval Form.
- Distance Education: **Form E**: Distance Education Supplementary Information, and **Form E-co:** Distance Education Supplementary Information Course Outline.

The course modification form may be used for a variety of different kinds of modification. However, where several modifications are proposed, leading to extensive changes and/or a new focus, then the proposal should be considered as a new course proposal.

Note that changes in course number or discipline must be treated as a new course proposal since a new course must be created in the database.

VII. Action of the Curriculum Committee
After reviewing all materials and engaging in appropriate discussion about the curriculum proposal, the Curriculum Committee shall take one of the following actions:

1. Recommend approval as submitted
2. Recommend not to approve
3. Recommend approval for a second reading
4. Table the proposal and return to originator for additional information.

VIII. Follow-up of Procedures After Curriculum Committee Action

Vice President of Instruction

New Courses and Course Deletions
- Obtain signatures from Faculty Proposer and Division Dean, signifying approval from the Curriculum Committee Chair and Vice President of Instruction.

- Prepare material for the annual Curriculum Report to the Board with the signatures of the Academic Senate President, Curriculum Committee Chair, College President and Vice President of Instruction.
- If the Vice President of Instruction's recommendation is not to approve an action of the Curriculum Committee, she/he will forward the material to the President of the Academic Senate and the College President, who will recommend approval or disapproval.
- Enter data into the curriculum and course database, catalog, and schedules.

New Programs
- For new programs, coordinate with the District Instruction Council and Chancellor's Council and Regional Occupational Deans, if appropriate, and then forward to the President of the Academic Senate and College President for review and signature.
- Forward to the Board of Trustees for approval.
- Forward to the State Chancellor's office for approval

Course and Program Modifications
- Incorporate changes into the database, college catalog and schedules.

IX. Orientation and Training of the Curriculum Committee

The Vice President of Instruction and the Curriculum Committee Chair will provide each member with an updated Curriculum Handbook. As necessary, additions or modifications to the Handbook will be distributed to each member or person holding the handbook.

At the beginning of each academic year, the Vice President of Instruction and the Curriculum Committee Chair, using the Handbook, will conduct an orientation session for all curriculum committee members. Topics covered will include the following:

- Title V standards and requirements o Role of the Curriculum Committee
- Responsibilities of Curriculum Committee members
- Degree credit and non-degree course criteria
- Prerequisites and corequisite requirements and validation process
- Basic skills advisory system
- Course repetition
- Course articulation
- General education courses and patterns
- How to use Curriculum Committee forms
- New programs
- Stand-Alone Training

The Vice President of Instruction and Curriculum Committee Chair will conduct follow-up sessions with new Curriculum Committee members as deemed appropriate. Further, these two individuals will

provide handouts and clarification regarding areas needing further discussion through the course of each academic year. They will inform members of any Title V revisions being considered at the state level.

The Vice President of Instruction and Curriculum Committee Chair will provide advice and assistance in the preparation of curricular items to individual faculty, to departments, and to divisions as requested.

CURRICULUM FORMS

INFORMATION FOR COMPLETING THE COURSE OUTLINE OF RECORD FOR NEW COURSE PROPOSALS AND COURSE MODIFICATIONS

I. Courses offered at more than one District College

If the new or modified course is taught at either CSM or Skyline, the division Dean needs to consult with his/her counterpart to articulate the course.

If the course is taught at more than one college in the District and a modification is being proposed, agreement must be reached regarding the following items or the college initiating the change must create a new course number and title and submit as a new course:

- Change in units
- Course title
- Repeatability
- Course pre- or co-requisite
- Contact hours
- Objectives (significant change)
- Content (significant change)

II. Completing the Course Outline of Record

Course number: For a new course, the number will be assigned by the Office of Instruction in conjunction with the Division Dean.

Method of instruction and semester hours: For information on how to calculate semester hours, see the section titled "The Carnegie Unit: How to Calculate Student Contact Hours."

Grading method: Grading method must be specified. Three options are available: Letter Grade only, Credit/No Credit, or Grade Option. If the course is designated as Grade Option, this means that the instructor issues a letter grade for all students; students have the option of having the letter grade converted to Credit/No Credit if they submit a request to Admissions and Records by the appropriate deadline. It should be noted that for certain majors, degrees and certificates, and for many four-year institutions, only letter grades are acceptable.

Catalog description: The Catalog description should consist of brief, direct statements of course purpose and content, preferably no more than 50 words. It should be written in concise language that is intelligible to the reader and should describe the course in terms of its primary objectives.

Descriptive phrases rather than sentences are acceptable; the course title should not be repeated; and the description should employ the present verb tense.

Class schedule description: The Class Schedule description should be shorter than the Catalog description.

Prerequisite(s): Course prerequisites are those courses which must be completed satisfactorily (grade of C or better) prior to enrollment in the course. Title 5 regulations require that prerequisites be justified with, at the minimum, a Content Review. The establishment of prerequisites in communication skills (English, reading, writing, mathematics) and prerequisites in a different discipline requires the highest level of scrutiny involving appropriate research. See the Curriculum Handbook for more information on prerequisites.

Course corequisites: Same as for prerequisites.

Basic skills advisories: See Cañada's Catalog for a full description of our system of basic skills advisories. Through this system, those levels of Reading, Writing, and/or Math which are required for successful course completion are recommended for each course, when applicable. Advisories are not mandatory.

Course objectives/Exit standards: Course Objectives/Exit Standards are those behaviors which students will be able to demonstrate upon successful completion of the course. The list of objectives should contain the major objectives in terms of the observable knowledge and/or skills to be demonstrated as a result of completing the course. Instructors should complete this section in a manner that demonstrates students' use of critical thinking, (e.g., apply principles to new situations, formulate and assess problems and solutions, analyze, synthesize, evaluate, compare/contrast concepts/information learned).

Course content: Course Content should consist of a detailed topical outline that shows how the students are led to reach the course objectives and that also shows the emphasis placed on the topics.

Methods of evaluation: Methods of evaluation should describe the procedures used for evaluating student performance appropriate to the course. The procedures must be consistent with the objectives and content as specified in the outline. Degree credit courses must base a student's grade on demonstrated knowledge or proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, through essays employing college-level standards. An essential component of evaluation is the demonstration of students' critical thinking skills. (See the Critical Thinking Skills section of the Curriculum Handbook.)

In describing evaluation procedures, instructors should detail the kinds of assignments and tests given and examples should be cited. The examples are especially important for courses to be submitted for CSU or UC articulation. The outline of record should be clear regarding the standards students must meet and the methods used to determine if these standards have been met. Students should know what to expect, and there should be a reasonable degree of comparability of student outcomes across different sections of the same course.

Students will be graded, at minimum, in at least one of the following two categories. If category a) is not included in the evaluation, the initiator must explain why substantial writing assignments are an inappropriate basis for at least part of the grade (Title 5, 55002 (a).

a) Substantial writing assignments, including essay exam(s), term or other paper(s), laboratory report(s), written homework, reading report(s), or other (specify).
b) Substantial writing assignments in this course is inappropriate because: (1) the course is primarily computational in nature; (2) the course primarily involves skills demonstration or problem solving; (3) other rationale (explain).

Representative Text Materials: Include a short list of representative text materials using the MLA method of citation. For courses which are transferable, texts should be comparable to those used at the transfer institutions.
MLA Citation Method: Author (Last name, first name, middle initial), Title of text, Publisher, City/Country of publication, Date of publication.
Example: Loudon, Marc C., Organic Chemistry, Addison-Wesley Publishing Company, Menlo Park, California, 1998

THE CARNEGIE UNIT: HOW TO CALCULATE STUDENT CONTACT HOURS

Students are awarded credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester. California's Title V code, section 55002, also defines student credit in this way. While the length of a semester may vary, the Carnegie definition is based upon a minimum length of 16 weeks. Thus, a unit of credit equates to three hours per week for 16 weeks or 48 hours of work. In certain circumstances, it is possible to have more hours, but not less. The Cañada College Catalog lists the total class hours required per semester.

Lecture Classes
For a lecture class, one unit is considered to be one hour of lecture class time and two hours per week of homework. For the typical three-unit class, a student spends three hours per week in class and should do six hours per week of homework. The total semester hours are calculated by multiplying the weekly hours by 16.

Laboratory Classes
For a laboratory class, the hours per week are considered to be all in class with no outside assignments. Thus, one unit is three hours per week of laboratory time.

By Arrangement Lab Hours
Where a course includes by arrangement lab hours, these generally take the place of the hours assigned to homework, since the student is required to use supervised college facilities to do assignments related to homework. An example might be a 3-unit lecture course which requires the student also to work two hours per week in the computer lab. There would be only four hours per week of additional homework required.

Examples:

Course Type	Unit Value	Lecture Hours per		Lab Hours per		By Arrangement Hours per		Homework Hours per	
		Week	Semester	Week	Semester	Week	Semester	Week	Semester
Lecture only courses; homework required.									
Lecture	1 unit	1	16					2	32
Lecture	2 units	2	32					4	64
Lecture	3 units	3	48					6	96
Laboratory only courses; no homework or other outside work.									
Lab	1 unit			3	48				
Lab	0.5 unit			1.5	24				
Courses with by arrangement lab hours; homework required to make up the difference.									
Lecture (w/ by arr)	1 unit	1	16			2	32		
Lecture (w/ by arr)	1 unit	1	16			1	16	1	16
Lab (all by arr)	1 unit					3	48		
Lecture (w/ by arr)	3 units	3	48			2	32	4	64
Lecture	1.5 units	1.5	24			2	32	1	16

Short Courses

Short courses are prorated so they contain the same number of hours as if the course were scheduled for a full semester. To maintain the integrity of the instructional program, care must be taken when scheduling short courses so that there is adequate time for students to complete homework assignments or by arrangement laboratory assignments.

Workload or Faculty Load Credits (FLCs)

Faculty are assigned workload or faculty load credits (FLCs) according to the Contract, Appendix J. (See attachment). Faculty workload credits are not necessarily the same as student Carnegie units.

Cañada College
General Overview of Curriculum Process

1. Old Process vs. New (paper, shared folders, SharePoint)
2. Curriculum Proposal Submission Deadlines
3. Faculty General Curriculum Information
   - Curriculum Handbook
   - Quick Reference Guide
     - General Information
     - Course and Program Checklist
     - Completing the Course outline of Record
     - The Carnegie Unit: How to Calculate Student Contact Hours
     - General course coding information
4. Curriculum SharePoint Demonstration
   - Access (Read only, Full Access, Contribute)
   - Overview
   - Forms and Documents
     - Modification Form
     - Course Outline (how it works, advantages/disadvantages)
     - Distance Education Forms
     - Program Forms (Degree/Certificate)
   - Preview Folders
5. What happens after curriculum is approved?
   - Tracking of Changes
   - Catalog (Master File, BANNER Web entry)
   - Schedule (Master File, BANNER Printable Schedule entry)
6. Questions and Answers

Cañada College
Curriculum Proposal Submission Deadlines
2008-2009

Curriculum Committee Meeting Dates	Deadline #1 Faculty Submit forms to Dean	Deadline #2 Dean submits forms to shared folder for review	Deadline #3 Comments form completed by Reviewers	Deadline #4 Faculty & Deans respond to Reviewer's comments	Deadline #5 Courses posted in shared folder for Committee review
8/26/2008	First meeting, no curriculum to review.				
9/9/2008	08/15	08/19	08/26	09/03	09/04
9/23/2008	08/29	09/02	09/09	09/17	09/18
10/14/2008	09/12	09/16	09/23	10/08	10/09
10/28/2008	10/03	10/07	10/14	10/22	10/23
11/11/2008	10/17	10/21	10/28	11/05	11/06
11/25/2008	10/31	11/04	11/11	11/19	11/20
12/9/2008	11/14	11/18	11/25	12/03	12/04
1/27/2009	01/02	01/06	01/13	01/21	01/22
2/10/2009	01/16	01/20	01/27	02/04	02/05
2/24/2009	01/30	02/03	02/10	02/18	02/19
3/10/2009	02/13	02/17	02/24	03/04	03/05
3/24/2009	02/27	03/03	03/10	03/18	03/19
4/14/2009	Meeting reserved for Program Review				
4/28/2009	04/03	04/07	04/14	04/22	04/23
5/12/2009	04/17	04/21	04/28	05/06	05/07
5/19/2009	04/24	04/28	05/05	05/13	05/14

Deadline for inclusion on the CSU GE List →

Deadline for inclusion in the fall class schedule →

Deadline for inclusion in the college catalog →

Deadline for inclusion on IGETC UC Transfer List →

Extra Special Meeting if needed to avoid meeting during Finals Week. →

CURRICULUM SHAREPOINT SITE

Cañada College
Curriculum
Committee

All Sites ▾   🔍 Advanced Search

SharePoint   **Sites**   Search   **Site Actions ▾**

View All Site Content

Documents
- Agendas
- Board Reports
- Course Outlines
- Curriculum Forms
- Curriculum Committee Handbook
- Minutes
- Miscellaneous Information
- Reports
- Stand Alone Certification Training
- Submissions for State Approval

Lists
- Announcements
- Calendar
- Membership

Useful Links:
- ASSIST
- Canada College
- Chancellor's Office: Academic Affairs
- Chancellor's Office: Applications & Forms
- Chancellor's Office: Reference Materials
- Curriculum Committee
- Inside Canada
- Instructional Divisions
- Legal Resources (Ed. Code, Title V, etc.)
- Office of Instruction
- Program Review
- SMCCD
- State Academic Senate
- State Adacemic Senate: Curriculum
- State Adacemic Senate: Minimum Qualifications
- Student Learning Outcomes

Preview Business

Preview Counseling

Preview Humanities

SharePoint > Sites > Cañada College Curriculum Committee

Upcoming Meetings (Curriculum Committee Review) ▾

Type	Name
📁	Meeting of November 25, 2008

⊡ Add new document

Miscellaneous Information ▾

Type	Name
📄	08-09 Degrees and Certificates
📄	Academic Integrity Policy Short Version
📄	Academic Integrity Policy
📄	Academic Integrity Syllabus Guidelines
📄	Academic Integrity Violation Form
📄	Codes and their meaning

(More Items...)

⊡ Add new document

Agendas ▾

Type	Name
📁	08-09
📁	07-08

(More Items...)

⊡ Add new document

Minutes ▾

Type	Name
📁	08-09
📁	07-08

(More Items...)

⊡ Add new document

Cañada College

Calendar ▾

11/25/2008 2:10 PM	Curriculum Comm. Meeting
12/9/2008 2:10 PM	Curriculum Comm. Meeting
	Deadline for Inclusion in the fall class schedule
1/27/2009 2:10 PM	Curriculum Comm. Meeting
2/10/2009 2:10 PM	Curriculum Comm. Meeting

(More Events...)

⊡ Add new event

Curriculum Forms ▾

Type	Name
📊	Course Modification - Form B
📊	Course Outline - Form A
📊	Curriculum Comments Form
📊	Distance Education - Form E
📄	Ethnic Studies
📊	New Program Approval - Form D
📊	Program Deletion - Modification - Form C

⊡ Add new document

Announcements ▾

Questions, suggestions?   10/1/2008 1:12 PM
by Pena, Jose F.
Please email Jose F. Peña at:
penaj@smccd.edu

⊡ Add new announcement

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CLICK ON LINK TO GO TO A SPECIFIC SECTION - *Use Control + Click to follow link*

GENERAL INFORMATION

Please refer to Curriculum Meeting Deadlines document for curriculum meeting dates and Timelines. **Please note that all curriculum changes are effective in the FALL semester of the upcoming academic year.**

Below are links to the most current curriculum forms for you to download (available for download through the Cañada College Curriculum Committee Sharepoint), complete and submit to your Division Dean, who will then forward to the Curriculum Committee for approval. These forms are in Microsoft Excel format. You must have Excel installed on your computer.

Each form contains instructions on how to complete it. If you have any questions, please contact your Division Dean, or a member of the Curriculum Committee.

❖ Form A: Course Outline Form – required for course modifications and new course proposals. Contains critical course information which includes the following:

- Discipline and course number
- Course title
- Semester units
- Total semester hours (Lecture, Lab, By arrangement and homework)
- Catalog Description
- Schedule Description

- Prerequisite(s)
- Corequisite(s)
- Basic Skills Advisories (English and/or Math)
- Methods of evaluation
- Representative Text Materials
- Course Objectives/Exit Standards, *and*
- Course Content

For more detailed information, please refer to the section titled "**Completing the Course Outline of Record"** found at the end of this document. *The course outline includes the following **sub forms**:*

- ▪ *Form A-as:*   **Administrative Sheets, which include:**
  - ♦ General Course Information,
  - ♦ Program Outcome,
  - ♦ Transferability,
  - ♦ Justification for Board report
  - ♦ Consultation
  - ♦ Resources
  - ♦ Classification Codes, *and*
  - ♦ Course Data Elements

- ▪ *Form A-bsl erw;* Basic Skill Advisories English-Reading-Writing.

    *Always required, unless your course is considered to be "**Open Curriculum**".*

- ▪ *Form A-bsl m:* Basic Skill Advisories Math,

    *To be completed **ONLY** if your course has a specific Math basic skills advisory (M2/M3 or M4). See catalog for more information.*

- ▪ *Form A-pccr:* Validation of Prerequisites and/or Corequisites.

    *Required if your course has a specific Prerequisite(s) **AND/OR** Corequisite(s).*

- ▪ *Form A-sp:* Signature Page

❖ Form B: Course Modification Form – *required for ALL course modifications*

❖ Form C: Program Deletion and/or Modification Form – *required for ALL program (A.A., A.S. or certificates) modifications **OR** deletions.*

❖ Form D: New Program Approval Form – *required for ALL program (A.A., A.S. and/or certificates) additions.*

❖ Form E: Distance Education Form. – *required for ALL courses which have an on-line component.*

  Includes the following sub-forms:

  - ▪ *Distance Education Supplementary Information*
  - ▪ *Distance Education Course Outline Form*

CAÑADA COLLEGE COURSE AND PROGRAM CHECKLIST

(This is a checklist only. Please check with your dean and review the full Curriculum Committee General Information document)

All new or modified courses or programs should include one or more of the following.

Course Level Changes:

1. NEW COURSE:

☐ **Form A:** Course Outline and all sub forms as applicable. If course is part of the **core or selective requirements** for a degree and/or certificate, then you will also need to submit one of the following:

☐ **Form C:** Program Deletion and/or Modification Form, **OR**

☐ **Form D:** New Program Approval Form.

☐ **Form E:** Distance Education Form *(include if course has an Online or Telecourse component)*

☐ **SLO Form:** Student Learning Outcomes Form

2. MODIFICATION OR REVISION OF CURRENT COURSE:

☐ **Form B:** Course Modification Form

☐ **Form A:** Course Outline and all sub forms as applicable. If course is part of the **core or selective requirements** for a degree and/or certificate, then you will also need to submit one of the following:

☐ **Form C:** Program Deletion and/or Modification Form, **OR**

☐ **Form D:** New Program Approval Form.

☐ **Form E:** Distance Education Form *(include if course has an Online or Telecourse component)*

☐ **SLO Form:** Student Learning Outcomes Form

NOTE: There are two types of course revision/modification (Please see the Curriculum Committee General Information document for more information)**:**

NOTE: There are two types of course revision/modification (listed below)**:**

A. Course revisions/modifications (which may include one **OR** more of the following)**:**

a. Change in Basic Skills Advisory: *(ENGLISH and/or MATH)*	m. Change in Discipline
b. Change in Corequisite(s)	n. Change in GE Status
c. Change in Prerequisite(s)	o. Change in IGETC recommendation
d. Change in Course Content	p. Change in classification codes
e. Change in Objectives	q. Change in Method of Grading
f. Change in methods of evaluation	r. Change in Method of Instruction (which includes the addition of a distance education component)
g. Change in representative text materials	
h. Change in CSU Status	s. Change in FLC's
i. Change in UC Status	t. Change in Repeatability
j. Course Number Change	u. Change in Title
k. Change in Degree applicability	v. Change in Units
l. Change in Certificate applicability	w. Change of Course Description -*Catalog*
	x. Change of Course Description -*Schedule one-liner*

B. Six year course update. Course outlines and appropriate sub forms that accompany them **AND** distance education forms are required to be updated every six years *even if they have not changed.*

3. BANKING OF COURSE:

☐ **Form B:** Course Modification Form. If course is part of the **core or selective requirements** for a degree and/or certificate, then you will also need to submit the following:

☐ **Form C:** Program Deletion and/or Modification Form

4. DELETION OF COURSE:

☐ **Form B:** Course Modification Form. If course is part of the **core or selective requirements** for a degree and/or certificate, then you will also need to submit the following:

☐ **Form C:** Program Deletion and/or Modification Form

Program Level Changes (For all A.A./A.S. and/or Certificates):

1. NEW PROGRAM:

☐ **Form D:** New Program Approval Form

2. MODIFICATION OF PROGRAM:

☐ **Form C:** Program Deletion and/or Modification Form

3. DELETION OF PROGRAM:

☐ **Form C:** Program Deletion and/or Modification Form

COMPLETING THE COURSE OUTLINE OF RECORD

1. COURSE NUMBER
For a new course, the number will be assigned by the Office of Instruction in conjunction with the Division Dean.

2. METHOD OF INSTRUCTION AND SEMESTER HOURS
For information on how to calculate semester hours, see the section titled "The Carnegie Unit: How to Calculate Student Contact Hours."

3. GRADING METHOD
Grading method must be specified. Three options are available: Letter Grade only, Credit/No Credit, or Grade Option. If the course is designated as Grade Option, this means that the instructor issues a letter grade for all students; students have the option of having the letter grade converted to Credit/No Credit if they submit a request to Admissions and Records by the appropriate deadline. It should be noted that for certain majors, degrees and certificates, and for many four-year institutions, only letter grades are acceptable.

4. CATALOG DESCRIPTION
The Catalog description should consist of brief, direct statements of course purpose and content, preferably no more than 50 words. It should be written in concise language that is intelligible to the reader and should describe the course in terms of its primary objectives. Descriptive phrases rather than sentences are acceptable; the course title should not be repeated; and the description should employ the present verb tense.

5. CLASS SCHEDULE DESCRIPTION
The Class Schedule description should be shorter than the Catalog description.

6. PREREQUISITE(S)
Course prerequisites are those courses which must be completed satisfactorily (grade of C or better) prior to enrollment in the course. Title 5 regulations require that prerequisites be justified with, at the minimum, a Content Review. The establishment of prerequisites in communication skills (English, reading, writing, mathematics) and prerequisites in a different discipline requires the highest level of scrutiny involving appropriate research. See the Curriculum Handbook for more information on prerequisites.

7. COURSE COREQUISITES.
Same as for prerequisites.

8. BASIC SKILLS ADVISORIES.
See Cañada's Catalog for a full description of our system of basic skills advisories. Through this system, those levels of Reading, Writing, and/or Math which are required for successful course completion are recommended for each course, when applicable. Advisories are not mandatory.

9. COURSE OBJECTIVES/EXIT STANDARDS

Course Objectives/Exit Standards are those behaviors which students will be able to demonstrate upon successful completion of the course. The list of objectives should contain the major objectives in terms of the observable knowledge and/or skills to be demonstrated as a result of completing the course. Instructors should complete this section in a manner that demonstrates students' use of critical thinking, (e.g., apply principles to new situations, formulate and assess problems and solutions, analyze, synthesize, evaluate, compare/contrast concepts/information learned).

10. COURSE CONTENT

Course Content should consist of a detailed topical outline that shows how the students are led to reach the course objectives and that also shows the emphasis placed on the topics.

11. METHODS OF EVALUATION

Methods of evaluation should describe the procedures used for evaluating student performance appropriate to the course. The procedures must be consistent with the objectives and content as specified in the outline. Degree credit courses must base a student's grade on demonstrated knowledge or proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, through essays employing college-level standards. An essential component of evaluation is the demonstration of students' critical thinking skills. (See the Critical Thinking Skills section of the Curriculum Handbook.)

In describing evaluation procedures, instructors should detail the kinds of assignments and tests given and examples should be cited. The examples are especially important for courses to be submitted for CSU or UC articulation. The outline of record should be clear regarding the standards students must meet and the methods used to determine if these standards have been met. Students should know what to expect, and there should be a reasonable degree of comparability of student outcomes across different sections of the same course.

Students will be graded, at minimum, in at least one of the following two categories. If category a) is not included in the evaluation, the initiator must explain why substantial writing assignments are an inappropriate basis for at least part of the grade (Title 5, 55002 (a).

     a. Substantial writing assignments, including essay exam(s), term or other paper(s), laboratory report(s), written homework, reading report(s), or other (specify).
     b. Substantial writing assignments in this course is inappropriate because:

       (1) the course is primarily computational in nature;
       (2) the course primarily involves skills demonstration or problem solving;
       (3) other rationale (explain).

12. REPRESENTATIVE TEXT MATERIALS

Include a short list of representative text materials using the MLA method of citation. For courses which are transferable, texts should be comparable to those used at the transfer institutions.

MLA Citation Method: Author (Last name, first name, middle initial), Title of text, Publisher, City/Country of publication, Date of publication.

Example: *Loudon, Marc C., Organic Chemistry, Addison-Wesley Publishing Company, Menlo Park, California, 1998.*

THE CARNEGIE UNIT: HOW TO CALCULATE STUDENT CONTACT HOURS

Students are awarded credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester. California's Title V code, section 55002, also defines student credit in this way. While the length of a semester may vary, the Carnegie definition is based upon a minimum length of 16 weeks. Thus, a unit of credit equates to three hours per week for 16 weeks or 48 hours of work. In certain circumstances, it is possible to have more hours, but not less. The Cañada College Catalog lists the total class hours required per semester.

LECTURE CLASSES

For a lecture class, one unit is considered to be one hour of lecture class time and two hours per week of homework. For the typical three-unit class, a student spends three hours per week in class and should do six hours per week of homework. The total semester hours are calculated by multiplying the weekly hours by 16.

LABORATORY CLASSES

For a laboratory class, the hours per week are considered to be all in class with no outside assignments. Thus, one unit is three hours per week of laboratory time.

BY ARRANGEMENT LAB HOURS

Where a course includes by arrangement lab hours, these generally take the place of the hours assigned to homework, since the student is required to use supervised college facilities to do assignments related to homework. An example might be a 3-unit lecture course which requires the student also to work two hours per week in the computer lab. There would be only four hours per week of additional homework required.

Examples:

Course Type	Unit Value	Lecture Hours per		Lab Hours per		By Arrangement Hours per		Homework Hours per	
		Week	Sem	Week	Sem	Week	Sem	Week	Sem

Lecture only courses; homework required.

Course Type	Unit Value	Week	Sem	Week	Sem	Week	Sem	Week	Sem
Lecture	1 unit	1	16					2	32
Lecture	2 units	2	32					4	64
Lecture	3 units	3	48					6	96

Laboratory only courses; no homework or other outside work.

Course Type	Unit Value	Week	Sem	Week	Sem	Week	Sem	Week	Sem
Lab	1 unit			3	48				
Lab	0.5 unit			1.5	24				

Courses with by arrangement lab hours; homework required to make up the difference.

Course Type	Unit Value	Week	Sem	Week	Sem	Week	Sem	Week	Sem
Lecture (with by Arr)	1 unit	1	16			2	32	0	0
Lecture (with by Arr)	1 unit	1	16			1	16	1	16
Lab (all by Arr)	1 unit					3	48		
Lecture (with by Arr)	3 units	3	48			2	32	4	64
Lecture	1.5 units	1.5	24			2	32	1	16

State of California Course Classification System

AA = Liberal Arts & Sciences, Certificate/A.A.
(Degree Applicable but NON-transferable)

AB = Liberal Arts & Sciences, Degree
(Degree Applicable and Transferable)

B = Liberal Arts, Developmental/Compensatory
(NON Degree Applicable)

IA = Occupational Education, Technical A.A./Certificate
(Degree Applicable but NON-transferable)

IT = Occupational Education, Technical
(Degree Applicable and Transferable)

State of California Classification Transfer Code

NT/NDG = Non-Transfer, Non-Degree Credit
NT/DEG = Non-Transfer, Degree Credit
CSU = CSU Transferable
UC = UC & CSU Transferable

SAM Code

A = Apprenticeship
B = Advanced Occupational
C = Clearly Occupational
D = Possibly Occupational
E = Non-Occupational

Work Based Learning Activities

W = Section includes Work-Based-Learning -Activities
N = Section does not include Work-Based-Learning -Activities
X = Unknown

For the purposes of the MIS data element, the Chancellor's Office Work-based learning Advisory Committee proposes a definition for the data element with these characteristics:

Course-linked learning experiences that are outside of the classroom and include an employer or community connections.

Work-based learning could include any of the following activities:

- pre-apprenticeships,
- job shadowing,
- mentorship,
- internship,
- clinical experience,
- work-study programs,
- informational interviews,
- attendance at trade shows,
- field experience or
- community service learning.

Other locally defined activities would be permitted. However, activities that are fundamentally within the classroom would not be included. **These excluded activities might involve project based learning, school-based enterprises, virtual enterprises, or classroom speakers.**

CAÑADA COLLEGE
COURSE MODIFICATION FORM   *Form-B*

Curriculum Committee meeting date: [_____]

CURRENT CATALOG INFORMATION:

[_____]   [_____]   [_____]
Present Course Prefix   Number   Title

[_____]   [_____]   [_____]   [_____]
Units   Semester Lecture Hrs.   Semester Lab Hrs.   Semester By Arrangement Hrs.

Division: [_____]   Effective Semester: **Fall 2008**

(For course modifications, a revised course outline (Form A) **MUST** be attached.)   If you check-off any of the boxes **highlighted in yellow**, you **MUST** complete the **CURRENT and NEW** boxes below.

This form should be used for an approved course for purposes of:

☐ Banking of Course
☐ Deletion of Course
☐ Change in Basic Skills Advisory:
    ENGL, READ, WRIT ☐   **MATH** ☐
    (Attach a basic skills content review form.)
☐ Change in Corequisite(s) (Attach a
    Pre- or Corequisite Content Review Form.)
☐ Change in Course Content
☐ Change in **CSU GE** Status
☐ Change in Discipline
☐ Change in **AA/AS GE** Status
☐ Change in Method of Grading

☐ Change in Method of Instruction
☐ Change in Objectives
☐ Change in Prerequisite(s) **(Attach a**
    Pre- or Corequisite Content Review Form.)
☐ Change in Repeatability
☐ Change in Title
☐ Change in **IGETC** Status
☐ Change in Units
☐ Change of Course Description -**Catalog**
☐ Change of Course Description -**Schedule one-liner**
☐ Course Number Change
☐ Other (Specify below)

[_____]

Will course modification change faculty load credit?

☐ Yes   ☐ No   If yes, indicate revised load. FLC = [_____] Lecture [_____] Lab

DESCRIPTION OF CHANGE:

	CURRENT:	**NEW:**
1.		
2.		
3.		
4.		
5.		
6.		
7.		

REASON FOR MODIFICATION:

[_____]

Proposer: [_____] **Date:** [_____]

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z AA ABAC AD AE AFAGAH AI AJAKAMAN AP AT A

CAÑADA COLLEGE

COURSE OUTLINE FORM

A "GUIDE"

José F. Peña:
Do NOT DELETE any rows, columns and/or cells!!!
This is **NOT** the printable version of your document. Once you have finished entering all your data, you may print the worksheets found at the bottom of the screen **to the right** of the **START HERE** sheet (Make sure to hide all unused rows before printing them). See your Division Dean if you have any questions.

To hide this box, select view (or review) and then hide comments.

QUICK LINKS (click on **hyperlink** (in blue) to go to that section):

Course Outline

1. Course Descriptions
2 Course Objectives/Exit Standards
3 Course Content
4 Methods of Evaluation
5 Representative Text Materials
6 Representative Assignments

Basic Skills Form: Content Review Form(s)

1. English
2 Math

Validation of Course Prerequisites and/or Corequisites and Content Review

1. Requirements and Justification
2 Content Review

Administrative Sheets

1. General Course Information
2 Program Outcome
3 Transferability
4 Justification for Board Report
5 Consultation
6 Resources
7 Classification Codes

This interactive guide provides basic information on how to prepare a course outline. Examples are provided for you and are outlined in RED. If you have any technical questions please contact your Dean. Follow the steps as indicated below.

Fill in all boxes outlined in RED as applicable.

Begin by indicating whether this is a course **modification** **or a new** course proposal. Then tab to the next box and enter the Curriculum Committee meeting date in which you plan to present this course. Some fields have notes that appear as you navigate through the form which provide information designed to help you enter the appropriate

☐ Course Modification   ☒ New Course Proposal

Curriculum Committee meeting date: Tuesday, November 11, 2008

1. **Discipline   Course No.   Course Title   Semester Units**
   ENGR   111   Surveying   4.0

2. **Enter the total SEMESTER hours** (based on a 16 week semester) **for the types of instruction**

START HERE | Course Outline Form | Administrative Sheets | BSL-ENGL - READ - WRIT | BSL-MAT

Select destination and press ENTER or choose Paste

CAÑADA COLLEGE
COURSE OUTLINE

Form-A

Date:
October 10, 2008

Prepared by:
Amelito Enriquez

| ENGR | 111 | Surveying | | 4.0 |

1. Discipline and Course No.   **Course Title**   **Semester Units**

| **48** | **48** | **16** | **80** |
| Lecture | Lab | By Arrangement | Homework |

2. Total Semester Hours:

3. Grading Method: **X** Letter Grade Only   ___ Credit/No Credit   ___ Grade Option   ___ Non Credit

4. Catalog Description:

Theory and applications of plane surveying: office computations and design, operation of surveying field equipment, and production of engineering plans/maps. Topics include distances, angles, and directions; differential leveling; traversing; boundary and topographic surveys; volume/earthwork; horizontal and vertical curves; land description techniques; construction applications; and GPS. Field work using tapes, levels, transits, theodolites, total stations, and GPS.

5. Class Schedule Description:

Theory and applications of plane surveying. Topics include distances, angles, and directions; differential leveling; traversing; boundary and topographic surveys; volume/earthwork; horizontal and vertical curves; land description techniques; construction applications; production of engineering plans; and GPS. Field work using tapes, levels, transits, theodolites, total stations, and GPS.

6. Prerequisite(s):

MATH 130.

7. Corequisite(s):

None.

8. Basic Skills Advisories:

RECOMMENDED: Eligibility for READ 420 and ENGL 100.

Note: If course has a proposed pre- or co-requisite and/or a basic skill advisory, a Prerequisite Content Review Form and/or Basic Skills Advisory Form is required.

9. Methods of Evaluation

Describe required student assignments (both in-class and out-of-class), homework, reports, projects, exams, quizzes, etc., used to evaluate students' achievement of course objectives. Show how evidence of students' ability to apply critical thinking is evaluated. For degree credit courses, writing assignments are required.

1. In-Class Assignments: Surveying computations and design in content topic areas; Field surveying using equipment listed in content topics section.

2. Out-of-Class Assignments: a) Homework problem assignments from text or handout material. b) Additional practice with instruments, if necessary. c) Computer-aided drafting assignments for producing maps/plans. d) Computer assignments for surveying computations.

3. Quizzes

CAÑADA COLLEGE
COMMENTS FORM

Chemical Laboratory Technology AS Degree COMMENTS

| Division: | Science | Curriculum Meeting Date: | 11/11/08 | Effective Term: | Fall 2009 |

Please refer to "Curriculum Proposal Submission Deadlines 2008-2009" for important curriculum deadlines.

1. **Upload** proposed curriculum modification, master outline forms and other necessary documents (such as SLO's) into your division's "Preview" folder in the Curriculum SharePoint site. (**Sample file name**: Subject, Course Number, Type: COMP 190 Modification or Outline).
2. **Send** an e-mail to reviewers advising them that you have placed files in the PREVIEW FOLDER.
3. **Review** process takes place and "comments template" is completed by **ALL** reviewers.
4. **Division** Dean/Faculty Proposer addresses all comments made in comments box and responds to (in Dean's/Faculty's Response to Comments section), and modifies/updates documents as suggested or acknowledges not agreed upon.
5. **Once proposed changes have been made or addressed by Division Dean/Faculty**, the Office of Instruction will move the item into the curriculum meeting folder (**by noon, on Thursday prior to the actual meeting**) for review by the committee members.

Reviewer: (Required Input)	Approved as is	Approved pending Changes See comments	NOT Approved See comments	REVIEW COMMENTS	Dean's/Faculty Response to Comments (Required Input)
PEÑA		xxx		1. Why are you making students take 12 units of PHYS 250, 260 and 270? You are only requiring 8 units of selectives and there is one unit of electives possible. Couldn't students get the knowledge they need by completing 250 and 260? This will leave them with having to take just one more unit as part of electives....	1. Removed PHYS 270
				2. ENGR 101 is not at the same level as 100 (not transferable). Is this ok?	2. Removed ENGR 101
				3. Please use the course titles from the catalog (I corrected titles for ENGR 215 and 270)	3. Thanks
				4. In the description of Career Opportunities, you mention the certificate but not the AS.......	4. Actually both are mentioned, but in separate sentences.
				5. Run a spellcheck on document	5. Done
				6. Any immediate plans to send this Degree/Certificate to the state for approval?	6. Yes please - as soon as the curriculum committee has approved.
				7. I reordered the selectives so it makes more sense how they are displayed...	7. Thanks

TRACKING OF CHANGES (CATALOG AND SCHEDULE)

Meeting of:	11/27/07

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(MATH 130 Modification column at left; HIST 104 (New Course) column at right)

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</table>

(HIST 106 (New Course) column at left; HIST 243 (New Course) column at right)

CATALOG DESCRIPTIONS

ACCOUNTING

ACTG 100 ACCOUNTING PROCEDURES
Units (Grade Option) 3; Class Hours: Minimum of 48 lecture hours/semester; Recommended: Eligibility for READ 836, ENGL 836 or ESL 400, and MATH 110 or 111; Prerequisite(s): None. **Description:** Introduction to basic accounting principles and procedures. The accounting equation is utilized to record business transactions in journal form to create worksheets, trial balances, income statements, and balance sheets. Successful completion of BUS. 110 or 115 is recommended. Transfer: CSU.

ACTG 121 FINANCIAL ACCOUNTING (CAN BUS 2) (CAN BUS SEQ A = ACTG 121 + 131)
Units 4; Class Hours: Minimum of 64 lecture hours/semester; Recommended: Eligibility for READ 836, ENGL 836 or ESL 400, and MATH 110 or 111; Prerequisite(s): None. **Description:** Introduction to the fundamentals of basic accounting including how to record business transactions, prepare financial statements, and use accounting information in accordance with generally accepted accounting principles. The course includes both theoretical and practical problem-solving learning experiences to help the student develop analytical abilities in using financial data. Recommended for all business major transfer students. Transfer: CSU, UC.

<p><b>ACTG 131 MANAGERIAL ACCOUNTING (CAN BUS 4) (CAN BUS SEQ A = ACTG 121 + 131)
Units 4; Class Hours: Minimum of 64 lecture hours/semester; Recommended: Eligibility for READ 836, and ENGL 836 or ESL 400; Prerequisite(s): ACTG 121. **Description:** Prepare financial information used in the planning, organizing, directing, controlling, and decision-making process. The course includes managerial accounting concepts, systems for manufacturing business, cost behavior and cost estimating, budgeting, break-even analysis, financial statement analysis, and discussion of ethical issues related to Business. Recommended for all business major transfer students. Transfer: CSU, UC.

SCHEDULE DESCRIPTIONS

ACCOUNTING

ACTG 100 ACCOUNTING PROCEDURES
Introduction to basic accounting principles and procedures. The accounting equation is utilized to record business transactions in journal form to create worksheets, trial balances, income statements, and balance sheets. Successful completion of BUS. 110 or 115 is recommended. RECOMMENDED: Eligibility for READ 836, ENGL 836 or ESL 400, and MATH 110 or 111. Transfer: CSU.

ACTG 121 FINANCIAL ACCOUNTING
Introduction to the fundamentals of basic accounting including how to record business transactions, prepare financial statements, and use accounting information in accordance with generally accepted accounting principles.
RECOMMENDED: Eligibility for READ 836, ENGL 836 or ESL 400, and MATH 110 or 111. (CAN BUS 2) (CAN BUS SEQ A = ACTG 121 + 131) Transfer: CSU, UC.

ACTG 131 MANAGERIAL ACCOUNTING
Prepare financial information used in the planning, organizing, directing, controlling, and decision-making process. The course includes managerial accounting concepts, systems for manufacturing business, cost behavior and cost estimating, budgeting, break-even analysis, financial statement analysis, and discussion of ethical issues related to Business. Recommended for all business major transfer students. RECOMMENDED: Eligibility for READ 836, and ENGL 836 or ESL 400. PREREQ: ACTG 121. (CAN BUS 4) (CAN BUS SEQ A = ACTG 121 + 131) Transfer: CSU, UC.

BANNER CATALOG DESCRIPTION (WEB ENTRY)

Course Detail Information SCADETL 7.3F (PROD)

Subject: ACTG ▼ Accounting   Course: 100 ▼

Course Title: Accounting Procedures

Course Description SCADETL 7.3F (PROD)

Web Description

From Term: 200808   Maintenance 👤   To Term: 999999

Campus: 3   Canada College

<p>ACTG 100 ACCOUNTING PROCEDURES</p>Units (Grade Option) 3; Class Hours: Minimum of 48 lecture hours/semester; Recommended: Eligibility for READ 836, ENGL 836 or ESL 400, and MATH 110 or 111; Prerequisite(s): None. <p>Description: Introduction to basic accounting principles and procedures. The accounting equation is utilized to record business transactions in journal form to create worksheets, trial balances, income statements, and balance sheets. Successful completion of BUS. 110 or 115 is recommended. Transfer: CSU.</p>

BANNER SCHEDULE DESCRIPTION (PRINTABLE SCHEDULE ENTRY)

Course Detail Information SCADETL 7.3F (PROD)

Subject: ACTG ▼ Accounting   Course: 100 ▼

Course Title: Accounting Procedures

Schedule Description

Schedule Description

From Term: 200808   Maintenance 👤   To Term: 999999

◉ Canada College   ○ Skyline College   ○ College of San Mateo

Schedule Title: ACCOUNTING PROCEDURES

Description: Introduction to basic accounting principles and procedures. The accounting equation is utilized to record business transactions in journal form to create worksheets, trial balances, income statements, and balance sheets. Successful completion of BUS. 110 or 115 is recommended. RECOMMENDED: Eligibility for READ 836, ENGL 836 or ESL 400, and MATH 110 or 111. Transfer: CSU.

Course Detail Information SCADETL 7.3F (PROD)

Subject: RADT ▼ Radiologic Technology   Course: 418 ▼

Course Title: Clinical Education I

Subject Text

Subject Text

From Term: 200708   Maintenance 🔲   To Term: 999999

◉ Canada College   ○ Skyline College   ○ College of San Mateo

Description: RADIOLOGIC TECHNOLOGY

Short Text: Radiologic Technology courses are only open to those students who:

Details:
-Have been accepted in the Associate Degree Radiologic Technology program, or
-Have graduated from the Radiologic Technology program, or
-Have been accepted and are actively enrolled in a Radiologic Technology
Program at another institution, or
-Possess certification as a Radiologic Technologist

If you have been blocked from enrolling in a RADT course, and you believe you
have met one of the enrollment conditions listed above, please call Rafael Rivera,
Program Coordinator at 650.306.3283

BANNER PRINTABLE SCHEDULE REPORT

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SQRSCHD        Section Schedule for Spring 2009        20-Nov-2008 09:15:10 AM


                              Cañada College
ACCOUNTING

ACTG 100 ACCOUNTING PROCEDURES
Introduction to basic accounting principles and procedures.  The accounting equation is
utilized to record business transactions in journal form to create worksheets, trial
balances, income statements, and balance sheets.  Successful completion of BUS. 110 or
115 is recommended. RECOMMENDED: Eligibility for READ 836, ENGL 836 or ESL 400, and MATH
110 or 111. Transfer: CSU.

41140   ACTG 100 AA     TTh     11:10-12:25     20-100  Cabrera 3.0

ACTG 192 QUICKBOOKS AND QUICKBOOKS PRO FOR THE PARAPROFESSIONAL II
Intermediate accounting procedures covering accounts receivable and payable, payroll, and
inventory control for the paraprofessionals using QuickBooks and QuickBooks Pro on the
computer. Two by arrangement hours of lab per week are required. RECOMMENDED: Eligibility
for READ 836, and ENGL 836 or ESL 400. PREREQ: ACTG 190. Transfer: CSU.
ACTG 192 has a non-refundable materials charge of $4.

Evening
39719   ACTG 192 LA     Wed     6:30-9:35      13-213  Gawad  1.5     3/25-5/20
Materials Fees: MAC3 $4.0 Flat Fee
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Cañada College
Curriculum Proposal Submission Deadlines
2009-2010

Curriculum Committee Meeting Dates	Deadline #1 Faculty Submit forms to Dean	Deadline #2 Dean submits forms to shared folder for review	Deadline #3 Comments form completed by Reviewers	Deadline #4 Faculty & Deans respond to Reviewer's comments	Deadline #5 Courses posted in shared folder for Committee review
8/25/2009	First meeting, no curriculum to review.				
9/8/2009	08/14	08/18	08/25	09/02	09/03
9/22/2009	08/28	09/01	09/08	09/16	09/17
10/13/2009	09/11	09/15	09/22	10/07	10/08
10/27/2009	10/02	10/06	10/13	10/21	10/22
11/10/2009	10/16	10/20	10/27	11/04	11/05
11/24/2009	10/30	11/03	11/10	11/18	11/19
12/8/2009	11/13	11/17	11/24	12/02	12/03
1/26/2010	01/01	01/05	01/12	01/20	01/21
2/9/2010	01/15	01/19	01/26	02/03	02/04
2/23/2010	01/29	02/02	02/09	02/17	02/18
3/9/2010	02/12	02/16	02/23	03/03	03/04
3/23/2010	02/26	03/02	03/09	03/17	03/18
4/13/2009	Curriculum Special Topics Meeting				
4/27/2010	04/01	04/06	04/13	04/21	04/22
5/11/2010	04/16	04/20	04/27	05/05	05/06
5/18/2010	04/23	04/27	05/04	05/12	05/13

Deadline for inclusion on the CSU GE List → (9/22/2009)

Deadline for inclusion in the fall class schedule → (12/8/2009)

Deadline for inclusion in the college catalog → (3/9/2010)

Deadline for inclusion on IGETC UC Transfer List → (4/27/2010)

Extra Special Meeting if needed to avoid meeting during Finals Week. → (5/18/2010)

SLOAC Definitions

The following are definitions as agreed upon by the SLOAC officers from the three campuses in the SMCCCD.

Glossary

What are Student Learning Outcomes?

Student Learning Outcomes are explicit statements describing knowledge, skills, abilities, and attitudes that a student will be able to demonstrate at the end (or as a result) of his or her engagement in a particular lesson, course, program, or collegiate experience.

Student Learning Outcomes address the learning from the student's point of view: "At the end of this course, the student will be able to ..."

What are Goals?

Goals are broad statements about educational purpose for a specific lesson, course, program or institution. For example, at the institutional level, it can be the mission statement. At the course level, the goal can answer the question, "Why to I have to take this class?"

What are Objectives?

Objectives represent valuable skills, tools, or content the enable a student to engage a particular subject. The focus is on content and skill important within the classroom or program; what the staff and faculty will do.

Objectives can often be numerous, specific, and detailed. Assessing and reporting on each objective for each student may be impossible.

What are Assessments?

Assessments are methods that an institution employs to gather evidence and evaluate quality.
-- ACCJC Standards Glossary

Assessment is the systematic collection of information about student learning and the use of that information to improve the learning and teaching process in the classroom, department and general education programs.
-- Janice Denton (Effective Grading by Walvoord & Anderson)

Other Assessment Terms:

Direct vs. Indirect Assessment:
Direct Assessment collects student products and information on their behaviors.
Indirect Assessment collects opinions and surveys.
Direct assessment is a must for examining student learning outcomes. Indirect assessment may produce inaccurate results, but can be used as a supplement.

Quantitative vs. Qualitative Assessment:
Quantitative deals with numbers.
Qualitative deals with verbal summaries of what was found.
Both types of assessments are highly effective and can be used to compliment each other.

Formative vs. Summative Assessment:
Formative Assessment can be used for improving learning.
Summative Assessment is an end-result performance (no chance for improvement).
Formative Assessment can (should) be used in the classroom environment where an instructor can check on student progress, while summative assessments evaluate final products such as exams, final exams, term papers, comprehensive exams, portfolios, etc…

Embedded Assessment:
These are types of assessments that make use of what the students are already doing. Usually, this can be thought of as fine-tuning assessments already done in classrooms to make sure they assess student outcomes.

Developmental Assessment:
This type of assessment usually tracks students over a period of time. It is mostly applied in 4-year universities, but would be very useful for tracking ESL students in the community college setting.

Authentic Assessment:
Also known as Performance-Based Assessment, these would be items or tasks that require students to apply knowledge in real-world situations.

Section X

Emergency Procedures

EMERGENCY PROCEDURES

During an emergency or disaster, the Administrator-in-Charge is the chief emergency coordinator. The President, Vice-President and Division Deans are the chief emergency coordinators for the day program. The evening administrator is the chief emergency coordinator during the evening hours. The designated emergency coordinators receive and act upon reports of all emergencies, coordinate all emergency plans and delegate specific responsibilities and ensure compliance with the San Mateo County Community College District Disaster Plan. Any potentially dangerous emergency situations should be referred to the President, Vice-President or the Administrator-in-charge.

Fire and Emergency Procedures:
The Cañada campus is divided into eight zones for fire or emergency alarm purposes. Pull-boxes, automatic heat or smoke-sensing devices, and pressure gauges in the automatic sprinkling system trigger the alarm system and alert the Woodside Fire Department.

When an alarm is sounded, the bell in the building affected and the eight campus-wide outdoor bells will ring. Fire equipment responding to an alarm are directed to the source of alarm by a call director located at the campus entrance. The paved driveway to the west of Buildings 13 and 16, and the one extending along the east side of Building 18, have been designated as fire access lanes and must be kept clear.

In Case Of Fire Or Other Emergency, It Is The Responsibility Of All Staff To:

- **Use Fire Extinguishers, if appropriate**

- **Sound the Alarm**

  In sounding the alarm:

  - Activate the nearest fire alarm system pull box.

  - If time and circumstances permit, follow this action with a phone call to the switchboard operator providing the operator with the exact location and nature of the fire.

  - Intercept fire personnel and advise them of the exact location of the fire.

  - **Dial 9, wait for a dial tone, then dial 911** and relay in information directly. (During the evening hours, also contact the **Evening Administrator** who can be reached at ext. 3399.

  - **Supervise the Evacuation of the Area Endangered**

WHEN THE FIRE ALARM SOUNDS - THE BUILDING SHALL BE EVACUATED AT ONCE.

- Faculty are responsible for the instruction of students in procedures to be followed in the event of an alarm. Students should be directed to proceed out of the building by means of the nearest unblocked exit to areas twenty-five or more feet from a building.

- Alternate routes should be pointed out to them. In areas where large numbers of students are assembled, at least two such routes must be provided.

- All staff should be familiar with the location of fire extinguishers in areas which they frequent. In general, fire extinguishers contain ABC, and there are some carbon dioxide extinguishers in laboratories and other special areas.

- There will not be occasional fire drills. All fire alarms are to be considered as real alarms. Do not return to class until an administrator has determined there has been a false alarm. Also, do not try to locate the fire.

- To prevent additional confusion and congestion, automobiles parked on the campus must not be moved during a fire or other emergency until police are present to direct the orderly flow of traffic.

- Notify the Administrator-in-Charge and specify location and nature of fire.

- Once you are outside, **DO NOT RE-ENTER BUILDING** until instructed to do so by the Administrator-in-Charge.

Electrical Failure

There are three emergency lighting systems: Main Theater, Gymnasium, and Cafeteria Dining Hall. If electrical power stops, the emergency system will automatically turn on these lights and the stairway lights in Buildings 3, 13, 17 and 18. With the exception of the pay telephones and bypass telephones in some offices, all other heating, lighting, telephone, elevators, and ventilating systems will stop operating. DO NO attempt to shut off circuit breakers or adjust loads. When the power comes back on, these systems will automatically start. There are flashlights in the Division Offices for emergency use.

During the evening hours evacuation procedures and the closing of the Bookstore, registration and other services may become necessary if a power failure occurs. The Administrator-in-Charge will coordinate the Evacuation Plan and escort faculty and students outside the building if electrical power is not restored within 20 minutes. Faculty are to remain in their classes and have students evacuate in an orderly manner when instructed by the Administrator-in-Charge.

Earthquake

In the event of an earthquake, the major problem will be from falling objects, loose electrical wires, broken hot water lines, fires and explosions. Students should be instructed to protect themselves from falling objects and as soon as possible leave the building. There are emergency first aid supplies located in janitor closets, division offices, the Health Center, gymnasium, and science classrooms.

The telephone system will not operate when the electrical power has failed. Communication with the Sheriff's Department will be maintained by a Sheriff's radio located in the Campus Police/Security Office in Building 13, room 028. Requests for doctors or ambulance service have to be transmitted through this radio service.

After a severe earthquake, a Command Post will be set up in Building 8 by the Administrator-in-Charge. Any emergencies should be directed to the Command Post.

Procedures to follow:

- Remain **CALM.** Do not panic, and do not attempt to go outside. Protect yourself.

- If <u>indoors</u>, stay there. Instruct students to **take cover** under a sturdy desk or table, or stand in doorway preventing door slamming with your foot. Stay away from glass, shelves and heavy equipment. Be aware of falling objects.

- If <u>outdoors</u>, **move to an open area** away from structures, power poles, lamp posts, or retaining walls that could fall during the quake, and avoid fallen electrical lines.

- After the initial shock, carefully inspect your area for damage and potentially dangerous situations and plan for AFTERSHOCKS. Notify campus Security of serious hazards. Notify Health Center of serious injuries.

- Limit telephone use. Leave telephone lines clear for emergency communications only.

Evacuation procedures:

- Pick up personal belongings and proceed along primary evacuation routes, using stairway exits. Do not use elevators. Reassemble at least 100 feet from buildings.

- For student in wheel chairs, *leave wheelchairs behind*; seek assistance to carry disabled persons.

- Walk, DO NOT RUN, and keep noise to a minimum. DO NOT push or crowd.

- When reassembled, take roll.

- Emergency evacuation teams should search buildings to be sure all rooms are empty.

- Wait for further instructions; do not re-enter buildings until instructed to do so by a College official.

FIRE

- Know the location of fire extinguishers, fire exits and alarm systems in your area and know how to use them.

- When you discover a fire, **close the door to the room** where the fire is located and immediately **sound the fire alarm.**

- Call the Campus Switchboard (x3000), who will notify Security and administration.

- If the fire is small, you may fight it with a fire extinguisher. Be sure you are using the correct extinguisher. If you are not sure, read the directions on the extinguisher. Direct the charge of a fire extinguisher toward the base of the flame.

- If the fire is large, very smoky, rapid-spreading, or uncontrollable, evacuate the building immediately, closing all doors to confine the fire and oxygen. **Do not lock doors!**

- Inform others who may not have heard or responded to alarm. If the alarm stops, continue to evacuate.

EMERGENCY CONTACT INFORMATION

College Security	(650) 306-3420 or cell	(650) 642-7001
College Nurse	(650) 306-3309 or cell	(650) 642-7002
Evening Administrator	(650) 306-3191 or cell	(650) 642-7743
Police/Fire	Dial 911	

Note: When using a campus phone dial 9 to access an outside line.