Special thanks to Dr. Dennis Gervin, past Dean of Instruction, and Becki Scharffer, Assistant to the Vice President of Instruction, for their original Adjunct Faculty Handbook used as a starting point for this project.

**Faculty Handbook Committee:**

- **Geoffrey Hutcheson**,  
  Political Science

- **Joseph Monast**,  
  Philosophy

- **Brenda Robert**,  
  Dean, Literature & Language Arts

- **Margo Sasse**,  
  Literature & Language Arts

- **Brian Sinclair**,  
  Computer Graphics

- **Sandra Woodside**,  
  Sociology

Recommendations for revisions, corrections, or information to be included in future editions of the Handbook should be addressed to Sandra Woodside at woodsides@mjc.edu.

©2005
# Table of Contents

Nondiscrimination Notice ................................................................. 6
Modesto Junior College Mission .......................................................... 7
Statement of Professional Ethics ......................................................... 8
Academic Freedom ............................................................................. 10
Modesto Junior College Organizational Chart ....................................... 11
Yosemite Community College District Organizational Chart .................. 12
Central Services Administrative Organizational Chart ......................... 13
Directory ......................................................................................... 14
  - Governing Board Members .......................................................... 14
  - District Administrators .................................................................. 14
  - MJC Administrators ...................................................................... 14
Instructional Information ..................................................................... 17
  - Academic Integrity ...................................................................... 18
  - Bookstore .................................................................................. 19
  - Children in the Classroom ............................................................ 19
  - Classroom Record Keeping ............................................................ 19
  - Course Outlines ........................................................................ 23
  - Disruptive Students .................................................................... 23
  - Distance Learning ...................................................................... 24
  - Duplicating Services .................................................................... 25
  - Electronic Gradebooks ................................................................. 26
  - Emergency Procedures ................................................................ 26
  - Faculty Web Pages ...................................................................... 28
  - Field Trips .................................................................................. 28
  - Grading System .......................................................................... 29
  - Guest Speakers .......................................................................... 30
  - Independent Study ...................................................................... 30
  - Instructional Resource Center (IRC) ............................................. 30
  - Learning Communities .................................................................. 31
  - Library ....................................................................................... 31
  - Maintaining Class Hours .............................................................. 32
  - Media Services ........................................................................... 33
  - Professional and Courteous Room Utilization .............................. 33
  - Recording Devices in the Classroom .......................................... 33
  - Room Assignments ..................................................................... 34
  - STAR Lab .................................................................................... 34
  - Student Probation and Dismissal .................................................. 34
  - Substitutes ................................................................................... 35
  - Syllabi ......................................................................................... 35
  - Textbooks ................................................................................... 37
  - Writing Center ............................................................................ 40
Professional Information ....................................................................... 42
  - Academic Senate ......................................................................... 44
  - Admissions and Records .............................................................. 44
  - Banking ....................................................................................... 45
  - CalWORKS/Federal Work Study Student Assistants .................... 45
PERSONAL INFORMATION .......................................................... 56
  CREDIT UNION ............................................................................ 56
  CREDIT UNION ............................................................................ 58
  DRIVING ON DISTRICT BUSINESS ................................................ 58
  EMAIL ACCOUNTS ...................................................................... 58
  HEALTH AND SAFETY ................................................................. 61
  KEYS ....................................................................................... 62
  PAYROLL .................................................................................. 62
  MAIL .......................................................................................... 64
  OFFICE SUPPLIES ................................................................. 64
  PARKING PERMITS .................................................................... 64
  REMOTE ACCESS SYSTEM ....................................................... 65
  SECURITY ESCORT SERVICES ................................................ 65
  SICK LEAVE ............................................................................. 66
  SMOKING ............................................................................... 66
  STAFF BULLETIN ..................................................................... 66
  VOICE MAIL ............................................................................ 66
  WORD PROCESSING ................................................................ 67
  YFA DUES ............................................................................. 67

APPENDIX A: FORMS ................................................................... 69
  ACADEMIC, CONTRACTUAL AND WORKING CONDITIONS
  PROFESSIONAL PROBLEM REPORTING FORM ................ 70
  ACADEMIC TRANSFER REQUEST ........................................ 70
  ACADEMIC TRANSFER REQUEST ........................................ 71
  AUTHORIZATION TO USE PRIVately OWNED VEHICLES ON
  DISTRICT BUSINESS .......................................................... 72
  DISRUPTIVE STUDENT REPORT FORM ................................ 73
  EMPLOYEE PULL NOTICE PROGRAM .................................. 74
  FEDERAL WORK-STUDY REQUEST FORM
  FEDERAL WORK-STUDY REQUEST FORM ....................... 74
  FEDERAL WORK-STUDY REQUEST FORM ....................... 75
  MJC DUPLICATING DEPARTMENT REQUEST FORM ........ 76
  YCCD REQUEST FOR PROFESSIONAL IMPROVEMENT
  ACTIVITY APPROVAL ..................................................... 77

APPENDIX B: FULL TEXT DOCUMENTS .................................... 78
  ACADEMIC INTEGRITY AND PLAGIARISM ............................ 79
  A STATEMENT ON ACADEMIC INTEGRITY FOR POSSIBLE USE IN
  FACULTY SYLLABI .......................................................... 79
  ATTENDANCE AND GRADING ............................................. 81
NONDISCRIMINATION NOTICE

Modesto Junior College affirms its commitment to equality of opportunity for all individuals. This commitment requires that no discrimination shall occur regarding admission to, access to, treatment of, employment in any program or activity in the College on the basis of ethnic group identification, religion, age, sex, sexual orientation, color, or physical or mental disability. This policy is in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination in Employment Act of 1975, and The Americans with Disabilities Act of 1990. The lack of English language skills will not be a barrier to enrollment in vocational programs. Students who believe they have been discriminated against in any of the aforementioned categories should contact the Vice President of Student Services, Morris Memorial Administration Building, Room 212, (209) 575-6060.

Faculty who believe they have been discriminated against should contact the Director of Human Resources, District Offices, 435 Blue Gum Ave, Modesto, (209) 575-6900, and their Yosemite Faculty Association Grievance Officer, YFA Office Library Annex, (209) 575-6699.

Inquiries regarding Federal laws and regulations concerning non-discrimination in education or the District’s compliance with those provisions may also be directed to:

Office of Civil Rights
Old Federal Building
50 United Nations Plaza, Room 239
San Francisco CA 94102
MODESTO JUNIOR COLLEGE MISSION

Modesto Junior College has a mission of student centered learning and success. MJC is committed to serving its diverse and multi-cultural community through the provision of high quality general, vocational and transfer educational programs and through the offering of activities designed to improve the quality of life for citizens of the Yosemite Community College District.

MJC offers comprehensive educational and support programs enabling students to achieve personal as well as academic potential. Particular attention is given to groups and individuals with special needs.

Modesto Junior College staff members are committed to meeting student needs by:

- Recognizing our students as individuals requiring responsive, diverse and flexible educational, career preparation, personal development and life-long learning opportunities
- Providing Excellence in instruction and support services
- Creating an intellectually and culturally stimulating atmosphere for students, staff and community
- Advancing the College’s role in the economic development and quality of life in our community
- Continuing personal and professional development for all employees
STATEMENT OF PROFESSIONAL ETHICS

1. Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end, they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, (they) must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect the academic freedom of students.

3. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinion of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.

4. As members of their institutions, faculty members seek above all to be effective teachers and scholars. Although they observe the stated regulations of their institutions, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of their decisions upon the program of the institution and give due notice of their intentions.

5. As members of their community, faculty members have the rights and obligations of all citizens. They measure the urgency of these obligations in the light of their responsibilities to their subject areas, to their students, to their profession, and to their institutions. When they speak or act as private persons, they avoid creating the impression that they speak or act for their colleges or universities. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.
(Modified from Statement on Professional Ethics adopted by the American Association of University Professors and contained in the Yosemite Faculty Association’s Contract, Appendix D-2, p49.)
ACADEMIC FREEDOM

Academic freedom is a bedrock principle in institutions of higher learning. Without critical thought and discourse of controversial topics, one cannot hope to advance knowledge. To this end, the Yosemite Community College District, the Yosemite Faculty Association, and the Modesto Academic Senate define and defend the rights of faculty in pursuing and sharing information of a controversial nature. A basic requirement of this pursuit is that every attempt be made to present the information in a balanced, non-biased way. The purpose of academic freedom is to lead students to critically examine, ponder, and draw conclusions for themselves. As YCCD notes in its Board Policy, students also have academic freedom and have the right to hold opinions and ideas contrary to those of their professors without fear of reprisal. The organizing principle for this dialogue of differing views is civil discourse.

**Board Policy 6030 – Academic Freedom (Faculty)**
Recognizing that academic freedom is essential to the pursuit of truth in a democratic society, the district adheres to the following principles:
Faculty shall be free:

A. To examine unpopular or controversial ideas to achieve course learning objectives, in discussion with students, and in academic research or publication.
B. To recommend the selection of instructional materials.
C. To make available library books and materials presenting all points of view.

While faculty have the right to present ideas and conclusions, which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views.

When district employees speak or write as citizens, care should be taken to avoid the representation of any personal view as that of the district or its colleges.

*Reference: Title 5, Section 51023; Accreditation Standard 2.2
Adopted June 28, 2004*

**YFA Article 25: Academic Freedom**

The faculty shall have academic freedom in the teaching-student environment to teach, research, and pursue knowledge which shall guarantee freedom of learning to the students.

*Agreement-YFA/Yosemite Community College District, July 1, 2001-June 30-2004*
DIRECTORY

GOVERNING BOARD MEMBERS

Pat Dean    Anne DeMartini    Linda Flores
Tom Hallinan Paul Neumann    Delsie Schrimp
Abe Rojas    Andrea Cerritos, Student Trustee

DISTRICT ADMINISTRATORS

YCCD Chancellor, Secretary Board of Trustees
  Dr. James H. Williams
Executive Vice Chancellor, Fiscal Services
  Teresa M. Scott
Interim Vice Chancellor, Human Resources
  Diane Wirth
Interim Vice Chancellor, Educational Services
  George Railey Jr.

MJC ADMINISTRATORS

Interim President
  Dr. William Scroggins
Vice President of Student Services
  Dr. Bob Nadell
Interim Vice President of Instruction
  Dr. Jim Johnson
Dean of Instruction Services
  George Railey
Dean of Student Services
  Derek Waring
Dean of Special Programs
  John Martinez
Dean of Agriculture, Environmental Science and Tech Ed
  Laurie Prusso
Dean of Allied Health, Family & Consumer Sciences
  Mark Anglin
Dean of Agriculture, Environmental Science and Tech Ed
  Michael Sundquist
Interim Dean of Arts, Humanities, and Communication
  John Zamora
Interim Dean of Business, Behavioral & Social Sciences
  Dr. Brenda Robert
Dean of Literature & Language Arts
  Mike Torok
Dean of Science, Math & Engineering
  Dr. William Kaiser
Dean of Physical Recreation, Health Ed/Athletics Dir
  George Boodrookas
Director of Matriculation, Admissions & Records
  Susie Agostini
Director of Student Success & Special Programs
  Martha Robles
Director of Financial Aid
  Myra Rush
Director of Student Development & Campus Outreach
  Wendy Byrd
Director TRIO Pre-College Programs
  Francisco Banuelos
Director of Technical Education
  Pedro Mendez
Director of Ag Ed Tech Prep
  Don Borges
Director of Technology Services
  Felicia Osnaya
Interim Director of Learning Resources and Technology
  Dr. Tobin Clark
Director of Institutional Research & Planning  Kathleen Silva
Director of Budget  Marietta Caldwell
Director of Marketing & Public Relations  Linda Hoile
Director of Basic Skills  Pat Wall
Coordinator of Health Services  Hilda Sielicki
## Yosemite Community College District Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al Rose</td>
<td>7901</td>
</tr>
<tr>
<td>Alicia Salcedo</td>
<td>6563</td>
</tr>
<tr>
<td>Ann Crawmer</td>
<td>6549</td>
</tr>
<tr>
<td>Arbella Solikhah</td>
<td>6844</td>
</tr>
<tr>
<td>Ashorina Yadegar</td>
<td>6850</td>
</tr>
<tr>
<td>Benefits</td>
<td>6502</td>
</tr>
<tr>
<td>Bernie Corey</td>
<td>6537</td>
</tr>
<tr>
<td>Beth Au</td>
<td>6928</td>
</tr>
<tr>
<td>Bill Woodard</td>
<td>6535</td>
</tr>
<tr>
<td>Bobbie Jantz</td>
<td>525-4702</td>
</tr>
<tr>
<td>Brian DeMoss</td>
<td>6552</td>
</tr>
<tr>
<td>Brian Hill</td>
<td>6980</td>
</tr>
<tr>
<td>Carrie Sampson</td>
<td>6531</td>
</tr>
<tr>
<td>Cheryl Smith</td>
<td>6505</td>
</tr>
<tr>
<td>CISO</td>
<td>6956</td>
</tr>
<tr>
<td>Cynthia Fuhr</td>
<td>6557</td>
</tr>
<tr>
<td>Dana Curtiss</td>
<td>6515</td>
</tr>
<tr>
<td>Dave Steffy</td>
<td>6556</td>
</tr>
<tr>
<td>Dawn Delaire</td>
<td>6520</td>
</tr>
<tr>
<td>Deborah Campbell</td>
<td>6527</td>
</tr>
<tr>
<td>Diane Warren</td>
<td>6533</td>
</tr>
<tr>
<td>Diane Wirth</td>
<td>6507</td>
</tr>
<tr>
<td>Donna Johnson</td>
<td>6521</td>
</tr>
<tr>
<td>Dora Lopez</td>
<td>6919</td>
</tr>
<tr>
<td>Dorothy Pimentel</td>
<td>6963</td>
</tr>
<tr>
<td>Edward Berner</td>
<td>6594</td>
</tr>
<tr>
<td>Eddie Eissayou</td>
<td>6905</td>
</tr>
<tr>
<td>Elyse Rhea</td>
<td>6525</td>
</tr>
<tr>
<td>Erika Hatfield</td>
<td>6504</td>
</tr>
<tr>
<td>Gail Campbell</td>
<td>549-7028</td>
</tr>
<tr>
<td>Gary De Barry</td>
<td>6554</td>
</tr>
<tr>
<td>George Railey Jr</td>
<td>6514</td>
</tr>
<tr>
<td>Gloria Placensia</td>
<td>6506</td>
</tr>
<tr>
<td>Graciela Molina</td>
<td>6960</td>
</tr>
<tr>
<td>Howard Coit</td>
<td>6543</td>
</tr>
<tr>
<td>IT</td>
<td>6300</td>
</tr>
<tr>
<td>Jackie Dominguez</td>
<td>6529</td>
</tr>
<tr>
<td>James Williams</td>
<td>6508</td>
</tr>
<tr>
<td>Jane Chawinga</td>
<td>6534</td>
</tr>
<tr>
<td>Janene Wolfe</td>
<td>6965</td>
</tr>
<tr>
<td>Janet Beuving</td>
<td>6538</td>
</tr>
<tr>
<td>Janet Hagood</td>
<td>6532</td>
</tr>
<tr>
<td>Jean White</td>
<td>6588</td>
</tr>
<tr>
<td>Jeremy Salazar</td>
<td>6932</td>
</tr>
<tr>
<td>Jim Codoni</td>
<td>6578</td>
</tr>
<tr>
<td>Joe Macklin</td>
<td>6982</td>
</tr>
<tr>
<td>John Pendergrass</td>
<td>6560</td>
</tr>
<tr>
<td>Joshua Hash</td>
<td>7910</td>
</tr>
<tr>
<td>Judy Lanchester</td>
<td>6903</td>
</tr>
<tr>
<td>Karlha Arias</td>
<td>6987</td>
</tr>
<tr>
<td>Kathren Pritchard</td>
<td>6547</td>
</tr>
<tr>
<td>Kirk Visola-Prescott</td>
<td>6558</td>
</tr>
<tr>
<td>Kristin Hogan</td>
<td>6522</td>
</tr>
<tr>
<td>Leslie Hall</td>
<td>6567</td>
</tr>
<tr>
<td>Linda Diggs-Gray</td>
<td>6517</td>
</tr>
<tr>
<td>Lori Standridge</td>
<td>6538</td>
</tr>
<tr>
<td>Lori Smith</td>
<td>6572</td>
</tr>
<tr>
<td>Lucy Munoz</td>
<td>6513</td>
</tr>
<tr>
<td>Mardi Brewer</td>
<td>6553</td>
</tr>
<tr>
<td>Maria Baker</td>
<td>6512</td>
</tr>
<tr>
<td>Marvin Caldwell</td>
<td>6305</td>
</tr>
<tr>
<td>Marsha Calbreath</td>
<td>6353</td>
</tr>
<tr>
<td>Mike McGar</td>
<td>6910</td>
</tr>
<tr>
<td>Nadia Vartan</td>
<td>7913</td>
</tr>
<tr>
<td>Nancy Holmes</td>
<td>6568</td>
</tr>
<tr>
<td>Nick Stavrianoudakis</td>
<td>6959</td>
</tr>
<tr>
<td>Otis Bryant</td>
<td>6579</td>
</tr>
<tr>
<td>Pauline Johnson</td>
<td>6965</td>
</tr>
<tr>
<td>Peggy Amarante</td>
<td>6573</td>
</tr>
<tr>
<td>Peggy Freitas</td>
<td>6968</td>
</tr>
<tr>
<td>Phylis Miller</td>
<td>6546</td>
</tr>
<tr>
<td>Rich Telford</td>
<td>6571</td>
</tr>
<tr>
<td>Sandy Mesenhimer</td>
<td>6544</td>
</tr>
<tr>
<td>Scott Fernandes</td>
<td>7912</td>
</tr>
<tr>
<td>Shawna Cramton</td>
<td>6518</td>
</tr>
<tr>
<td>Shelley Akiona</td>
<td>6509</td>
</tr>
<tr>
<td>Shelly Conner</td>
<td>6961</td>
</tr>
<tr>
<td>Sounisa Manivong</td>
<td>6576</td>
</tr>
<tr>
<td>Spence Cooper</td>
<td>6536</td>
</tr>
<tr>
<td>Surinder Bhalaru</td>
<td>6939</td>
</tr>
<tr>
<td>Teresa Hernandez</td>
<td>6528</td>
</tr>
<tr>
<td>Teresa Scott</td>
<td>6530</td>
</tr>
<tr>
<td>Tiffnie Akiona</td>
<td>6314</td>
</tr>
</tbody>
</table>

**Other Frequently Used #'s:**

- Crim Jstc Trn Ctr 525-4701
- Felicia Osnaya 7803
- Fire Science 549-7028
- Help Desk 7800
- IRC West 6949
- 1009 Trng Rm 6322
- Accts Payable Fax 6933
- Fiscal Svcs Fax 6562
- MJC Business Svcs Fax 6745
- Payroll Fax 6990
- Switchboard 6498
- Conference Room B 6561
- Conference Room C 3080
- Security Office 6351
- Security Emergency Only 6911
- West Campus Nurse 6360
INSTRUCTIONAL INFORMATION
Academic Integrity

Violations: All faculty, administrators, and some staff, share the original jurisdiction for conduct violations in the area of academic integrity. The Academic Senate at MJC has defined academic integrity and identified possible means for maintaining academic integrity at the college. The following are violations of academic integrity:

**Cheating:** Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise; misrepresenting or non-reporting or pertinent information in all forms of work submitted for credit.

**Facilitating Academic Dishonesty:** Intentionally, or knowingly, helping, or attempting to help, another to violate a provision of the institutional code of academic integrity.

**Plagiarism:** The deliberate adoption or reproduction of ideas, words or statements of another person as one’s own, without acknowledgment. This includes all group work and written assignments.

Each faculty member is encouraged to include in his/her introduction to the course:
- A statement of the application of the Academic Integrity Procedure within his/her course.
- A statement notifying students that violations of the Academic Integrity Procedure will be reported.

**Consequences:** The grading of a student’s work rests on the fundamental idea that an instructor is evaluating a student’s own work, so cheating or plagiarism demonstrates an attempt to obscure and avoid, on the part of the student, this most basic requirement of the course. Therefore, a faculty member may administer academic consequences for violating the Academic Integrity Policy, ranging from partial or nor credit on an exam or assignment to an F in the course.

The instructor may also consider that a student’s violation of academic integrity should be a consideration for disciplinary measures, such as suspension or removal from the course or the college. Violations should be reported to your Division Dean and the Vice President of Student Services.

Disciplinary action for violating academic integrity is administered through the Office of the Vice President of Student Services under Board Policy 5007 (Student Code of Conduct).

**Procedural Safeguards:**
1. Students shall be given notice of the violation, and
2. Students shall be given an opportunity to respond to the allegations.
**Bookstore**

The main Pirate’s Bookstore is located on East Campus. There is a smaller bookstore on West Campus the primarily carries the textbooks used on that campus. In addition to textbooks, the bookstore has:

Faculty discounts  
10% discount on trade books  
20% discount on art, emblematic clothing, gift and supply items  
Software is academically priced up to 75% off retail prices.

**Computer/Electronics/Trade Department**

Faculty are encouraged to take advantage of great software and trade book prices. If your desired trade book selection is not currently stocked, contact the buyer who can special order hundreds of titles.

**Art/Apparel/Gifts/Supply Department**

The bookstore provides an extensive art and apparel department. You can purchase balloon bouquets for any occasion which can be delivered to either campus.

**Children in the Classroom**

Many of our students are single, working parents and, in an effort to meet their parental requirements and attend class, bring their children to school. It is against College policy to allow children in the classroom, or to be left unattended in hallways, due to liability issues.

**Classroom Record Keeping**

**E-mail Accounts:**

All faculty, full time and adjunct, must set up a Yosemite Community College District e-mail address. Establishment of your email account will provide the access you need to establish a PiratesNet account at the MJC website. Class rosters, waitlists, instructor drops and grades are all posted directly to your PiratesNet account. In addition to accessing the system, reminders of drop deadlines and add/drop notices are sent directly to your email accounts. In order to stay current with your class enrollment, you will need to access your email account on a regular basis.

**Roll books and Wait lists:**

Temporary Roll Book (Orange): Temporary roll books are printed and placed in faculty mailboxes on the Friday prior to the first day of class. Datatel continues to allow enrollment in classes until the day before the class begins. Therefore, printed, temporary class roll books may be out of date. Faculty can print up-to-date rosters from their
PiratesNet account at any time. Just before your class begins, Admissions and Records recommends you print a current roster and wait list for your class from PiratesNet.

Permanent Roll Book (Green): Your permanent roll book (green) is issued during the fourth week of classes. You must keep the permanent roll book for the duration of the semester and submit it to the Records Office at the end of the semester.

You will submit SIGNED permanent roll books to the Records Office. You will need to make sure that each student either has a grade or an annotation that they dropped the class. You must also provide an annotation that identifies the scoring key for your grading method. If you are assigning an incomplete grade for a student, the Incomplete Grade Form (available in your Division Office or in Morris 107) must accompany your roll book when you submit it to the Records Office. The permanent roll book serves as a certification for your final grades. The Incomplete Grade Form is used to notify the instructor and the student when an incomplete is near expiration.

While it is not a requirement to identify the actual drop date on the permanent roll book, those dates can be annotated from the drop notifications you receive from PiratesNet via email. Annotation of the drop dates on the roll book assists the Petitions Committee and Financial Aid.

The Records Office maintains roll books for two years and refers to them when students petition for a grade correction.

Positive Attendance Class: A positive attendance class means you need to verify daily attendance at each class meeting. If your class is positive attendance, at the end of the term you must account for the number of hours each student spent in your class. At the end of the semester, you will receive a report requiring you to provide the number of yours each student attended your class.

If your class is positive attendance, your roll book will have a “Y” printed in the POS ATTN box. In the box that is printed CR/NC DATE, the total possible hours of attendance will be printed. Use this number when you are preparing your positive attendance form at the end of the semester.

Add Cards: Students who are waitlisted for your class, or who show up to petition enrollment after registration has closed, can use their Web accounts to add classes as long as you have provided them with the Access Number. This number is printed on your roll book. If you allow a student to add your class, give the student an Add Card. You will be given a packet of these with your temporary roll book. Additional copies are generally available in your Division Office should you run out.

When you fill out the Add Card, include the section number, the access number, and sign and date the card. Be sure to include the first day of attendance. During the first week of classes, students can add the class via PiratesNet or in person in the Admissions Office. They must submit their add card within three days of your signing and dating the card. If a student fails to add the class in that time frame, they will need to return to you and have you reauthorize their add card.
Make sure to write the students name on your roll book. Students have been known to share the access number with friends and during the first two weeks of class and you may have students enroll in your class whom you did not authorize.

**IMPORTANT NOTE:** In order for the College to receive State apportionment funds for each student, they must be enrolled prior to the first census day (To find this date, you can access [http://yccdnet/yccd320](http://yccdnet/yccd320)). Students who add on or after the census date will not be counted in the State apportionment. Essentially, this means you are teaching them “for free.” If you allow a student to add your course after the first census day, your Division Dean must also sign the add card. For students who failed to submit their add card prior to the census date, but attended your class prior to that deadline, the college will receive apportionment funds as long as you correctly enter the first day attended on the add card.

**Instructor Drops:**

**Full-term Classes:** Eight days before the 20% point of your class Datatel will automatically send you an e-mail notice to clear your rolls of no-shows and students who are no longer participating in your class. You will use PiratesNet to drop students. Log on to your PiratesNet account, select Grades, and follow each step identified to complete the drop process. (See Faculty PiratesNet Quick Study Guide in the Appendix for step-by-step instructions.)

Eight days prior to the 75% point of your class, Datatel will send an automatic e-mail advising you that you can clear your rolls of students who are no longer participating in your class. You will again use PiratesNet to officially drop those students. Students who remain in your class after the 75% point must be awarded a grade. Faculty cannot petition to add or drop students at the time of grading.

**Short-term Classes:** For faculty teaching short-term classes that are shorter than two weeks, drops must occur before the class begins (therefore your notice may be sent up to eight days prior to the start day of your class). You will no longer be able to drop students after the class has begun.

Datatel generates an email directly to you whenever there is any activity regarding your class enrollment. Add/Drop emails are generated unless the add/drop was backdated. Under those conditions, the system does not generate an email. A backdated add occurs when a student is reinstated in a class (perhaps as a result of erroneously being dropped by the faculty member or the student) or when a student is allowed to add a class after the census date and the add is backdated to the first date of attendance. A back dated drop might occur when a faculty member or student advises admissions that they tried to drop a student from a class but the transaction wasn’t processed and a staff member does the drop to correct the problem. **For accurate enrollment, faculty should regularly check their class roster on PiratesNet.**
Grades:
Faculty must enter all grades via PiratesNet as soon as their class ends, but no later than 48 hours after the last final. Grades are not available to students until the grades have gone through a verification process in the Records Office. Verification of each section will be done only after the roll book has been received from the instructor in the Records Office, Morris 107. Immediately after verification of a section, the grades for that section become available to students via PiratesNet.

Letter grades MUST be entered for all students UNLESS the class is offered with the grading method of CR/NC ONLY or for an Incomplete.

CR/NC Grades: If a student has elected to take a CR/NC grading option instead of a letter grade, you must issue a letter grade—the letter grade will automatically be converted by the system to a CR or NC.

Incomplete Grades: Incompletes are generally only granted by the instructor for students who were far enough along in the course and then, due to extenuating circumstances, were unable to complete all the work. Under those conditions, the student and the instructor agree on what work needs to be completed and an actual completion date to clear the incomplete.

While students have up to a year to clear an incomplete with a letter grade, it is best to negotiate a date closer to the actual end of the class. Students have a tendency to allow their commitment to lapse the deeper they get into a new semester and become committed to staying current with their new semester load.

Datatel incorporates the incomplete and the in lieu grade in one grade notation. To correctly enter an incomplete into PiratesNet, you will use an “I” followed by the letter grade they will earn if the work remains unfinished, for example, IA, IB, IC, ID, IF. INC is also a valid incomplete grade but it stand for Incomplete/No Credit. You will also need to include the expiration date for the complete. The expiration date can be any date between the last day of your class and one year from that date.

In addition to the electronic filing of an incomplete grade, a hard copy of the Incomplete Grade Form (available in your Division Office or in Morris 107) must accompany your permanent roll book when you submit it to the Records Office.

**IMPORTANT NOTE:** Over the years, some faculty have issued a grade to a student and then they have allowed the student to re-take the final or submit the assignments after the class has ended. This has resulted in a student petition for a grade correction. The Education Code only allows four reasons for a grade correction:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetence
Since the example does not fit any of the four reasons, you should issue an incomplete grade, enter a short-expiration date allowing the student to make up the work, and then submit the final grade on the Incomplete Grade Form.

**Course Outlines**

Every course has an outline that has been approved by the Curriculum Committee. Course outlines are available through each Division Office.

Faculty are expected to adhere to the approved course outline. While each faculty person has a degree of freedom in how to approach the material in the classroom, faculty are not free to arbitrarily change the content of any course.

If changes are to be made to the Course Outline, faculty must submit a course action request (see Appendix A) to the Curriculum Committee for approval. Generally, major revisions to course content should be arbitrated through departmental/divisional consultation.

**Disruptive Students**

Staff procedure for handling disruptive students on campus property, in classes, offices, extra-curricular activities and college sponsored events.

A. Handle small disruptions yourself-dealing with the student in class or office.

B. If a serious disruption occurs, discuss the behavior with the student in private – that is, after class, at the class break, outside the classroom, or during office hours.
   a. Specifically identify the observed behavior.
   b. Identify and encourage appropriate behavior (i.e., provide the student with an “opportunity for success”).
   c. State clearly to the student that continued disruption may make it impossible for the student to remain in the class or in the office for that period or specified time interval.

C. Class Disruption: If the disruption of instruction continues during that class period, or in subsequent class meetings, call the student aside and inform him/her that he/she is dismissed for that class period and/or the following class meeting. Upon dismissal, ask the student to pick up or turn in to the Division Office any assignment that might be due upon his/her return. After this one or two-day
removal, the student may return to class. Inform your Dean of your action within 24 hours, in writing, or by e-mail message.

Office Disruption: If disruption continues during that office visit or in subsequent office visits, call the student aside and inform him/her that the office visit is terminated and that the student must make an appointment with the unit manager before any additional business transactions can take place in that office (or contact your supervisor immediately and have him/her talk to the student). Inform your immediate supervisor, in writing, within 24 hours of the incident.

D. In cases where your actions are followed by further inappropriate behavior or comments from the student, remain calm and assess the situation.

   a. If the student leaves the room or office slowly and/or noisily, try to draw as little attention to this as possible as you continue instruction or office duties. However, note this further disruption in your report to the Dean or your immediate supervisor.

E. If the student refuses to leave:

   a. And the refusal occurs in an office, seek assistance from an administrator, or contact Security with a “Mr. Minor” (means you would appreciate assistance from campus security, but the situation is under control), or a “Mr. Major” message (means you need assistance as soon as possible – situation is either out of control at present or will soon be out of control).
   b. In a classroom setting, give the class a 5 or 10 minute break so that you can seek other assistance. You may then reconvene the class; or
   c. If safety considerations warrant it, dismiss the class for the day and notify your Dean or immediate supervisor.

**Distance Learning**

Modesto Junior College has made strong inroads into providing non-traditional methods for offering classroom instruction.

**Telecourses:**

Many courses may be offered via a telecourse option. Generally, these are packaged programs created by a consortium and offered through the college. If you have an interest in teaching via telecourse, check with your Division to see what type of availability there is. You may also check with Distance Education, located in the Library on East Campus for a list of courses offered by the college.
Web-based Classes:

A newer option is to offer your course on-line with Web-based instructional technology. While many publishers are offering prepackaged content for WebCT and Blackboard, tailoring the content to your instructional style and demands is generally the most effective means of ensuring the content complies with MJC’s curriculum standards and guidelines.

In order to offer a web-based class, you must attend a series of training workshops sponsored by the Virtual Classroom Committee. Contact your division dean with your request for interest in joining the on-line community at Modest Junior College. Once you have participated in the training, you may request a web-shell for your class by visiting http://virtual2.yosemite.cc.ca.us/webct/shell_issues.htm

Duplicating Services

The East Campus Duplicating Department is located in the basement of the Library Annex, Room 55. It is open Monday through Friday from 7:00 a.m. to 5:00 p.m. The West Campus Duplicating Department is located in Yosemite Hall, Room 103, and is open Monday through Friday from 8:00 a.m. to 2:30 p.m.

You may submit jobs for duplicating either in person or via email. When dropping off your duplicating, be sure to fill out the Duplicating Request Form completely. The Duplicating Department generally maintains forms that have Divisions/Departments already identified. If not, be sure to indicate the department to be charged. Identify where the job is to be delivered. If delivered to your mailbox, be sure to indicate East or West Campus. You may submit hard copies of the job, zip discs, CD’s or floppies.

When submitting your duplicating via email, create your own form, attach your electronic file, and email your request to duplicating@yosemite.cc.ca.us. Be sure to include the following information: the kind/color of paper, one-sided or two-sided duplicating, stapled and/or 3 hole punched, pick up at East or West Campus, color or black and white copying, folded collated/stapled, etc.

NOTE: Two days lead-time is required for short jobs. For large, time-consuming jobs, a week is preferable.

If you have developed a rather extensive syllabus that you would like to have students purchase through the bookstore, you will start with the Duplicating Department:

A. Visit your On-campus Duplicating department to fill out a “Syllabus for Resale in Bookstore” order form.
B. Request the number of copies you would like to sell in the bookstore on this order form.
C. Duplicating sends this order form to the bookstore.
a. It is a new, revised syllabus, old syllabi are discarded and your full order is filled based on order history if your enrollment is 50 and above.

b. If it is a reprint with no changes, the bookstore indicates how many they already have in stock. Duplicating only runs the difference.

c. There is no mark up on duplicating material, only a rounding mark up.

D. The order form is returned to duplicating for printing.
E. The bookstore then picks up the material from duplicating.

Please note that all West Campus duplicating is received at the East Campus Bookstore.

If your syllabus contains any copyrighted material, you will need to show that you have the appropriate permissions to use the material. (Because you are “reselling” the material, the copyright laws that allow you to make one copy per student for classroom instruction without copyright permission does not apply.)

**Electronic Gradebooks**

The college utilizes two software programs, Gradequick and Micrograde, for maintaining classroom records. The two programs can be requested from the Instructional Resource Center. Each has its own advantages and becomes a personal preference for the instructor. One advantage of Gradequick is that you can import your class rosters from PiratesNet, saving typing time. (The data may also work with Micrograde or Making the Grade, but has not, as of yet, been tested.)

To download student rosters from PiratesNet, go to [http://mjc.yosemite.cc.ca.us/ClassSearch?FacultyClassRoster.jsp](http://mjc.yosemite.cc.ca.us/ClassSearch?FacultyClassRoster.jsp)

Your login name will be your last name and first initial. The password is your date-of-birth. When the section data appears, click on the section number. Be sure to refer to the specific download instructions when importing data into either Excel or Gradequick.

**Emergency Procedures**

Emergency Plans are posted in all classrooms. Telephones are located in all classrooms. The phones may be used to call Security, x6351 or 6911, or any of the emergency numbers shown below. The phones will also be used to announce instructions and provide information during an emergency situation or a lockdown.

City of Modesto Police, Fire, Ambulance: 911
Modesto Junior College  6498
  Crime, Fire, Security  6351
  Emergency on Campus  6911
Injury/East: 8:00am-6:30pm M-Thu  6037, if no answer call security
Health Crisis:

Person unconscious from accident or illness
OR
Person is having a seizure → DO NOT leave alone
Clear area of others
CALL
6037-East 6360-West

Person is nauseated, dizzy, weak, or in pain → ESCORT TO HEALTH SERVICES
If not possible, call
6037-East 6360-West

Classroom Disruption:

Person appears disoriented or is very worried.
Behavior is not disruptive but is interfering with normal operation → Talk to person privately, commenting on behavior.
Show concern and inform of assistance available
AND/OR call Counseling 6080

Person is disruptive in class. Behavior is inappropriate. Comments are unrelated and “bizarre.” → All of the above. Set limits on behavior.
Example: “You cannot continue in this class if this behavior continues.”
Begin documentation in your records.

Person is angry, acting out verbally, threatening, potentially violent. → All of the above, or if reluctant to approach, CALL COUNSELING 6080 or SECURITY 6351
Campus Disturbance:

Person is violent.
*has a weapon
*vicious fighting
*suicidal

CALL SECURITY 6351
And/or
911

Faculty Web Pages

All instructors are encouraged to establish and maintain personal web pages. This is a good place to hold important class documents, PowerPoint presentations and other course materials in case students lose paperwork handed out in class. Posting your important class documents to a webpage and requiring students to use the resource also decreases the amount of duplicating needed to run your classroom. To set up a course web page, contact the Dean of Instructional Services at 575-6893

Field Trips

Field trip requests by instructor require the approval of the college president or designee. All field trips must be for the purpose of providing educational experiences which cannot be duplicated on campus and are directly related to course content.

Please remember that scheduling field trips during the instructional day may impact student attendance in other classes.

Begin the process by filling out the appropriate paperwork with the division secretary. Divisions have slightly different processes, but all will include the Instructional Field Trip Request Form, which must be completed two weeks prior to the trip. Plan for three weeks if you are requesting a college bus.

Students may take guests, if the faculty member approves. A list of guests must be attached to the Instructional Field Trip Request form.

Staff/faculty may not use their personal vehicles to transport students. Students are not permitted to transport other students.

College vans and busses are available for group transportation. Faculty must be certified to drive the college vans. The College retains its own bus drivers for college busses. Students who drive their own vehicles to a field trip location need to sign a release form in the President’s Office prior to the trip.

Faculty members who drive their own cars to a field trip need to complete a Travel Request Form and a Vehicle Authorization Form in advance of the trip. If you plan to leave your car overnight at the college, you must inform Security.
Please allow adequate time in advance of the trip for all of the planning and to secure authorizations.

College transportation, bus or van, is available, but a charge for the trip will be billed to the division. Faculty members frequently charge students for the transportation, as divisions may not have funds for these trips.

Students are generally responsible for fees associated with an event such as tickets, etc. Occasionally there may be monies from divisions, the MJC Foundation, Office of Instructions, or other funding sources, that may be available to help fund the field trip. The instructor is responsible for locating any potential funding.

Faculty members may not collect money from students. If students are to pay for a portion of the trip, such as transportation or tickets to an event, the division secretary will coordinate with the Business Office. Students will pay fees directly to that office.

**Grading System**

Grades are assigned by instructors based on class work and tests. Modesto Junior College does not currently utilize +/- grades. Grading options includes:

- **A** Excellent
- **B** Good
- **C** Satisfactory
- **D** Less than Satisfactory
- **F** No Credit
- **CR** Credit, work equivalent to an A, B, or C, units are not counted in GPA
- **NC** No Credit, work equivalent to a D or F, units are not counted in GPA
- **I** Incomplete, student has not completed all coursework due to extenuating circumstances. The student is allowed up to one year to successfully complete the remaining coursework. Units are counted in the GPA once an official grade is registered. Instructors submit a written record of the conditions for removal of the incomplete grade to be assigned when the work is completed. When an official grade is assigned, the instructor will need to go to the records office and enter the official grade in the class rollbook for the appropriate student/class/semester.
- **W** Withdrawn, units are not counted in the GPA. Students are generally responsible for withdrawing themselves from a class, but the instructor can initiate a withdrawal for non-attendance as specified in their syllabus.
Guest Speakers

Classroom Guest Speakers: In line with academic freedom, you are free to invite guest speakers to your classroom. However, the College does not provide any honorariums for classroom speakers.

All speakers invited to campus should have a clear understanding that providing a place to speak in no way constitutes college or district endorsement of the speaker’s opinions or points of view.

You may request a temporary parking permit for your guest from your Division. This pass allows your guest to use faculty parking spaces when available, or to park in any student lot without having to pay the daily fee. You will need to inform your speakers to arrive early for the hunt for parking spaces. There is often a small window of opportunity between classes when spaces become more readily available, but, of course, students are also in fierce competition for those spaces as well.

Independent Study

Upon occasion, students may petition faculty to create an independent study project. This most often occurs when the student is lacking one or two credits for a specific class generally predicated upon the difference between quarter versus semester hours.

Agreeing to mentor an independent study project is a voluntary professional service of the faculty person and does not fulfill any part of the faculty person’s contract obligation nor is the faculty person paid for the service.

In order to offer an independent study project, the student and faculty person must submit a completed request to their Division Dean and the Office of Instruction for approval. After the appropriate approvals are obtained, the Division Office will create the course and section number in Pirate's Net after which the student can enroll.

Instructional Resource Center (IRC)

There are both Macintosh and PC’s in the East Campus IRC (Library Room 124) available for use by both adjunct and full-time faculty. A scanner, digital cameras, video cameras and audio/video digitizing equipment is also available for use by full-time and adjunct faculty. The West Campus IRC has only PC’s, printers, and a scanner. There are no cameras available.

The IRC offers personal coaching on software and develops and offers workshops for faculty of various software programs.
Learning Communities

Modesto Junior College offers a variety of learning communities. These are theme-based clusters of classes that students take as a unit of instruction. Students must be concurrently enrolled in all classes in the cluster. Please note that the learning communities are not “team-taught” in the traditional sense. Each instructor has their own classroom, but actively engages with the other instructors, on a weekly basis, to coordinate content around the theme and ensure a consistency in classroom policies.

There are two levels of clusters currently offered: Remedial/Developmental and College Transfer.

In order to teach in a learning community, you need to engage other instructors from complimentary disciplines who agree to the theme and time commitment. You then submit a proposal for your learning community to the Learning Community Coordinator via your Division Dean.

Library

MJC maintains two libraries for faculty and students. The main library is located on the East Campus. A smaller collection is maintained on the West Campus on the second floor of Yosemite Hall. You may also access the library from any computer with an internet connection. The library can be reached at http://virtual.yosemite.cc.ca.us.

The library offers traditional services to faculty and students and is central to academic life. Adjunct faculty have the same Library privileges as full-time faculty. Books circulate for six weeks, journals for a week or longer, if requested. In addition to books and periodicals, the library maintains a variety of internet databases for use in research.

Examples of Computer based databases:

- Opus-Library Book Catalog
- Infotrac-full text of 900 journals and indexing of more than 2000 journals
- SIRS-newsbank and other databases offering full text articles
- Electronic Reference Library
- LEXUS-NEXUS
- Internet Resource Links organized by Subject
- Research Guides and Tutorials

To put materials on reserve for student use only in the library, faculty need to contact the Library Reserve Desk either by phone at 575-6229 or by physically going to the Library to place materials on reserve.

The Librarians are available, upon request, to provide student training in library research skills. You may arrange to take a class to the library or have the librarians come to your
classroom. Librarians are generally willing to tailor their presentations to your discipline by focusing on periodicals important to your specific discipline. Students may also take self-guided tours of the Library that include how to use the catalog, databases, and other services. To schedule an orientation, call the MJC Library Reference Desk, 575-6230.

The Library Research Lab (Library 128) has computers for student research only. Students may use the Open Computer Lab (Library 116) for word processing, email, and other computing services.

**Maintaining Class Hours**

Modesto Junior College is obligated by law, as well as maintaining its accreditation with the Western Association of Schools and Colleges, to provide a specified number of hours of instruction for each unit of the course. Beginning class late, or dismissing class early, places accreditation in jeopardy.

- Classes scheduled for less than 100 clock minutes (1 hour and 40 minutes) per session do not need to take a break.

- Classes scheduled for 100 or more need to take a 10 minute break for each hour.

**Finals Week:**

Faculty are obligated to meet their classes as scheduled during finals week. The main source of that obligation is the fact that Modesto Junior College operates on a sixteen-week semester and certifies to the state that instruction for full-term classes will be delivered for the entire semester. Additionally, MJC certifies that all classes meet at least the minimum number of hour to justify the unit value of all courses. The three hours per class scheduled in finals week are included in the total. As a result of these certifications, MJC receives state apportionment. If MJC should receive apportionment for hour scheduled which, in fact, did not take place, the college would be collecting apportionment for promised instructional hours which were not provided. An audit discovering such a case could result in very serious consequences for the college and the District.

The other source of responsibility for meeting classes during finals week is found in the college catalogue. The current MJC catalogue states: A final examination or evaluation will be held during the scheduled final examination period at the end of the semester unless otherwise authorized by the President or designee.

As always, faculty have a wide latitude to determine what “finals week” instructional activities are appropriate and consistent with course outlines. Similarly, faculty obligations during “finals week” are no different that any other week of the semester. Classes should meet as scheduled.
Media Services

Media Services supports instruction through traditional services such as A/V equipment reservation and delivery, digital video and audio recording, audio/visual presentation and playback, graphic arts, photography, video production, telecourse program check out and telecommunications services. They also provide distance learning and telecourse broadcasts.

Equipment Ordering:

In order to provide you with the best possible service, the deadline for Media equipment orders is 10:00a.m. on the working day prior to the date you want the media or equipment. Their hours of operation are 7:30a.m. to 4:30p.m. weekdays.

- Classroom Equipment Reservation, Audio/video orders and technical assistance 575-6248
- Photography Services 575-6247
- Video Production Services 575-6249
- Technical Assistance after 4:30p.m. 575-6098

Use of Installed Equipment

Many classrooms are now “Smart Classrooms.” Computers and audio/visual equipment are already installed for your use. While the equipment most often performs on demand without a problem, you may also “reserve” this equipment as well. Calling Media services to “reserve” your smart class ensures that a member of the media staff will go to the room before your class begins, test the equipment and have it ready for your use. Training on the use of the equipment is also available upon request.

Professional and Courteous Room Utilization

As a courtesy to the next instructor and class, please be sure the room is in order before leaving by removing litter, replacing furniture that has been moved, and erasing the chalk or white boards. Be sure to log off of the smart classroom computer if you have used it during your lecture.

Recording Devices in the Classroom

Students without disabilities may want to record lectures to facilitate their learning process. Allowing students to tape record your lectures is at your discretion. Students with identified learning disabilities should present a letter from Disability Services identifying their need for assistance through recording lectures.
Room Assignments

Faculty may request specific rooms for classroom instruction through their Departments or Divisions during the academic scheduling process. Room assignments are not guaranteed. Many classrooms are smart classrooms (multimedia presentation hardware is located in the classroom, diminishing the need for specific classroom assignments for generalized lecture courses.

STAR Lab

The Business, Behavioral and Social Sciences Division sponsors a resource room for its faculty and students which houses a videotape collection and ancillary texts for student use. While the materials may not be of interest to all faculty, the Lab also does proctoring of make-up exams for students who have permission from their instructors to take an exam on an alternate date.

If you wish to utilize the exam proctoring service, you need to take a copy of the exam to the Star Lab, Founders Hall Room 122. You will be asked to fill out a short form indicating your “rules” for the student who will be taking the exam. Please be aware that the proctoring service security is not as tight as the classroom environment under your direct observation. The staff reviews scantrons, test booklets and notepaper to ensure the student is starting with a clean slate. Start/stop times are entered on the scantron. If the staff notices any unusual behavior, or the use of supportive notes/textbooks without the express permission of the instructor, annotations are made for the instructor and/or materials are confiscated.

The more detailed instruction you provide to the staff, the better able they will be to serve your needs. Remember, this is a service and not a right afforded to faculty. Exam proctoring is not the primary focus of Star Lab activities. Please be advised that the Star Lab service is for individual student make-up situations and not for being a substitute for the instructor proctoring their own exams.

Student Probation and Dismissal

Academic Probation: A student is placed on academic probation when their cumulative grade point average falls below 2.0 on a minimum of 12 units attempted excluding those classes taken on a credit/no credit basis.

A student is dismissed from attending MJC for one year if, in any term of attendance while on academic probation, and after having attempted 12 units the term GPA is less than 1.5 or the cumulative GPA is below 1.75.
Course Repetition: Courses in which a student receives a substandard grade of “D”, “F”, “No Credit,” or “W’s” may be repeated only once. Students will be blocked from registering a third time for the same course if two substandard grades are earned. A student will not be permitted to enroll again in the course except under unusual circumstances and upon approval by the Petitions Committee. Generally, a student must demonstrate, to the Petitions Committee, that there is no other course alternative to fulfill their academic requirements.

Substitutes

Instructors may not hire their own substitutes.

If you are unable to meet with your class(es) because of illness, or for personal reasons, you must contact your Division Dean in advance so arrangements can be made for a substitute. The use of a substitute instructor is a determination that is made by the Division Dean, in consultation with the Office of Instruction.

Syllabi

If you are new to teaching, there are many excellent resources available on-line to assist you in developing a syllabus for each class.

The syllabus is a summary or outline of the main point of your course. It is also a “legal contract” between you and the student defining mutual obligations. This contract, in addition to identifying mutual responsibilities, also affords a degree of protection for you in situations where students complain or challenge your teaching and grading practices. The more clear and definitive you can be in stating these requirements, the more able your academic administrators are to support your decisions on grading when dealing with student complaints.

At a minimum the syllabus should include:
- Instructor information
- Course Description
- Course goals and objectives
- The student audience for whom the course is intended
- Instructional Facilities
- Instructional Methods and Assignments
- Grading procedures and other policies
- Required and suggested texts and other instructional materials – computer disks, scantrons, etc.
- Caveat regarding changing expectations during the course of the semester
- Course schedule
Instructor Information: Include your name, Office location, Office Phone or, in the case of adjuncts, other means by which you will allow students to contact you, e-mail address, and office hours.

The Course Description: Review the official course description in the MJC Catalog. The course description reflects your division’s decisions about course content which underwent approval by the Curriculum Committee. While there is room for leeway in adding course content, you should make every effort to remain as close as possible to the published course content. Students base their expectations on the course description. You may request a copy of the course outline through your Division Office.

Course Objectives: Clearly stated objectives are essential to your instructional plan and must appear in your syllabus. Derive your objectives from the official course description.

IMPORTANT NOTE: MJC is committed to developing measurable Student Learning Outcomes at the program, course and lesson plan level. Workshops are offered through the Academic Senate and the Office of Instruction to assist you in creating an effective set of measurable outcomes. In addition to workshops, as more Divisions and Faculty become actively engaged in the process, you will want to participate in these on-going dialogues to help shape those program, course and lesson objectives for the institution.

Student Audience: Target your audience by including a brief statement describing the student audience for whom your course is intended. For example, if your course has prerequisites, you expect students to have some knowledge or skills essential to the material. If a course is primarily vocational, tell the students about its practical applications.

The better you can define what your course will demand of students and the more clearly you can anticipate their needs, the easier you will find it to teach the course you have planned.

Instructional Facilities: A list of the location and hours of any labs or other facilities the student may need to use will also be helpful. Some additional sources of help might be the Library, the Writing Center, etc.

Instructional Methods and Assignments: Descriptions of classroom methodology and activities can be part of the general explanation in your syllabus or can be a part of the more detailed course outline. At a minimum, you will want to identify, in the course schedule, all of the student assignments required for credit.

Grading Procedures: Your syllabus must clearly explain your grading system. List all assignment and tests that will count for credit and be specific about how final grades will be determined.
Grades are what most students are after, and a well-structured grading system can reward students for hard and effective work. However, grades can also punish. Many students who attend community colleges have suffered from punitive grading in the past and are convinced of their own educational failure. A well-structured and clearly stated grading system will assure students that their coursework will be judged fairly, on its own merits, and by objective standards.

Textbooks and Other Instructional Materials: Provide an accurate listing of required and suggested texts with complete bibliographic information. Indicate where the texts may be purchased. Be sure to describe any other instructional materials you wish your students to use such as scantrons, blue books, computer disks, etc.

Course Schedule: A detailed course schedule, a day-by-day breakdown of activities, assignments, tests, and instruction, is essential to your syllabus. List your plans for each meeting as closely as you can. If you use a content outline to develop your list of objectives, you can easily expand it into a course schedule by adding reading, homework and other assignments as well as test dates.

Textbooks

Textbook selection is generally under the control of the individual faculty person. However, some Departments may have a standardized textbook. You will need to consult with your Division on their specific policy regarding textbook selection.

Textbooks are ordered through the Pirate’s Bookstores located on each campus. The East Campus Bookstore is located in the Student Center. The West Campus Bookstore is located in South Hall.

The Bookstore generally sends an email to all faculty, towards the end of the semester, announcing deadline dates for textbook requisitions for the upcoming semester. Timely response to the requisition process assists the bookstore in the buyback process. If you will be reusing a textbook, the students are able to resell their current text to the bookstore. The bookstore does not buy back workbooks or syllables created by the instructor and sold through the bookstore.

Faculty can order textbooks for their classes in one of three ways. The first, and preferred, method is to submit an on-line requisition to the Pirate’s Bookstore at http://bookstore.yosemite.cc.ca.us. Select the faculty link on the home page and follow the instructions for submitting the requisition. The second method is to email the text buyer to send a copy of the requisition form, fill it out in Microsoft Work and then submit the order via e-mail. The last method is to obtain a hard copy of the Textbook Requisition Form from the respective Division Office. Fill it out and deliver to the text buyer in the Pirate’s Bookstore.
Once you have a valid YCCD email account, you can order examination copies of your textbooks directly from the textbook publishers. You may go directly to the publisher’s website, or you may log on to http://www.facultycenter.net. Facultycenter.net allows you to view author information, cover images, book summaries, tables of contents, sample chapters and links to supplements available for students. You can also obtain the current ISBN number and publisher contact information. Publishing reps make periodic visits to campus and contact you directly for your textbook needs.

If, for some reason, a desk copy has not arrived prior to the start of the semester, you can requisition a copy of your textbook from the Bookstore. When your desk copy arrives from the publisher, you turn that copy over to the bookstore.

Instructions for Submitting Your Requisition On-line:

1. Log onto the bookstore website: http://bookstore.yosemite.cc.ca.us/
2. Select the option in the left hand column to “Submit a Requisition” under the FACULTY subheading.
3. Enter your district e-mail and password at the “Course Requisitions-Login” screen. This is the same username and password you use for your district e-mail account. Note that you must log in using the exact same text as when you first created your used profile.
4. Enter new user information if you are a new user.
5. At the Course Requisitions: Main Menu” screen, you have 2 options:
   YOU CAN USE THE SAME REQUISITION FOR A DIFFERENT TERM. This option is ideal for those faculty members who are using the exact same material for their upcoming course. To do this, follow these simple steps. (Note: only those requisitions which you submitted using this on-line system will reflect as being previously submitted. Requisitions that were turned into the bookstore via e-mail or paper will not be reflected on the website.)
6. Find the requisition you wish to re-submit.
7. Click the “RE-use” button or the underlined course name.
8. In the “Contact Information” screen, verify your information and select the term for which you wish to submit a requisition for. You must also adjust your section number and enrollment according to your new course. . ."You may submit one requisition for multiple sections using the same textbooks. Please separate section #’s with a comma (Example-1042, 1061, 1025).
9. Select the “next” button.
10. Choose to “Review Your Requisition” screen you will see the texts you previously used for this course at the bottom.
11. If all information is correct, select “Submit Requisition.”
12. You will receive a confirmation e-mail in 10-15 minutes verifying that your requisition was submitted.

OR
1. “Create a New Requisition” in which you must enter all of the information for your course (course name, number, section #, text information, etc.) following these simple steps:

2. At the course requisitions main menu screen select “Create New Requisition.”

3. At the “New Requisition-Course Information Screen” select the term for which you are submitting a requisition.

4. Select which department (ADJU, PSYCH, etc.), your course number (101, 102, etc.), then your section(s) number. “You may submit one requisition for multiple sections using the same textbooks. Please separate section #’s with a comma (Example-1042, 1051, 1025).

5. Select continue and proceed with listing your estimated enrollment.

6. If you will be using the EXACT same textbooks, you may check “Use the same books used in this course in this term.”

7. Select the last term you used those exact same textbooks. Select continue.

8. You now have the option of reviewing the requisition to submit it, finish it later, search for books used in another course, search for an individual title, ISBN, author, or adding, any new textbooks information

9. Select the term for which you are submitting a requisition. Select the academic department for the course you are teaching (example – English).

10. Enter the course number you will be teaching (example – 101, 102).

11. Enter your section number(s). You may enter multiple sections numbers separated by a comma.

12. Enter you estimated enrollment.

13. Select next at the bottom of the page.

14. At step 2 – “Add Books” you have the option to select textbooks that you used in previous semesters by selecting “Search for books used in another course.”

15. Through this option simply select the last term you used these textbooks, the course, the instructor and you will see the textbook you used in previous semesters. By using the “select these books” option, all of these texts will be added to your requisition.

16. You will be redirected to the step 2 screen. If you do not wish to add additional texts simply select the review requisition.

17. At the review requisitions screen, verify all the information is correct.

18. If your requisition is correct, select “Submit Requisition.”

19. Your requisition was entered if the next screen states, “Your requisition was sent successfully.” And you will receive an automatic confirmation via e-mail in about 10-15 minutes after submitting your requisition.

20. Changes to submitted requisitions must be made by either re-submitting another requisition clearly marking that it is a replacement requisition or additional information to an existing requisition. You may also e-mail changes directly to the buyer referencing your requisition number.
Writing Center

MJC funds two writing centers, one on the East Campus in Founders Hall Room 224, and on the West Campus in Sierra Hall Room 214.

When assigning writing assignments for your classes, you may direct students to utilize the Writing Center for assistance. Peer tutors are available to assist students in improving their writing skills, understanding the assignment and gathering ideas, focusing on the topic, and organizing the paper.

Students are required to make an appointment with the Peer tutor and to have materials in hand. Peer tutors work with students in 30-minute sessions. Peer tutors do not write papers for students.

If one of your students utilizes the Writing Center, you will receive a follow-up form from the peer tutor indicating the name of the student and the supportive services provided.
PROFESSIONAL INFORMATION
Academic Senate

The purpose of the Academic Senate is to act as a responsive body in reflecting faculty opinions on academic and professional matters. The Senate does this by consulting, collegially, with the YCCD Board on academic and professional matters.

Members of the Senate also participate in the shared governance of the College and District. It assists in the development and implementation of policy through Senate Committees and through the appointment of faculty members to College and District committees.

Any faculty member of Modesto Junior College is eligible to become a member of the Academic Senate. Representatives from the various instructional divisions are elected, by their peers, to serve. In addition to Division representation, there are two at-large Senators representing the East and West campuses respectively, two senators from adjunct faculty ranks, on senator from the Library, three senators from Student Services, and one student representative designated by ASMJC (Associated Students of Modesto Junior College).

There are three standing sub-committees of the Academic Senate.

Curriculum Committee: addresses all curricular concerns. This body approves programs, courses, and course outlines. Submission of proposals is a formal process which includes a variety of forms. These forms are available in division offices.

Virtual Classroom Committee: addresses policies and preparation of faculty for on-line instruction.

Learning Communities Committee: addresses policies and facilitates the creation of learning communities. Learning communities are clusters of classes, thematically related in content, offered during the course of a semester.

Agenda, minutes and resolution passed by the Senate are posted on their website: www.virtual.yosemite.cc.ca.us/senate

The State Academic Senate is a powerful resource for interested faculty who want to follow issues and trends that my eventually find their way into local consideration.

Admissions and Records

Much of an instructor’s record keeping is handled on-line in today’s environment. Enrollments and student adds and drops are now handled by PiratesNet. However, if you
need to reinstate a student into your class, you will need to hand carry the add slip to the Admissions Office.

On East Campus, Admissions is located in the Student Center. On West Campus, Admissions is located in Yosemite Hall, on the first floor.

You will need to visit the Records Office to hand in your green rollbooks and to pick-up and drop-off grade change reports and incomplete grade forms.

**Banking**

Many full-time faculty choose to teach classes over and above their contractual obligation. If you choose to teach an overload, you have the choice of being paid for that class during the semester in which you teach it, or, you may elect to “bank” it. Banking allows the faculty person to “save up” the classes and eventually “cash” them in for a semester off for professional renewal.

Each semester you teach an overload, you must request, in writing (using the form supplied by the Division Office), the banking option for that term and indicate the credit is to be applied to a banking leave. The maximum credit that can be earned in any term is six (6) hours. Faculty may bank a total of nine (9) hours per school year.

In order to use your banked leave credits, your earned credits must be equivalent to a faculty member’s full load. Once you have accumulated the equivalent of your fulltime load, banking overloads is no longer an option until the credit has been used.

Banked leave does not count toward eligibility for sabbatical.

**CalWORKS/Federal Work Study Student Assistants**

Faculty may wish to utilize students as office assistants. In order to use students in this capacity, you must submit a request to the CalWorks and Federal Work Study Programs. Obtain the appropriate form from your Division Office.

Students must complete the following requirements prior to beginning to work.

Students must be awarded FWS or be cleared for CalWorks to be eligible to work in the program.

Students must have completed the Student Employment Criminal History Supplement. Failure to respond to the questions will be considered a voluntary withdrawal of application for student employment. Any student disclosing a prior criminal history will not be employed pending completion of a state criminal history clearance through the
state Department of Justice and YCCD administrative approval. Any fees associated with this clearance are the responsibility of the student.

The student, supervisor and Department Manager must complete the work-study packet and return it to the Financial Aid Office prior to the student working. The packet contains Payroll Clearance, Work-Study Acceptance Form, Confidentiality Statement, W-4, Loyalty Oath, and I-9.

If you have additional work-study questions you may call 575-7701 (Federal Work Study) or 575-7768 (CalWorks).

**Disability Student Programs and Services**

Disability Services is a system of support services and classes available to students with verified disabilities. These services and classes are designed to meet the individual needs of the students, allowing them an equal opportunity to benefit from their educational experiences.

Supportive services for students may include, but are not limited to, program-planning assistance, priority registration, in-class aides, reader service, note-taking assistance, sign language interpreting, mobility assistance, and assistance with alternate media.

Students officially using the services of DSPS are encouraged to approach their instructors with a letter from DSPS identifying them as enrolled in the service and notifying the instructor of the services/needs of the student. Often this takes the form of additional time and/or alternate testing venues or assistance in asking other students to serve as note-takers.

DPSP can also act in a consultancy role for instructors in how to handle the needs of student populations with a variety of learning differences or health concerns such as epileptic seizures.

Instructors may contact DSPS in the Disability Services Center, Journalism Building Room 160, East Campus or by calling 575-6700.

**Evening Administrator**

For those who teach during the evening hours, there is an evening administrator on-duty. If there are emergency issues, you may contact the evening administrator.
Extended Opportunity Program and Services (EOPS)

The goal of EOPS is to recruit low income students who are under-prepared for college. EOPS assists students with enrollment and provides supportive instructional assistance and other student services.

You will receive an Early Alert notification from EOPS for students in your classes who are receiving EOPS services. This is a scantron-like form which identifies how the student is progressing in your class and your assessment of any supportive services that might be beneficial to the student. The intent is early intervention to assist the students in being successful.

Facility Requests

You reserve college/district vehicles and various conference rooms on campus directly through the Facilities Department at extension 6020.

If you are scheduling an event where you will require larger spaces like the Quad or the Auditorium, you may register your request, at least three weeks in advance, at http://yccdnet/mjccollegefacilities. If you have less than three weeks to schedule your event, call facilities directly.

Faculty Evaluations

All faculty undergo a periodic performance review. The focus of the evaluation process is on the quality of the performance of your professional responsibilities.

**Full-time Faculty:** Once tenure is achieved, full-time faculty undergo the evaluation process once every three academic years.

**Adjunct Faculty:** Adjunct (hourly) faculty are evaluated during their first semester of employment and then once during every six semesters of employment thereafter.

**Temporary Faculty:** Temporary faculty, employed by contract, are evaluated once each academic year.

For a complete discussion of the faculty evaluation process, please refer to the Faculty Contract.
Faculty Service Qualifications

In order to teach at Modesto Junior College, you must meet the minimum qualifications of your discipline area, meet the equivalency standards determined by the Department in which you will be teaching, or have a valid credential as a California Community College Instructor, Counselor or Librarian.

Current tuberculosis test results and a social security number should be on file in the Human Resources Department located at the District Offices on Blue Gum Avenue. Fingerprints are also required for employment.

FLEX Obligation

**Guidelines:** Each academic year, four teaching days are set aside from the calendar for use as staff development days. This is called the Flexible Calendar Program.

- Full-time faculty have an obligation of 28 hours.
- Adjunct faculty have a staff development (FLEX) obligation equal to half the total number of classroom hours per week. (For example: an adjunct or overload assignment of 3 hours per week would require 1.5 hours of FLEX activity)

A faculty person’s obligation can be met by attending workshops sponsored by MJC. One may also participate in organized events relevant to the faculty’s teaching area or one can create individual projects with the approval of one’s Division Dean.

Payment of FLEX hours is included in the automated pay system.

Faculty should plan on having all information related to their FLEX activities completed by the end of Spring Semester.

Some examples of FLEX activities include:
- Create and teach a short-term class for students
- Pursue a topic or go on a field trip that you always wanted but never found time for
- Develop a special project for your class: a video or PowerPoint presentation, workbook, web page, etc.
- Visit other colleges or universities to get ideas for your classes or for better articulation of classes
- Visit companies or agencies where your students are likely to find employment and survey their needs
- Do professional research
- Write for a publication
- Participate in workshops and conferences
- Assist with student advising
- Visit and share information with area high schools
- Learn how to use technology in the classroom
If you wish to offer a FLEX activity, you submit your proposal through the FLEX Registration website. Proposals are then approved by the Office of Instruction.

**FLEX Registration**: Your FLEX activities need to be cataloged online at the FLEX Registration Web page.

**How to log on:**

1. If you are on campus, open the web-browser and type in the word “flex” in the location field. Hit the enter key. If you are off campus, type in [http://flex.yosemite.cc.ca.us](http://flex.yosemite.cc.ca.us).
2. You will be prompted for our username and password (use your YCCD login and password).
3. Select submit and the system will open your personalized FLEX home page.

**User Home Page**: Opening the page provides a user with at-a-glance information of his or her FLEX obligation and current status.

**User Record Page**: Shows all records associated with the user.

**FLEX Calendar Page**: Provides information about upcoming workshops.

**Independent Activities Page**: Provides a form for users to propose participation in an off-campus activity. The respective Division Dean must approve independent activities.

**Getting Help**: Contact Jim Clarke, Coordinator of Technology and Distance Education at X6474 or X6281, or Melissa Beach at X6094.

---

**Instructional Resource Center**

Located in the East Campus Library, the Instructional Resource Center houses computers, camcorders, digital cameras and books to aid instructors in developing classroom materials. The largest number of computers are Windows based; there is one Mac. The IRC is especially useful to adjunct faculty who may not have relevant software programs on their home computers.

Cameras are available for checkout.

The IRC can also provide training on various software programs used by the college.
**Intellectual Property Rights**

Faculty are often engaged in professional activities that lead to the creation of publications and/or other creative expressions of their expertise. See the full document regarding rights to intellectual property in the Appendix: Full text Documents.

**Library**

In addition to activities that meet the needs of classroom instruction, the library offers interlibrary loans to faculty from libraries across the United States.

The library makes every attempt to purchase books recommended by faculty. There is a form on their website [http://virtual.yosemite.cc.ca.ys/mjclibrary](http://virtual.yosemite.cc.ca.ys/mjclibrary) which can be completed for your request. The library has a very small budget for book purchases, but they will make every effort to accommodate requests.

Faculty are able to check materials out of the library for a minimum of six weeks. If the material is needed for a longer period of time, tell the circulation librarian and every effort will be made to accommodate your request. The library will also return books you have checked out from other libraries.

The library also accepts donations of books for their annual book sale. If you have items you wish to donate, contact the library for disposition of your material.

Faculty are also encouraged to join the Friends of the MJC Library. Since the Library is generally the intellectual enter of academic instruction, it is helpful to have faculty promoting library services.

**Office of Instruction**

The Office of Instruction is the umbrella for all instructional activities at the college. While faculty will generally not interface directly with the Office of Instruction, you may be called upon to participate in the evaluation of your. Dean evaluations are administered directly by the Office of Instruction.

Another direct use of the Office of Instruction is to request funds for professional activities like conferences. You begin with your Dean. If the Division does not have available funding, make a request from the Office of Instruction. They may not be able to fund all of your expenses, but there may be monies available to assist you.
**Political Activity**

According to Board policy, employees shall not use district funds, services, supplies or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the governing board. Political activity during an employee’s working hours is prohibited. However, employees are free to pursue their political interests and activities during nonworking time.

When exercising their rights as citizens to engage in political activity, employees should make it clear they are speaking or acting as individuals and not as employees of the college or the District.

**Professional Development**

In order to progress horizontally on the salary schedule, each faculty member must submit a Request for Professional Improvement to their immediate supervisor prior to taking any coursework or participating in any professional development activity.

The following activities may be considered acceptable in achieving professional improvement:

1. Professional courses in an approved accredited institution
2. Travel and/or work experience related to teaching field
3. Grants and research
4. Lecturing
5. Publishing and creative works
6. Professional organization activities (excluding employee organizations)
7. Workshops and/or regularly scheduled classes sponsored by colleges of the YCCD

All professional improvement plans for salary advancement require the prior approval of the immediate administrator and college president or designee. Activities for which the cost is reimbursed by the District will not be approved for salary advancement.

After completion of the work, the faculty member must forward a transcript showing units granted or an approved written report of the activity to Human Resources.

Faculty contracts will be amended for work completed and on file in Human Resources by September 15 of each year. Contracts will not be amended until the following year for work approved or received after September 15.

Guidelines for administrators to convert experience to a unit value, up to a maximum of six units per column advancement, include:
1. Academic work which may include such activities as publication, research, conferences, audited coursework and private instruction equals one semester unit for 54 hours of work. The President or his/her designees may approve an exception to the six units per column maximum for private instruction of sufficient rigor and related to the faculty member’s area of instruction and/or area of responsibility.

2. Non-academic work which may include such activities as related employment, cultural or civic work equals one semester unit for 80 hours of work.

3. Travel related to educational activities equals no more than one semester unit per week.

**Sabbatical Leave**

Sabbaticals are a privilege, not an earned right, accorded to full-time members of the faculty by the Board of Trustees for the purpose of professional improvement. The ultimate objective of the Sabbatical Leave is to make a contribution to the students, the college, and to the faculty member’s professional qualifications.

Faculty may be granted either a semester or a full year sabbatical once they have completed six (6) full years of service to the college.

For a complete discussion of the terms and conditions of Sabbatical Leaves, please refer to the current Faculty Contract provided to you by the Faculty Association.

**Sexual Harassment**

It is the policy of the College and the District to provide an environment free of unlawful discrimination in its programs, activities and work environment. Sexual harassment is a form of unlawful sexual discrimination and will not be tolerated by Modesto Junior College or Yosemite Community College District.

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to sexual conduct is an explicit or implicit term or condition of an individual’s employment, academic status or progress;
- Submission to or rejection of sexual conduct by an individual is the basis for a decision affecting that individual’s employment, academic status or progress;
- Sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature have the purpose or effect of unreasonably interfering with an individual’s work or academic performance or create an intimidating, hostile or offensive work or educational environment.
The College and the District strongly forbids any form of sexual harassment, including acts of non-employees. Disciplinary action will be taken promptly against any student or employee, supervisory or otherwise, engaging in sexual harassment.

**A cautionary note for faculty:** Often, in our role as mentors, there is a tendency to touch students to establish a connection with them. While most often these actions are innocent and do not result in any accusations, there exists the possibility a student will misconstrue the nature of the touch and file a charge of sexual harassment. The **strong recommendation** from the Vice President of Student Services is to refrain from physical contact with students. A second precaution is to leave office doors open when meeting individually with students. By having doors open, students are less likely to make a charge of sexual misconduct. There have been instances, in today’s environment, where students have used charges of sexual misconduct on the part of faculty as a way to intimidate faculty into changing a grade with which the student disagreed.

**Staff Development**

Staff Development focuses on opportunities which allow faculty, staff, and administrators to participate in activities that promote professional improvement.

Types of activities available are:

- Fall and Spring Institute Days: These are the official start of each semester, are contractual, and attendance is required.
- Technology Institutes: Usually held in August and March
- Great Teachers Seminar: Every other year in August
- Instructional Resource Center Activities: Ongoing and generally announced via e-mail
- FLEX Workshops
- Professional Improvement Units: Must be approved in advance and may be eligible towards a pay increase. Check with your Division Dean for specific information
- Division sponsored activities
- Off-Campus conferences and workshops.

Many of the activities sponsored by MJC are announced through campus email and/or the campus Staff Bulletin. Professional conferences and workshops are generally announced by the professional organization through mailers or ads in professional journals and newsletters.
Tenure

At Modesto Junior College, faculty and administrators take great pride in their participation in the selection process of new faculty hires and seek to ensure the proper fit for new faculty.

Achieving tenure, for probationary faculty, is a four-year process at MJC. There is an annual evaluation process involving self, peer, and administrative review. While that may sound daunting to a new faculty person, the tenure process is actually a very supportive process focused on a desire to assist new faculty in their professional growth. While the tenure review process occasionally results in a mutual awareness that the probationary faculty and the College are not mutually suited for each other, the largest majority of our probationary faculty go on to become tenured members of our academic community.

Yosemite Faculty Association (YFA)

The Yosemite Faculty Association is the contract/labor negotiations organization for certificated staff at Modesto Junior College. In other words, this is your union. The primary purpose of the Association is to be the exclusive representative for its members and to represent them in their relations with their employer in all matters relating to employment conditions and employer-employee relations such as wages and benefits, hours, and grievances.

It is the right of active members to have a representative of the Association present in any meeting the member perceives of as disciplinary in nature. The Faculty Association also provides legal services for members should a grievance rise to the level of litigation. However, members need to be aware that YFA does not shoulder the full financial burden for any litigation. Speak with your Division representative or a member of the YFA Executive Committee for clarification on this point.

Faculty are assessed membership dues on an annual basis. Adjunct faculty are required to pay a service fee each semester they are employed.

If you are a member of a religious body whose traditional tenets include objections to joining or financially supporting an employee organization, you may contribute your “dues” to the Modesto Junior College Foundation, or the United Way. To be eligible for this option, you need to provide written evidence of your religious affiliation’s tenets defining the objection. Those qualifying under this provision are still represented by YFA in negotiations and grievances, but have no voting rights in the Association.
PERSONAL INFORMATION
Credit Union

MJC faculty are eligible to join MOCSE- the Central Valley Federal Credit Union. The Credit Union provides a full range of financial services to its members. For more information, the office nearest the college is located at 14th and J Streets in Modesto. You can also find out more by accessing their website http://www.mocse.org.

Driving on District Business

You may use your personal vehicle for official District or College business if you complete the Authorization to Use Privately Owned Vehicles on District Business form. You will need to verify that you have the required levels of insurance on your car and must have a valid California driver’s license.

In order to drive a District owned vehicle, each employee must consent for the District to request a Pull Notice from the Department of Motor Vehicles. This pull notice will verify that you have a valid driver’s license. Should a driver have an accident, get a ticket, fail to renew their automobile insurance or license, another notice will be sent to the District advising the District of these events. You will need to fill out a Fiscal Year Authorization for Release of Driver Record Information. Once you return this form, a pull notice will be requested and if you have no adverse activity listed, you will be added to YCCD’s approved driver’s list and allowed to drive District owned vehicles on District business.

If you do not return these forms you will not be allowed to drive District vehicles and/or you will not be allowed to drive your own vehicle on District business.

There are certain vehicles which require driver’s training in order for the employee to drive them.

These processes are important for managing risk to the District and for controlling rising insurance rates.

Email Accounts

All full-time and adjunct faculty are eligible for an email account. Part of one’s professional responsibility as a member of the MJC faculty is the regular use of one’s email account because a great deal of information is only available electronically.

Check with your Division Dean to ensure a YCCD network/email account has been set up for you.

You may access your email account

1. From your office computer by clicking on the Outlook icon on the task bar.
2. From any computer on campus:
   a. Launch the internet browser (Explorer or Netscape)
   b. In the address line type mail
   c. Enter your YCCD network logon name and password.

3. From home:
   a. Connect to the internet
   b. In the address line type http://mail.yosemite.cc.ca.us
   c. Enter your YCCD network logon name and password.

Add-Ons and Malicious Programs

Technology Services is reporting an increasing number of faculty and staff who have consciously or unconsciously installed programs that are slowing down their computer and may also be slowing down the speed and efficiency of the network. Many of these programs appear to be "cute" and safe, however they may actually be using up machine & network resources that could be used for more productive purposes. Examples of these programs are:

- **HotBar** - installs on your Internet Explorer and provides a "search tool". Actually monitors where you go and sends back information to vendors who can target you for pop-ups and SPAM. Uses up your machine memory.
- **Gator** - Gator is an online companion that fills out forms and remembers passwords. This sounds like a good idea, however it also monitors where you go and sends data back to vendors. Also uses up memory.
- **WebShots** - Contains a program called Newdotnet. Newdotnet does not claim to be spyware, but it has linked to computer instability according to the MS Knowledge Base Article 302463. Also uses up memory.
- **Abacast** - This program allows users to "stream" music from various other users and online radio stations. The problem is that after you install it, other users can "borrow" some of our network resources. This can slow down the network efficiency which can become frustrating during high demand periods of the semester.
- **Various Instant Messengers** such as AOL Instant Messenger; Yahoo Messenger Companion; Netscape Messenger can slow down your own machine since they sit it memory waiting to be used. This may not be a problem if you are using a computer with a large amount of memory, but many older machines on campus are running with less than the optimal amount of memory to begin with.
- **Real Audio, QuickTime and third party screen savers.** Again, the same problem may occur as described in the previous reference to Instant Messengers. While these programs are not malicious, older machines and/or those equipped with less than optimal memory may experience slowing when these programs load at startup.
You may want to un-install these programs or submit a work order if you would like Technology Services to remove them. Use the link [http://helpdesk] from on-campus only to submit a work order. You may also call the Helpdesk at 7800.

**Spam Control**

YCCD has implemented an anti-spam solution to block and/or redirect all identified incoming e-mail spam.

If you are using MS Outlook, under your Inbox you will see three spam subfolders. These subfolders are automatically created so you have the capacity to manage your messages as the server finds and redirects questionable spam.

**Spam-Backlist:** The blacklist folder provides you with the ability to create lists of users that you never want to receive messages from again. For the most part, you will not need to maintain a large blacklist folder because much of the unsolicited spam email you would normally receive will be stopped by the server before it reaches your inbox, however, if you repeatedly receive messages that slip by from the same sender, simply drop one of those messages into the blacklist folder and you will never receive one of those messages again. It is not necessary to put messages that are in your quarantine folder here as they are already being caught by the spam filter.

Important—If you feel a message is valid, simply move it to the whitelist folder. Moving a message to a Spam-Whitelist folder will prevent future filtering that is either from the same sender, domain, or display name.

**Spam-Quarantine:** The quarantine folder is your spam catching folder that the system has installed. All messages that are determined as spam messages will be automatically placed in this folder based on your spam detection settings. You can delete messages or the entire contents of this folder at any time, and it is suggested to do so as often as you like as to keep the size of your mailbox free from spam. In addition, you can drag messages from this folder to any other folder just like you would a normal email message. If you would like to apply spam filtering white or black listing to any message in this folder, just drag the message into the whitelist folder if you would like any other message from this sender to never be quarantined again, or drag it into your blacklist folder if you would never like to receive an email message from the sender of this message again. Also, you can delete this folder at anytime to delete its entire contents of spam messages in one easy step. The next time you receive a spam message, the system will automatically rebuild this folder and place the spam message in it.

**Spam-Whitelist:** The whitelist folder provides you with the ability to create lists of email addresses that you always want to receive messages from. Any email placed in this folder will never be quarantined. If you want to always allow an email to get through, such as email lists you subscribe to, but do not want to add
some address to your contact lists, simply drop one of these messages in your whitelist folder and you will never have to worry about an email from that sender getting quarantined again.

**Health and Safety**

There is an Emergency Procedures Quick Reference Guide in every classroom located above the phone. Familiarize yourself with the types of incidents covered and the appropriate responses.

**Accidents and Safety Hazards**

If you are involved in an accident, or witness an accident, make sure to report the incident to Security. Security will fill out an incident report and ascertain if additional services are needed.

**Communicable Disease**

All newly hired academic employees have to have a medical certificate on file indicating freedom from tuberculosis. They must show that they have been examined within the past 60 days to determine that they are free from active tuberculosis.

No academic employee shall commence service until such medical certificate has been provided to the district.

Once hired, all employees shall be required to undergo an examination within four years of initial employment and every four years thereafter to ensure continued freedom from tuberculosis.

Employees may utilize their primary care physicians, public health or the college’s health facility to have the tuberculosis test done. Once the tine test has been administered and read, the employee may submit the certificate to Human Resources to be placed in their personnel file.

*Health Services is on campus to provide TB/PPD screenings for staff. If you have questions, call for further information.*

**Fire, Earthquake, Defense and Other Disasters**

The college maintains a disaster plan that addresses the many types of potential issues that could affect the ability of the college to function and deliver instructional services. You may access these plans through your division office.

Please familiarize yourself with escape routes from the buildings in which you teach should a mass evacuation be required.
Smoking

Smoking is prohibited in all facilities and district vehicles and within 20 feet of all public building entrances. Smoking is permitted only in designated smoking areas identified by approved “smoking permitted” signs.

Selling or distributing smoking materials and tobacco products on district property is prohibited.

Keys

Office keys and building keys are requested through your division office. Once a key request has been filled, you will be notified and will have to go to West Campus Building and Grounds to pick up your keys.

Payroll

Full-time Faculty

You may set up your payment schedule to cover the academic year, or to have your salary paid to you across the 12 month time span. Full-time contracts are paid on the first of the month, overload contracts are paid in the middle of the month.

You may also elect to have your paycheck deposited directly into your bank account.

Contact Payroll to set up your pay preferences.

Adjunct Instructors

All adjunct instructors need to complete the Certificated Status Form at the beginning of each semester. Payroll must receive this completed form before payment can be made.

For Adjunct Faculty on the Automated Pay System:

1. The automatic adjunct/overload pay system makes it (almost) unnecessary to file monthly pay claims. The largest majority of adjunct/overload assignments are now on this system.

2. If your assignment involves only full-term classes for which you are the sole instructor, you should be on the automatic pay system and will not have to file pay claims. You will receive four equal monthly payments for the classes you teach. Your total pay is determined by the number of hours of instruction called for in the course outlines of the classes taught. This basis of payment is called Course Outline Hours (COH).
3. Payment is determined by multiplying your hourly rate by the Course Outline Hours for each class you teach. Usually, COH are determined by multiplying the weekly number of hours for your course by 16.4 (the number of weeks in a semester. Pay for FLEX hours is included for those on automatic pay.

**For Adjunct Faculty not on the Automatic Pay System:**

1. Payroll claim forms may be picked up in the Division Office.

2. Fill out the personal information requested on the top of the form, but leave Account Number, Total Hours, Pay Rate and Gross Earnings blank.

3. On the line Types of Duties Performed, fill in instructor, Substitute, Counseling, Supervisor, etc., as is appropriate. On the line Name of Class, insert the course name and number for the class.

4. The space for Authorized Signature will be filled in by the Division Dean.

5. If you teach more than one class and the classes are in the same area, it is not necessary to complete a separate form for each class. Payroll claims will accommodate two class section listings for each day. Be sure to fill in the Section Number above each column. If the classes are taught in different areas and require different account numbers, a separate form must be used for each.

6. Substitute time should not be listed on the same claim as regular assignments. Substitutes should list the name of the person for whom they are substituting.

7. Fill out a separate pay claim for each month. Pay claims begin on the 20th of one month and end on the 25th of the next month.

8. Completed payroll claims must be turned in to the Division Office by the 25th of each month. Failure to properly complete pay claim forms and turn in the payroll claim by the 25th of the month will result in a one-month delay in payment of your claim.

**Payment for Cancelled Classes:** If a class is canceled because of insufficient enrollment during the first session, adjunct and overload instructors are compensated on an hour-for-hour basis for instructional services rendered.

**Pay Period:** The pay period is based on a month beginning on the 26th and ending on the 25th. Payroll warrants are prepared by the YCCD Payroll Department and processed for issuance on the 15th day of each month.
<table>
<thead>
<tr>
<th>Payees</th>
<th>Cutoff</th>
<th>Deadline</th>
<th>Pay Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Payroll (Classified,</td>
<td>20th of the month</td>
<td>To Payroll by the 25th</td>
<td>15th of the month</td>
</tr>
<tr>
<td>Adjunct, Overload, Students)</td>
<td></td>
<td>of the month</td>
<td></td>
</tr>
</tbody>
</table>

The information included in this table supersedes the cutoff date noted on the Pay Claim form.

**Mail**

Mailboxes for all faculty are located in either the East Campus Mailroom, Morris Building Room 110, or the West Campus Mailroom, Yosemite Hall Room 107. Each instructor has only one mailbox assigned based on the campus to which they are assigned. Verify mail delivery with the Division Secretary. Some Divisions provide a pickup service and place faculty mail in the Divisional mailboxes.

If you are sending mail out through the college, facilities uses a new postage meter that will only seal envelopes and add postage to letters that have the flaps up or open. Any letter sized envelopes that need to be sealed or have postage added must be brought to the mailroom with the flaps up. Large envelopes (6x8 and larger) need to be sealed.

If you wish your mail to go out on the same day, you must have it to the West Campus mailroom by noon, or in the East Campus mailroom by 3:00pm.

The mailroom also sells stamps between the hours of

**Office Supplies**

You may find basic offices supplies available in your Division Offices. Divisions usually stock pens, pencils, staplers, staples, tacks, tape, etc. which are available for your use. Most offices allow you free access to the supplies. If you have special needs, check with your division secretaries for any rules around ordering.

**Parking Permits**

In order to park in a faculty/staff parking area, faculty must purchase an MJC Parking Permit. The current cost for parking privileges is thirty dollars ($30.00) for the academic year. If purchased in the Fall semester, the permit is valid through the summer session and must be renewed the following Fall semester.

Parking permits may be purchased directly at the Business Offices located at each campus, or from Security which is located on the West Campus.
The East Campus Business Office is located in the Student Center. The West Campus Business Office is located in Sierra Hall.

Faculty are free to opt to pay the daily parking fee of one dollar ($1.00) in the student parking lots, but student parking is generally in high demand and the faculty person runs the risk of not finding a parking place in time to meet their class. Day passes from the ticket dispenser are not valid in staff reserve parking until after 7:00p.m.

Weekend parking is free.

Traffic on the campus is regulated by and under the jurisdiction of the Modesto City Police and the MJC Campus Security. Infractions of the traffic and parking regulations are subject to citation.

**Remote Access System**

The Yosemite Community College District maintains a Remote Access System (RAS) that allows any faculty member access to most campus computer resources and the Internet from off-campus via telephone dial up. Use of RAS is limited to activities that support instruction and/or the conduct of official college related activities.

To gain access to RAS, take the following steps:

1. Establish a YCCD network account

2. Request a RAS account from your manager or Division Dean. The Division Secretary will submit a work order for you.

3. Technology Services will send you an email message and an enclosed file that contains complete instructions for installing and setting up RAS at a remote (off-campus) location. From any on-campus location (for example, your Division Office or the IRC) download the enclosed file to a 3.5” Floppy disk, take this disk to the remote computer, and install according to the instructions provided by Technology Services in the email message.

**Security Escort Services**

Safety is a primary concern at MJC. If you teach at night or early in the morning and wish to be escorted to your car by Security, you need to call Security (x6351) to make that request. You will need to inform the dispatcher what time the service is needed and where you will be. There are campus telephones in all classrooms and the Library to facilitate making contact with the Security Office.
**Sick Leave**

Full-time and adjunct faculty accumulate sick leave based on hours worked. Full-time and adjunct faculty earn one hour of sick leave for every twenty hours worked. Instructors complete a Certificate of Absence, available in each Division Office. Return the completed form to your Division Dean.

If there are questions regarding the use of personal necessity leave or bereavement leave, call YCCD Human Resources (575-6968).

**Smoking**

Smoking is prohibited in all buildings on campus. If you smoke, you must exit the building.

According to California Code, smoking is prohibited within 20 feet of all entrances to buildings.

If you smoke, please respect our campus environment and dispose of cigarette butts in the various “ash/trash” cans located outside most buildings on campus.

**Staff Bulletin**

The College publishes a staff bulletin to apprise you of upcoming events of interest. You will receive the staff bulletin via an email with a link to connect you to the information.

**Voice Mail**

The Division Dean will request a voice mailbox for each instructor. You can dial into this mailbox from any telephone to play your messages or change the greeting.

**To set up voicemail account and for off campus access:**

1. If your last name begins A-J, dial 575-6000; if your last name begins K-Z, dial 575-6500.
2. Enter 8 then your mailbox number
3. Enter * (star), then your pass code (4 numbers). The default pass code is the current year.
4. Setup: the first time you call, you must use the outside number listed above. The system will guide you through the process of entering your name and a greeting. To change these press “U” (user options) and follow the instructions.
To set up voicemail for on campus access
1. Last name A-J dial 6000; last name K-Z dial 6500.
2. Enter * (star) then your mailbox number
3. Enter * (star) then your pass code
4. The system will guide you through the rest of the process.

Basic Instructions for using campus phones are located in the Staff Telephone Directory.

**Word Processing**

With the advent of computers, instructors are now responsible for their own word-processing for exams and other classroom materials. Under certain circumstances, the division staff may be able to assist you in your word-processing needs. If so, you will need to fill out a work order in the Division Office. Check with the office staff for conditions under which they would assist you with word processing.

**YFA Dues**

As members of the collective bargaining unit within the Yosemite Community College District, both full-time and adjunct faculty are responsible for meeting the provisions of Article 15.3.1, Organization and Security Dues Deduction, of the contract in force between the Yosemite Faculty Association and YCCD. This article requires that all faculty members contribute to the financial support of YFA as it represents the faculty on terms and conditions of employment, contract negotiation, contract administration, and maintenance of the faculty organization.

In September 2000, the California Legislature and the Governor implemented SB 1960, and incorporated it into Government Code January 1, 2001. The legislation requires public school employees who are exclusively represented by a union to join that union or to pay the agency a Fair Share Service Fee to help support the work of the collective bargaining unit undertaken on their behalf.

Full-time faculty may only opt out of paying association dues for reasons of religious objection.

Adjunct faculty have three choices available to them. If adjuncts do not select to either become full, voting members of the faculty association or refuse to pay for reasons of religious objection, a service fee of $10.00 per semester is automatically deducted from your paycheck. If you choose to enroll as a full member of the Association, your dues are structured according to your teaching load for the semester. For those teaching a load of 30-60%, membership dues run $150.00 per year. If you are teaching less than 30%, membership dues are $100.00 per year. Membership allows faculty to participate in the selection of YFA Executive Board members, as well as participation in choosing negotiation priorities and voting for or against contracts.
If you are a member of a religious body whose traditional tenets include objections to joining or financially supporting an employee organization, you may contribute an amount equal to the service fee ($10.00), for adjuncts, or the equivalent of your membership dues, for full-time faculty, to one of three charitable organizations: Modesto Junior College Foundation, Columbia College Foundation, or the United Way. To be eligible for this option, you need to provide written evidence of your religious affiliation and the tenets defining the objection. Those qualifying under this option are still represented by YFA in negotiations and in grievances. Contact the YFA Office at 575-6699 if you are interested in this option.
APPENDIX A

FORMS
Modesto Junior College
Academic Senate and YFA

Academic, Contractual and Working Conditions
Professional Problem Reporting Form

If you have a problem or issue that you believe is an academic and professional matter and you would
like help in resolving it, or if you have an issue on campus and you are not sure who to go to for help,
this form is provided by the Academic Senate and the YFA as a way for you to get answers. Fill out the
spaces below, and either give the form to a Senator or YFA representative in your department or
division or deliver it directly to the Academic Senate or YFA mailboxes in the Morris building or offices
in Library Annex 101. Your privacy will be respected.

Name:

(Note: Name can be withheld upon request, but provide it for us to contact you initially.)

Department/Division:

Description of Problem or Issue:

Questions:

Action You Would like the Senate or YFA to Take:

The Academic Senate and YFA are here to help and serve you. Please contact us anytime at the following numbers:
Academic Senate – ext. 6277 / YFA – ext. 6099.
Academic Transfer Request

Yosemite Community College District

Academic Transfer Request

Please refer to the Article 9 of the YTF Agreement for more information regarding academic transfers.

1. Position applying for: ________________________________

2. Campus requesting transfer from: MJC-E MJC-W CC CS
   Campus requesting transfer to: MJC-E MJC-W CC

3. Current area/division: ________________________
   Current Dean: ________________________

4. Name: ________________________ (First) (Middle) (Last)

5. Home Phone: ________________________ Day or Message Phone: ________________________

6. Email: ________________________

7. Last 4 digits of Social Security Number: ________________________ or College ID #: ________________________

8. Have you ever been convicted of a misdemeanor? ________________________
   of a felony? ________________________

   If yes, please explain on back of this form. (Conviction of a misdemeanor will not automatically eliminate requester for a position)

Please attach a YCCD Faculty application and a current résumé to include educational background, work experience, and 3 professional references.

Comments: ________________________

______________________________

I hereby certify that the statements above are true and complete to the best of my knowledge and belief.

______________________________

______________________________

Please submit completed form to the Vice Chancellor of Human Resources Office
Phone: 209.575.6506 or Fax: 209.575.6533

Yosemite Community College District is an Equal Opportunity Employer

Page 1 of 1
Authorization to Use Privately Owned Vehicles on District Business

Authorization expires earlier of license expiration date or June 30, 2006

I. Certification

Approval is requested to use privately owned vehicles to conduct official District business for which a full mileage rate allowance will be paid.

I hereby certify that, whenever I drive a privately owned vehicle on District business, I will have a valid California Driver's license in my possession, all persons in the vehicle will wear safety belts, and the vehicle shall always be:

1. Covered by liability insurance for the prescribed amount:
   a. $300,000 combined single limit each accident for bodily injury and property damage;
   b. $100,000 each person, $300,000 each accident for bodily injury and $50,000 each accident for property damage.
2. Adequate for the work to be performed.
3. Equipped with safety belts in operating condition.
4. To the best of my knowledge, in safe mechanical condition as required by law.

I hereby certify that while using a privately owned vehicle on official District business, all accidents, whether my fault or not, will be reported to the Executive Vice Chancellor within 48 hours.

I understand that permission to drive a privately owned vehicle on District Business may be suspended or revoked at any time.

Driver’s License Number
State
Expiration Date

Employee’s Signature
Print Name as Shown on License
Date

NOTE: If your driver's license expires prior to June 30, 2006, you must renew this authorization upon receiving a new driver's license expiration date.

II. Approval

Use of a privately owned vehicle on District business is approved:

Immediate Supervisor’s Signature
Title
Date

Distribution of original form: MJC employees return to MJC Facility Office, CC employees return to CC Mail Room, Central Services employees return to Vice Chancellor for Fiscal Services.
Disruptive Student Report Form

MJC FACULTY/STAFF Report Form
Regarding inappropriate student behavior—
Form for Handling Disruptive Student(s) on Campus Property, in Classes, Offices,
Extra-Curricular Activities, and College-Sponsored Events

1. Information completed by faculty/staff member:
Name of student: ____________________________  Student ID#: ____________________________
Class/office involved: ____________________________  Date: ____________________________  Time: ____________________________
Type of inappropriate behavior exhibited:
____ talking  ____ argumentative  ____ swearing  ____ physical contact  ____ other
Comments: (attach statement if more room needed):
_________________________________________________________________________________
_________________________________________________________________________________

2. Action taken by faculty/staff member:
____ talked with student  ____ removed from class  ____ referred to Dean/Supervisor
____ referred to Dean of Student Services  ____ warning to student  ____ other
____ referred to Dean of Special Programs
Comments: ____________________________________________________________

Faculty/staff member’s signature: ____________________________  Date: ____________________________
Extension: ____________________________  Office hours: ____________________________  COPY of form for student? (Y or N )

SEND form to Dean/supervisor of division/unit.
Note: Any time a student is removed from class, the Vice President of Student Services must immediately receive a copy of this form or an e-mail notification of the student’s removal.

3. Action taken by Dean/Supervisor:
____ talked with student  ____ removed from class  ____ referred to Vice President of
____ other  ____ Student Services
Comments: ____________________________________________________________

Dean/supervisor’s signature: ____________________________  Date: ____________________________

4. Vice President’s reply will be sent to Dean/Supervisor and/or faculty/staff within 48 hours of receipt of form.

Vice President’s Signature: ____________________________  Date: ____________________________  (DISFOM8800-2/02)
Employee Pull Notice Program

Employee Pull Notice Program

2005-06 Fiscal Year Authorization for Release of Driver Record Information

I, ____________________________, California Driver's License Number ____________________________, hereby authorize the California Department of Motor Vehicles (DMV) to disclose or otherwise make available, my driving record, to my employer, Yosemite Community College District (YCCD).

I understand that in order to be approved to drive my personal vehicle or a District vehicle for District business, YCCD will enroll me in the Employee Pull Notice (EPN) program to receive a driver record report at least once every twelve (12) months or when any subsequent conviction, failure to appear, accident, driver's license suspension, revocation, or any other action is taken against my driving privilege during my employment.

I am not driving in a capacity that requires mandatory enrollment in the EPN program pursuant to California Vehicle Code (CVC) Section 1808.1(k). I understand that enrollment in the EPN program is in an effort to promote driver safety, and that my driver license report will be released to my employer to determine my eligibility as a licensed driver for my employment.

Executed in the City of ____________________________, County of ____________________________, State of California.

Employee Signature: ____________________________

Date: ____________________________

☐ MJC ☐ CC ☐ CS ☐ Staff ☐ Student ☐ Dept./Division: ____________________________

Do Not Write Below This Line.

I, Jim Codoni, an employee of Yosemite Community College District, do hereby certify under penalty of perjury under the laws in the State of California that I am an authorized representative of this company, that the information entered on this document is true and correct to the best of my knowledge, and that I am requesting driver record information on the above individual to verify the information as provided by said individual. This record is to be used by this employer in the normal course of business and as a legitimate business need to verify information relating to a driving position not mandated pursuant to CVC Section 1080.4. The information received will not be used for any unlawful purpose. I understand that if I have provided false information, I may be subject to prosecution for perjury (Penal Code Section 118) and false representation (CVC Section 1808.45). These are punishable by a fine not exceeding five thousand dollars ($5,000) or by imprisonment in the county jail not exceeding one year, or both fine and imprisonment. I understand and acknowledge that any failure to maintain confidentiality is both civilly and criminally punishable pursuant to CVC Sections 1808.45 and 1808.46.

Executed in the City of Modesto, County of Stanislaus, State of California.

Signature of YCCD authorized representative: ____________________________

Date: ____________________________

THIS FORM MUST BE COMPLETED AND RETAINED AT THE EMPLOYER'S PRINCIPLE PLACE OF BUSINESS AND MADE AVAILABLE UPON REQUEST TO DMV STAFF.

Return form with original signatures and copy of your Driver's License to Jim Codoni, YCCD Transportation.
Federal Work-Study Request Form

2005-2006
FEDERAL WORK-STUDY
REQUEST FORM

Date ____________________________ Phone ____________________________
Division ______________________________________________________________________________________________________
Specific Department or Off-Campus Site ____________________________________________________________________________
Address ______________________________________________________________________________________________________
Office Location ________________________________________________________________________________________________
Office Hours __________________________________________________________________________________________________
Supervisor’s Name ____________________________________________________________________________________________

Job Title ______________________________________________________________________________________________________
Job Description: (list duties and responsibilities) __________________________________________________________________

Number of Students Needed ____________________________ Total Weekly Hours Needed ____________________________

Personal Qualities Required: __________________________________________________________________________________

Self-Motivator: ____________ Judgment: ____________ Creative Ability: ____________ Other: ____________

Specific Skills Required: ______________________________________________________________________________________

Math ____________ Typing - Speed ____________ Calculator ____________ Art ____________ Computer ____________

Filing ____________ Word Processing ____________ Other (specify) ____________

Specific Course(s) Completed __________________________________________________________________________________

Please indicate if you want to request a particular student(s):
Student's Name ____________________________________________

Signature (Division Dean/Unit Manager) __________________________________________________________________________

Division ______________________________________________________________________________________________________
Secretary (name) ______________________________________________________________________________________________
Ext. _________________________________________________________________________________________________________
Location (building/room number) ________________________________________________________________________________

PLEASE COMPLETE THIS FORM FOR EACH JOB PLACEMENT TITLE AND RETURN TO THE FINANCIAL AID OFFICE.
YCCD Request for Professional Improvement Activity Approval

YCCD – REQUEST FOR PROFESSIONAL IMPROVEMENT ACTIVITY APPROVAL

Name of Applicant: ____________________________ Date of Request: ____________________________

Please Check One:

☐ Academic course (Section 1) – TRANSCRIPT REQUIRED.
☐ In-lieu project or work experience (Section 2) – WRITTEN REPORT IS REQUIRED.

Please Note:
1. Professional improvement activity request must have "PRIOR ADMINISTRATIVE APPROVAL".
2. After completion of work, closing date for submission of transcripts or reports to Human Resources is September 15th, for units to be credited that academic year.
3. Approval forms for incomplete activity will be kept on file for two years only.

SECTION 1 – ACADEMIC COURSES

I hereby request approval of the following course:

Name and number of course: ____________________________

Units of credit to be earned (Semester) ___________ or (Quarter) ___________

College or University: ____________________________

Beginning date of session: ____________________________ Ending date of session: ____________________________

SECTION 2 – IN-LIEU PROJECTS OR WORK EXPERIENCE

I hereby request approval of the following in-lieu project or work experience:

Project or Description of Work: ____________________________

Probable number of hours to be spent: ___________

Between ___________ and ___________ (exact number of hours to be in written report).

SECTION 3 – ALL ACTIVITIES

I feel this course or activity will improve my ability as follows:

______________________________________________

______________________________________________

Applicant's Signature: ____________________________

Human Resources Use Only

Administrative Approval: ____________________________ Initials: ___________ Date: ___________

In-lieu projects: _______ hours = _______ units

Division Dean: ____________________________ Date copy sent to applicant: ___________

Vice President for Instruction: ____________________________ Date transcript/report received: ___________

*NOTE: Administrative approval relates to proposal/ activity only. Award of units is subject to review/approval by Human Resources upon complete of activity and receipt of required documentation. Remember to: Fill in all the appropriate form fields, print the form, sign it, make sure you attach a copy of the guidelines, then give the hard copy to your Division Dean for approval. Click here to return to guidelines.

http://yccdnet/ehumanresources/hr/Approval%20Form.htm

7/11/01
APPENDIX B

Full Text Documents
Academic Integrity and Plagiarism

To: The MJC Faculty Senate
From: The Academic Standards Committee
Re: Recommendations for Senate action regarding academic integrity and plagiarism

We recommend that the Faculty Senate:

1) pass out to all faculty the Statement of Academic Integrity, along with the Statement on Plagiarism, for possible use in faculty syllabi; and

2) urge each academic department to discuss how best to inform students clearly about plagiarism, using examples pertinent to each discipline.

A Statement on Academic Integrity for possible use in faculty syllabi

Academic integrity is an important concept for college students and instructors, and violations are taken seriously. At MJC, we use the following definitions for violations of academic integrity that are part of the Student Code of Conduct:

“Cheating”-Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; misrepresenting or non-reporting of pertinent information in all forms of work submitted for credit.

Facilitating Academic Dishonesty-Intentionally or knowingly helping, or attempting to help, another to violate a provision of the institutional code of academic integrity.

Plagiarism-The deliberate adoption or reproduction of ideas, words or statements of another person as one’s own, without acknowledgement. This includes all group work and written assignments.”

Our regulations also state, “The grading of a student’s work rests on the fundamental idea that an instructor is evaluating a student’s own work, so cheating or plagiarism demonstrates a failure to complete this most basic requirement of any course. Thus a faculty member may administer academic consequences for violating the Academic Integrity Policy ranging from partial or no credit on an exam or assignment to an F in the course.” [At this point the instructor may state his or her penalty for violations. For example, “The penalty for plagiarism in my class is an F in the course. I will also report the incident to the Vice-President of Student Services.”]
A Statement on Plagiarism for possible use in faculty syllabi

Plagiarism is misrepresenting someone else’s words or ideas as your own. The wording or ideas of others, when used in a written composition, oral presentation, or other assignments, must be properly attributed. This means using proper citation style to give credit to the source in a paper, or verbally acknowledging the source in a speech. Borrowed ideas may include facts, opinions, statistics, graphs, drawings, and physical models.

Use of another person’s wording requires quotation marks and a proper citation in a written presentation, or clear spoken attribution of the quotation in an oral presentation. Paraphrasing or summarizing—any form of restating the ideas of others in your own words—also requires attribution. When you paraphrase, you must use your own words and sentence structure; changing or re-arranging a few words is not sufficient and is considered plagiarism.

Attribution is not required for common knowledge or your own ideas, such as facts you witnessed, your interpretation, or your opinions. “Common knowledge” is information widely known by a reasonably well-informed public. If you do not remember the source of some knowledge or have all the details about the source for proper citation, you must research further to get the required information before using that source.

Other forms of plagiarism include distorting a source’s words or ideas and misrepresenting the source by faking a citation. Also, an essay, speech, or other work produced by you in the past, but re-used for a current assignment without clear indication of its prior use, may be considered “self-plagiarism.”

Ignorance is not an excuse. Students are expected to understand what plagiarism is and that it is unacceptable. Whenever in doubt, students should ask their instructor.
Attendance and Grading

To:   The MJC Academic Senate  
From: The Academic Standards Committee  
Re:   Our report and recommendations to the Senate regarding attendance and grading  

Early this year Dr. Scroggins requested that the Academic Senate consider the appropriate place of student attendance in the determination of term grades. The reasoning offered against attendance measures as a component of the term grade can be summarized as follows:

1. All courses have certain objectives, as stated in the course outlines. Teachers should teach to those objectives. The final grade is a measurement of how well a student has fulfilled or learned those objectives.

2. Learning does not necessarily take place when a student attends class. Attendance may be a necessary condition for learning, but it is not a sufficient condition. Therefore, grades should not be linked to attendance.

3. In contrast, participation in learning activities that reflect the course objectives is a more appropriate standard on which to base a final grade. The various learning activities develop behaviors (mental, attitudinal, and sometimes emotional) that manifest learning. Participation in the learning activities constitutes a way to assess how well course objectives are met.

4. One of the tasks of a thoughtful teacher is to think through and be able to state clearly to students how the various learning activities in a course help students progress toward mastering the course objectives.

At an open meeting attended by Dr. Scroggins and a number of faculty in April 2004, various concerns were raised about the wisdom of changing the status quo regarding grading and attendance. Other reasons have emerged from discussions in our Academic Standards Committee. Here is a summary of faculty views that need to be considered in this matter:

1. Student absences, tardiness, or leaving early almost always have a negative effect, not only on the individual but also on the class. Their absence means students are not contributing their knowledge and viewpoints to the community of learners; in addition, their casual attendance may suggest to others that the class and what's done in it are not important.

2. Students have been socialized in our school system to regard attendance as integral to their grade, and in most cases to their overall success. Attendance is part of the 3 R's that the Modesto City Schools has inculcated in students for years: attendance is a core part of a student's “Responsibility.” Separating attendance from grading could weaken our students' appreciation of this essential value for success.
3. Our students at community colleges are learning a set of behaviors so they can become successful. Among the practices important to their success is attending class regularly to take full advantage of learning opportunities.

4. At California State University, Stanislaus, linking grades and attendance is a practice among at least some professors. We assume that professors at other state universities and in the UC system follow a similar practice. Our policies should be compatible with those of other universities in our state system, because we want to prepare our students with sets of behaviors required when they transfer.

5. In some professional situations, attendance is the only measure of learning. For example, when doctors or nurses attend professional education conferences; when teachers here at MJC get flex credit for attending certain activities; or when people attend community education classes, certificates of completion are given based solely on attendance.

6. Tests or papers or whatever is used to measure proficiency in the subject matter does not measure everything of value that students learn from a class. Students who don't attend regularly may miss out on significant insights or inspiring moments that are often unplanned and unanticipated. Sometimes these wonderful moments are the most important part of what students take away from a classroom experience.

7. Responses from some participants in a list-serve called Writing Program Administrators indicate that when students find out there are no consequences to being absent, they often opt not to attend. This increases the dropout and failure rate.

8. The MJC Student Handbook underscores the importance of attendance: Regular class attendance: Learning takes place in the classroom and each student contributes to the learning experience of his or her classmates. Therefore, a student should recognize that one of the most vital aspects of the college experience is attendance and punctuality in the classroom. Students are expected to attend all sessions of each class including those in which final examinations are given. Class attendance policies are established by each instructor and each student bears the responsibility to be aware of and to comply with attendance and punctuality requirements. Failure to do so may result in a lowered grade. (16)

Our conclusion from this valuable dialogue is that while concerns about using valid standards to measure learning are well taken, the negative effects of completely eliminating measures of attendance from determination of the term grade would be undesirable. For the reasons listed above, we think attendance may be used as a component of valid grading. We further recommend that all faculty include in their syllabi:

1. a statement of their attendance policy, explaining what they regard as "excessive absences"; and
2. an explanation of how attendance will affect students' final grade.
Assessing Online Faculty

Assessing Online Faculty

The materials presented in this document may be used by a Peer Evaluator; Dean or Unit Manager to assist in assessing a faculty member when all or part of their load results from teaching online courses. The purpose of this form is to provide an opportunity for online faculty to receive helpful formative feedback in order to improve the course design and delivery. These materials are in no way meant to replace or supersede officially sanctioned YFA materials used for the summative evaluation of faculty. It is suggested should any of these materials be used for official evaluation purposes, that all parties concerned unanimously agree to their use.

The recommendations below emerged as recommendations from the Modesto Junior College Virtual Classroom Committee. The principles, issues and suggestions shown in the subsequent pages are taken from the following three documents;


Best Practices for Administrative Evaluation of Online Faculty, Thomas J. Tobin, Instructional Development Librarian, Southern Illinois University. This paper was one of three selected as a "Best Paper" among DLA 2004 proceedings, Jekyll Island, Georgia, May 23-26, 2004.

The VCC suggests that peer evaluators and/or managers take the opportunity to enter the instructor’s online course in order to see first-hand how well the course design and operation meets the suggested criteria described in the following pages. This may be accomplished by asking the instructor to add evaluators as “co-designers” in their WebCT course shell(s). Another option is for the peer evaluator or manager to enter the course using the current semester’s “test student”. By entering as the “test student” they will see the course exactly as a student would see it. Contact the Coordinator of Distance Education and Instructional Technologies (6281) or the Online Help Desk (6412) to learn how to login as the “test student”. Additionally, in order to assess the opinions of students and obtain valuable feedback, the faculty course designer may want to use the WebCT survey tool in order to gather anonymous student feedback. Information acquired using the survey tool can be printed in summary form along individual student comments.

The three documents mentioned above are a good starting point for those interested in learning more about evaluating online instruction. Evaluators may wish to read these articles prior to beginning the process.
Course Evaluation: A Tool for Faculty

Principle 1: Good Practice Encourages Student-Faculty Contact

Explanation: Instructors should provide clear guidelines for interaction with students. This may include the following:

- The instructor should establish policies describing the *types* of communication that should take place over different channels. Examples include email, discussions, and/or chats.
- The instructor sets clear standards for instructors' *timelines* for responding to messages. Examples: “I will make every effort to respond to e-mail within 48 hours of receiving it.”
- The instructor provides clear information regarding curriculum content and course procedures and policies. Examples may include a course orientation and/or a clear and detailed course syllabus.

| The course has very clear policies and procedures regarding how students may communicate with the instructor along with very clear information regarding course procedures and policies (see comments below) |
| The course has generally clear policies regarding communication, policies and course procedures, however some minor areas may need improvement (see comments below) |
| The course procedures regarding communication, policies and course procedures has significant short-comings with improvement needed in some areas (see comments below) |

Comments:
**Principle 2: Good Practice Encourages Cooperation Among Students**

*Lesson for online instruction*

**Explanation:** *Well-designed discussion assignments and/or student projects facilitate meaningful cooperation among students.*

- Learners should be required to participate (and their grade should depend on participation). Points given for participation in class discussions may be based upon the quantity and/or the quality of the participation (ie - actual discussion postings entered by students).
- Discussion groups should remain small and/or be well-managed
- Discussions may be focused on a task
- Tasks can result in a product
- Tasks should engage learners in interacting with each other and with the content
- Learners should receive feedback on their discussions
- Instructors should post expectations for discussions and have clear guidelines on how students are to post to discussions
- A course utilizing group projects using the “student presentations” tool, should have clear guidelines and easy-to-understand instructions in order to maximize student participation and success

<table>
<thead>
<tr>
<th>Discussions and/or group projects have clear guidelines for use; have well defined policies in terms of how points are awarded for participation and the instructor provides consistent feedback regarding discussion postings and/or project results (see comments below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>While discussions and/or group projects have generally clear guidelines, policies and feedback, there are some areas that may need improvement (see comments below)</td>
</tr>
<tr>
<td>There are significant areas of concern regarding Discussions and/or group projects that may need attention (see comments below)</td>
</tr>
</tbody>
</table>

Comments:
Principle 3: Good Practice Encourages Active Learning

Explanation: Instructors should provide opportunities for students to engage in active learning using assignments and class activities designed to encourage the interaction with the concepts covered in the class and by reviewing each other’s work relating to the course materials.

Examples of opportunities may include:

- Peer-reviewed course projects
- Interactive simulations
- Audio presentations
- Active web research
- Experience-based projects requiring interviews and/or other “real-life” activities

| The Instructor provides numerous opportunities for students to engage in active learning throughout the course |
| The Instructor could add opportunities for active learning or improve the quality of existing activities |
| The Instructor appears to have very limited opportunities for students to engage in active learning and needs to add these types of activities |

Comments:
Principle 4: Good Practice Gives Prompt Feedback

Explanation: Instructors need to follow standards and guidelines they have established for timely response to messages.

Example of such guidelines may include:

- The instructor responds to email within 24 to 48 hours
- The instructor grades assignments within 2 weeks of submission
- The instructor posts current grades every 3 to 5 weeks

| The instructor does an excellent job of providing prompt feedback by establishing standards and guidelines and then following these guidelines |
| The instructor may need to consider a clarification of standards for providing prompt feedback and/or work on carefully following established guidelines in order to improve the timeliness of student feedback |
| The instructor does not have clearly established guidelines and standards regarding providing prompt feedback and/or they do not appear to follow the established guidelines and standards |

Comments:
Principle 5: Good Practice Emphasizes Time on Task

Explanation:  *Online courses should be designed to require students to access the course content on a regular basis. There also needs to be clearly identified deadlines for the completion of all assignments. The use of software reminders or other available tools to help students complete work in a timely fashion is encouraged.*

- Course content and material are released to students in such a way as to require regular interaction with the course. This generally means that students are required to access their course on a weekly basis at minimum
- The instructor clearly communicates due dates for all activities and assignments
- The instructor uses the calendar tool and/or other course management software reminders in order to encourage timely completion of assignments

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor does an excellent job of</td>
<td>The instructor may need to consider reorganizing some course materials and/or releasing them in a more regular and periodic fashion. A more</td>
</tr>
<tr>
<td>organizing the materials and releasing</td>
<td>clearly articulated description of due dates and a more consistent use of software reminders may be needed.</td>
</tr>
<tr>
<td>them in such a way as to require regular</td>
<td>The instructor needs to do a major reorganization of course materials in order to require regular and periodic student participation in the course. Use and/or improvement in published deadlines and/or software reminders is recommended.</td>
</tr>
<tr>
<td>participation. Additionally, the instructor</td>
<td></td>
</tr>
<tr>
<td>does an excellent job of clearly</td>
<td></td>
</tr>
<tr>
<td>communicating due dates and using</td>
<td></td>
</tr>
<tr>
<td>available software reminders</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
**Principle 6: Good Practice Communicates High Expectations**

Explanation: Challenging tasks, sample cases, and praise for quality work communicate high expectations.

Examples may include:

- The instructor provides well-constructed syllabus
- The course is well organized and easy to follow
- Course expectations and grading policies are clearly stated
- The instructor publicly praises exemplary work

<table>
<thead>
<tr>
<th>The instructor does an excellent job of providing a well-constructed syllabus along with organizing the course content and requirements in order to maximize student success</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor may need to consider improving some aspects of the course in order to improve student success. These areas may be in the following areas; syllabus, course policies, grading policies and/or other procedural aspects of the course</td>
</tr>
<tr>
<td>The instructor needs to do a major restructuring or reorganization of the course materials in order to maximize student success. This may include major re-writes of the course syllabus; policies and procedures and/or other significant clarification of organizational aspects of the course</td>
</tr>
</tbody>
</table>

Comments:
Principle 7: Good Practice Respects Diverse Talents and Ways of Learning

Explanation: Instructors should provide content suited to needs of diverse learning styles. It is realized that providing some of these alternative methods can be technologically challenging and may require a significant amount of time to employ. Additionally, some of these methods may not be practical for some courses.

Examples of techniques to engage diverse learning styles may include:

- Use of graphics, charts, images and video (when feasible) for visually oriented learners
- Use of sound in the form of audio presentations where appropriate in order to meet the needs of auditory learners
- Use of interactive simulations and “real-world” experiential activities to meet the needs of kinesthetic learners
- Use of written materials in the form of notes, readings, outlines in order to meet the needs of those with a “read-write” learning style

<table>
<thead>
<tr>
<th>The instructor does an excellent job of utilizing a variety of instructional methods in order to meet diverse learning styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor does a fair to good job of utilizing a variety of instructional methods in order to meet diverse learning styles</td>
</tr>
<tr>
<td>The instructor may want to consider integrating instructional methods in order to meet diverse learning styles</td>
</tr>
</tbody>
</table>

Comments:
Administrative Procedure 2710 – Intellectual Property and Copyright

Preamble

The YCCD recognizes and encourages the creation of employee-developed works and course materials as an inherent part of the educational mission. It also acknowledges the privilege of district personnel (faculty, staff and students) to prepare, through individual initiative, articles, pamphlets, books, and course materials, that may be copyrighted by and generate royalty income for the author.

The parties to this agreement believe that the public interest is best served by creating an intellectual environment whereby creative efforts and innovations are encouraged and rewarded, while still retaining for the YCCD and its learning communities reasonable access to, and use of, the intellectual property for whose creation the YCCD has provided assistance.

Purpose and Scope

This statement sets forth YCCD’s policy on copyright ownership.

Definitions

**Copyright.** Copyright is the intangible property right granted by federal statute for an original work fixed in a tangible form of expression. Copyright provides the owner with the following exclusive rights in a work: to reproduce, to prepare derivative works, to distribute by sale or otherwise, to perform publicly, and to display publicly.

**Work.** A work is any copyrighted expression including, but not limited to, literary work (written lectures are included); musical work including any accompanying words; dramatic work, including any accompanying music; pantomimes and choreographic work; pictorial, graphic, and sculptural work; motion pictures and other audiovisual work; sound recordings; and computer software.

**Course materials.** Course materials are those prepared for use in teaching in any form, including, but not limited to: digital, print, audio, visual, or any combination thereof. Course materials include, but are not limited to, lectures, lecture notes and materials, syllabi, study guides, bibliographies, visual aids, images, diagrams, multimedia presentations, web-ready content, and educational software.

**Course approval documents.** These documents are submitted, reviewed and approved pursuant to applicable Academic Senate regulations related to the approval of a course of instruction, typically consisting of a course description, a statement of learning objective and a topical outline.
**Designated academic or instructional appointees.** Designated academic or instructional appointees are those YCCD employees who have a general obligation to produce scholarly/aesthetic works or course materials. Included are all appointees with the title of Professor or Instructor. Appointees in other academic titles may also be designated by the appropriate immediate supervisor as having the obligation to produce scholarly/aesthetic works or course materials.

**Independent academic effort.** Independent academic effort is the inquiry, investigation, or research carried out by designated academic appointees to advance knowledge or the arts where the specific choice, content, course, and directions of the effort is determined by the designated academic appointee without direct assignment or supervision by the YCCD. Independent academic effort includes the general obligation of designated academic appointees to produce scholarly/aesthetic works.

**License.** A license is a contract in which a copyright owner grants to another permission to exercise one or more of the rights under copyright.

**Originator.** An originator is one who produces a work by his or her own intellectual labor. When there is more than one originator, the ownership of each originator’s contributions shall be considered separately pursuant to this policy.

**Permissible consulting activities.** Permissible consulting activities are professional or scholarly services provided by the YCCD employees for compensation, which do not interfere with regular YCCD duties, do not utilize YCCD resources, and are not prohibited by terms of the YCCD employment contract or other applicable YCCD agreements or policies.

**Royalties.** Royalties are payments made to an owner of a copyright for the privilege of practicing a right under the copyright.

**Sponsor.** A sponsor is an organization or agency that provides funding, equipment, or other support for the YCCD to carry out a specified project in research, training, or public service pursuant to a written agreement. Sponsors include Federal, State, local, and other governmental agencies as well as private industry, educational institutions, and private foundations.

**Exceptional YCCD resources.** Exceptional resources are YCCD resources (including, but not limited to YCCD facilities and YCCD funds, as described below) significantly in excess of the usual support generally available to similarly situated faculty members. Customary secretarial support, library facilities, office space, personal computers, access to computers and networks, and academic year salary are not considered exceptional YCCD resources.

In such cases where exceptional resources have been requested, the YCCD is responsible for obtaining a written agreement with the Originator(s) prior to granting the Originator(s) request. The written agreement will specify ownership and control rights between the YCCD and the Originator(s).
**YCCD funds.** YCCD funds, regardless of source, are administered under the control, responsibility, or authority of the YCCD.

**YCCD facilities.** YCCD facilities include buildings, equipment, and other facilities under the control of the YCCD, that are designated by the appropriate administrative officer as requiring an advance agreement, from non-YCCD personnel and YCCD personnel acting outside the scope of their employment, concerning the disposition of any copyrighted works that are originated with the use of these facilities. Such facilities normally include campus computer centers and normally do not include YCCD libraries.

**Copyright Ownership by Category of Work**

**Course Materials.**

A. *Ownership of Course Materials Originated by Designated Instructional Appointees.*

Except as provided below, ownership of the rights to Course Materials, including copyright, shall reside with the Designated Instructional Appointee who creates them. However, the YCCD retains a fully paid-up, royalty-free, perpetual, and nonexclusive worldwide license to any Course Approval Documents for the purpose of continuing to teach the course of instruction for which the documents were prepared, with the nonexclusive right to revise and update them as required for this purpose as provided below in Item B (Course Materials Created with the Use of Exceptional YCCD Resources).

B. *Course Materials Created with the Use of Exceptional YCCD Resources.*

Ownership of the rights to Course Materials created, in whole or in part, by Designated Instructional Appointees with the use of Exceptional YCCD Resources shall be governed by a written agreement entered into between the Originator(s) and the YCCD. The agreement shall specify how rights will be owned and controlled and how any revenues will be divided if the materials are commercialized. If no agreement is made, then Item A (Ownership of Course Materials Originated by Designated Instructional Appointees) will remain in effect.

**Scholarly/aesthetic work.** A scholarly/aesthetic work is a work originated by a designated academic appointee resulting from independent academic effort.

Ownership of copyrights to scholarly/aesthetic works shall reside with the designated academic appointee originator, unless they are also sponsored works or contracted facilities works, or unless the designated academic appointee agrees to participate in a project which has special provisions on copyright ownership pursuant to the Copyright Agreement and Notification Section this policy.

**Personal work.** A personal work is a work that is prepared outside the course and scope of YCCD employment (except for permissible non-YCCD consulting activities) without the use of YCCD resources. Ownership of copyrights to personal works shall reside with the originator.
**Student work.** A student work is a work produced by a registered student without the use of YCCD funds (other than Student Financial Aid), that is produced outside any YCCD employment, and is not a sponsored, contracted facilities, or commissioned work. Ownership of copyrights to student works shall reside with the originator.

**Sponsored work.** A sponsored work is a work first produced by or through the YCCD in the performance of a written agreement between the YCCD and a sponsor. Sponsored works generally include interim and final technical reports, software, and other works first created in the performance of a sponsored agreement. Sponsored works do not include journal articles, lectures, books or other copyrighted works created through independent academic effort and based on the findings of the sponsored project, unless the sponsored agreement states otherwise. Likewise, sponsored works do not include sabbatical projects unless an advanced written agreement is made between the YCCD and the faculty member to be on sabbatical.

Ownership of copyrights to sponsored works shall be with the YCCD unless the sponsored agreement states otherwise. Any sponsored work agreement that provides for ownership by other than the YCCD generally shall provide the YCCD with a free-of-cost, nonexclusive, worldwide license to use and reproduce the copyrighted work for education and research purposes.

**Commissioned work.** A commissioned work is a work produced for YCCD purposes by individuals not employed at the YCCD or by YCCD employees outside their regular YCCD employment.

When the YCCD commissions for the production of a work, title normally shall reside with the YCCD. In all cases, copyright ownership shall be specified in a written agreement. Any such agreement which provides for ownership by other than the YCCD, generally shall also provide the YCCD with a free-of-cost, nonexclusive, world-wide license to use and reproduce the copyrighted work for education and research purposes.

**Contracted facilities work.** A contracted facilities work is a work produced by non-YCCD personnel or YCCD personnel acting outside the course and scope of their employment, using designated YCCD facilities pursuant to a written agreement.

Ownership of copyrights to contracted facilities work shall be governed by the agreement permitting use of the specified YCCD facilities. Depending on the nature of the facility and the nature and extent of the use, the agreement may specify that ownership of resulting copyrights rests with the YCCD, or the YCCD simply may be paid a fee for the use of the facility, or some other arrangement may be appropriate.


**Institutional Work.** Except as otherwise provided in this policy, the YCCD shall own all copyrights to works made by YCCD employees in the course and scope of their employment and shall own all copyrights to works made with the use of YCCD resources.

**Work acquired by assignment or will.** The YCCD may acquire copyrights by assignment or will pursuant to the terms of a written agreement or testament. The terms of such agreements should be consistent with this policy on Copyrights and other YCCD policies governing such acquisitions.

**Copyright Ownership of Jointly Originated Works**

Copyright ownership of jointly originated works shall be determined by separately assessing the Category of Work of each originator pursuant to the above section. Rights between joint owners of a copyright shall be determined pursuant to copyright law.

**Copyright Agreement and Notification**

Prior to any use of YCCD facilities by non-YCCD personnel or by YCCD personnel outside YCCD employment, a signed agreement shall be required that specifies the disposition of copyrighted works.

Designated academic appointees participating in sponsored projects must have an agreement on file with the designated campus official which acknowledges: (a) individual and joint responsibility to produce and deliver sponsored works to the sponsor, as required by the terms of the sponsored project agreement, and/or to the YCCD when so requested, and (b) that copyright ownership of sponsored works, unless reserved to the sponsor or otherwise provided for in the sponsored project agreement, shall vest in the YCCD.

Any designated academic appointee, other employee, or student wishing to participate in a specified YCCD project that includes copyright ownership requirements other than provided in the section on Copyright Ownership by Category of Work Section of this policy must sign an agreement indicating his or her concurrence with that project's special conditions. The appropriate administrative officer shall designate special YCCD projects that shall require such special copyright agreements.

**Involuntary Transfer**

When an individual author’s ownership of a copyright, or of any of the exclusive rights under a copyright, has not previously been transferred voluntarily by that individual author, no action by any governmental body or other official or organization purporting to seize, expropriate, transfer, or exercise rights of ownership with respect to the copyright, or any of the exclusive rights under a copyright, shall be given effect under this title, except as provided under title 11. (United States Copyright Law § 201 (e))
Release of YCCD Rights

The YCCD may release its ownership rights in copyrighted works to the originator(s) when, as determined by the YCCD: (a) there are no overriding or special obligations to a sponsor or other third party; and (b) the best interests of the YCCD would be served. Such release of ownership rights must be contingent on the agreement of the originator(s) that no further effort on, or development of, the work will be made using YCCD resources and that the YCCD is granted a free-of-cost, nonexclusive, worldwide license to use and reproduce the work for education and research purposes.

Licensing and Royalties

Material created for ordinary teaching use in the classroom and in department programs, such as syllabi, assignments, and tests, shall remain the property of the faculty author, but the YCCD shall be permitted to use such material for internal instructional, educational, and administrative purposes, including satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions.

In an agreement transferring copyright for such works to a publisher, faculty authors are urged to seek to provide rights for the YCCD to use such works for internal instructional, educational, and administrative purposes.

Funds received by the faculty member from the sale of intellectual property owned by the faculty author or inventor shall be allocated and expended as determined solely by the faculty author or inventor.

Funds received by the YCCD from the sale of intellectual property owned by the YCCD shall be allocated and expended as determined solely by the YCCD.

Funds received by the faculty member and the YCCD from the sale of intellectual property owned jointly by the faculty member and the YCCD shall be allocated and expended in accordance with any specific agreement made between the YCCD and the faculty member.

In the event of multiple creators, the creators will determine the allocation their individual shares when the work is first undertaken.

The YCCD may assign or license its copyrights to others. Royalty or income received from such transactions may be shared with the originator(s) of such works, as determined by the appropriate administrative officer, taking into account the originator’s contribution, the YCCD’s costs, any provisions imposed by sponsors or other funding sources, and any other applicable agreements concerning the copyright.
Copyright Responsibility and Administration

For copyrighted works under their respective jurisdictions, the appropriate administrators are authorized to:

Issue guidelines, implementing procedures, and supplementary local policies consistent with this policy. These may include directives regarding licensure, disposition of royalty income, and other rights related to copyrights. Copies of such guidelines, policies and procedures shall be sent to the President of the college;

Identify campus, laboratory, and other YCCD facilities or projects as having special copyright assignment obligations and issue guidelines and implementing procedures regarding assignment of copyright in works produced using such facilities or projects;

Register copyrights, accept copyrights from third parties, and sell, assign, or grant licenses in the name of the YCCD for any rights to copyrights; and

Release YCCD ownership rights to copyrighted works that are in the name of the YCCD pursuant to the section on the Release of YCCD Rights.

Creation of Intellectual Property Policy and Rights Committee

The Intellectual Property Policy and Rights Committee will be a district-wide committee composed of members equally apportioned between faculty (one elected by the MJC Academic Senate, one elected by the Columbia College Academic Senate and one elected by the YFA) and administration (one member appointed by the Chancellor of the YCCD or his/her designee, one member appointed by the MJC President and one member appointed by the Columbia College President.) The committee members shall elect a chair from among themselves each year. At the time of initial appointment or election, each member shall be designated as serving a one or two-year term, so that the term of one faculty committee member and one administration member will expire each year and replacements will be appointed or elected each year. After the first appointment subsequent members shall serve a two-year term, commencing on July 1 and terminating on June 30. Committee members may serve one additional two-year term.

The Committee shall monitor and review technological and legislative changes affecting intellectual property policy and shall report to relevant faculty and administrative bodies, when such changes affect existing policies.

The committee shall serve as a forum for the receipt and discussion of proposals to change existing institutional policy and/or to provide recommendations for contract negotiations.

Disputes over ownership, and its attendant rights, of intellectual property will be decided by the Intellectual Property Policy and Rights Committee.
The committee shall make an initial determination of whether the YCCD or any other party has rights to the invention or other creation, and, if so, the basis and extent of those rights. The committee shall also make a determination on resolving competing faculty claims to ownership when the parties cannot reach an agreement on their own.

The committee will review the merits of inventions, and other creations, and make recommendations for the management of the invention, including development, patenting, and exploitation.

If the inventors/creators disagree with the determination of the committee he/she may appeal to binding arbitration. The cost of the arbitration shall be borne equally by the YCCD and the creator(s).
MEMORANDUM OF UNDERSTANDING

The Modesto Junior College Academic Senate and Modesto Junior College administrative leadership agree that the following statements reflect a mutual understanding of an assessment philosophy and related activities at the college:

Why Assess Student Learning Outcomes?

Curriculum reform is useless if students do not learn what faculty teach. Assessment of student learning allows us to observe what and how well our students learn. When we identify student learning outcomes for our courses and share them with our students, we encourage students to become more actively involved in their own learning process. When we assess our students’ learning, we are able to identify which of our teaching practices have been successful and which have not, thus enabling us to modify our teaching practices in order to increase success. Effective assessment of student learning outcomes serves to improve both teaching and learning.

What is assessment?

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. Assessment helps us create a shared academic culture dedicated to assuring and improving the quality of higher education. (AAHE Bulletin 1995)

Thus, assessment is not a single cycle of actions, but an ongoing process, which ideally permeates the institution. The assessment process involves both gathering information and using that information to modify and improve teaching and student learning.

This assessment is not for the purpose of evaluating an individual student or a faculty member’s performance. It should be noted, however, that conducting outcomes assessment is a responsibility of each faculty member.

Student learning outcomes assessment information will be reported in collective form and not in a way that would be attributable to an individual faculty member.

Who will conduct outcomes assessment?

The faculty of Modesto Junior College, in consultation with the entire college community, will shape, design, and disseminate institutional assessment activities and will identify the core knowledge and skills that our students need to master.
**Who will develop the processes of assessment?**

The faculty of Modesto Junior College will develop the criteria by which student progress may be evaluated. These will be ongoing processes, open to modification and improvement. Not all assessment need be done in individual classes, and not every faculty member need assess all of the core learning. Faculty shall maintain ownership of student learning outcomes and assessment processes.

**What will assessment be used for?**

At Modesto Junior College, we will use assessment of student learning outcomes primarily to understand, and thereby improve, student learning through informed decision making and planning. More specifically, assessment can serve the following roles in the institution:

To improve services, feedback, guidance, and mentoring to students in order to help them better plan and execute their educational programs

To help design and improve programs and courses to better promote student learning and success.

To identify shared definitions and measurable benchmarks for evaluating student abilities to more coherently and effectively promote student learning.

To help us understand how groups of students experience the college differently so as respond appropriately to the needs of all students.

To help us understand how our different courses and programs affect students over time so that we can better coordinate and sequence the student’s experience to produce more and deeper learning.

To provide staff and students with opportunities to reflect on their practice and their learning.

**What will assessment not be used for?**

Individual institutions make individual choices about how they will use the tools of student learning assessment. Modesto Junior College will not use the tools of assessment in any of the following ways:

We will not use assessment of student learning as an end in itself. Assessment that does not help us to promote student learning is a waste of time.

We will not use assessment of student learning punitively or as a means of determining faculty or staff salaries or rewards. The purpose of assessment is to evaluate student learning, not to reward or punish faculty or staff.

We will not use any single mode of assessment to answer all questions or strictly determine program decisions.

We will not use assessment in a way that will impinge upon the academic freedom or professional rights of faculty. Individual faculty members must continue to exercise their best professional judgment in matters of grading and discipline.

We will not assume that assessment can answer all questions about all students. We need not directly assess all students in order to learn about the effectiveness of our programs and policies.

We will not assume that assessment is only quantitative. While numerical scales or rubrics (such as the four-point grading scale) can be useful, their accuracy always depends on the clear understanding of the concepts behind the numbers. Indicators of student learning can be expressed as narratives, a performance or numbers.
We will not use assessment only to evaluate the end of the student’s experience or merely to be accountable to outside parties. We will not assume that assessment is only grading. Student learning outcomes will not be used for evaluation of faculty.

**What is the college’s role in assessing student learning?**

The college will provide the necessary support structure, including, but not limited to, release time for a faculty SLO coordinator, office space, support staff and an activities budget.

**How will we use assessment of student learning?**

The following guidelines will govern the methodology and approach we will employ at Modesto Junior College to promote assessment of student learning:

- We will always seek multiple methods of assessing student learning rather than relying on any single method.
- We will use assessment processes and instruments to accommodate and encourage creativity and originality shown by students.
- We will assess those skills, attitudes, behaviors and knowledge that our faculty, in consultation with the entire college community, judges to be important and valuable.
- We will clearly explain the purposes of assessment so that staff, students, and the community can clearly see why assessment is being used, as well as the rationale for choosing each individual form of assessment in its particular context.
- We will assess the ongoing progress of students throughout their experience at the college.
- We will use assessment processes and instruments to accommodate and encourage creativity and originality shown by students.

*This document is based on the work done by Palomar College.*

**Signed:**

/s/ William Scroggins  
MJC President  
3/21/05

/s/ Gina Rose  
Vice President of Instruction  
3/23/05

/s/ Michelle Christopherson  
MJC Academic Senate President  
3/31/05

Modesto Junior College  
-101-  
Faculty Handbook
APPENDIX C

CURRICULUM GUIDE