

The seal of the College of San Mateo is a circular emblem with a scalloped border. It features a central building with a flag on top, flanked by two figures. The text "COLLEGE OF SAN MATEO" is arched across the top, and "GATEWAY TO ACHIEVEMENT" is arched across the bottom. The year "1922" is visible at the base of the building.

# FACULTY HANDBOOK

## 2008-2009

**College of San Mateo**  
1700 West Hillsdale Boulevard  
San Mateo, CA 94402-3784  
[collegeofsanmateo.edu](http://collegeofsanmateo.edu)  
(650) 574-6161

Michael Claire, *President, College of San Mateo*

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## **PART I • DISTRICT ORGANIZATION** **AND ROLE OF THE FACULTY**

### **CALIFORNIA COMMUNITY COLLEGES AND SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**

#### **Legal Basis**

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

#### **The California Community Colleges**

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

#### **San Mateo County Community College District: Board of Trustees**

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

Regular meetings of the Board are scheduled for the second and fourth Wednesday of each month at 6:00 p.m. in the District Board Room, 3401 CSM Drive, San Mateo, California. The Board reserves time at each regular meeting for the hearing of students, faculty, staff, or interested citizens. Formal presentations by organizations or individuals must be approved one week in advance by the District Chancellor. Minutes of Board meetings are public records, open to inspection by any citizen by prior arrangement with the Secretary to the Board of Trustees.

### **COLLEGE OF SAN MATEO ACADEMIC SENATE**

The Academic Senate has been established in accordance with Education Code Section 70902(b)(7), which calls on the Board of Governors to enact regulations to ensure the right of faculty, as well as staff and students, to participate effectively in district and college governance. It further ensures the right of Academic Senates to assume primary responsibility for “making recommendations in the areas of curriculum and academic standards.”

The Governing Council, elected by CSM’s Academic Senate, shall make recommendations regarding academic and professional matters to the District Academic Senate, the College and District administration, the Board of Trustees, and other appropriate individuals and bodies.

Academic and professional matters as defined in Title 5, Section 53200, include the following policy development matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for instructional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate.

*Consult collegially* means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. The governing board, or its designees, shall rely primarily upon the advice and judgment of the Academic Senate, OR
2. The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution or policy of the governing board effectuating such recommendations.

The purposes of the Academic Senate are stated in full in Article II of the By-Laws (See Appendix C) of the Senate. All full-time and part-time faculty in the College are members of the Senate.

Officers of the Academic Senate elected to serve during 2008-2009 are:

President	Diana Bennett
Vice President	Eileen O'Brien
Secretary	Lloyd Davis
Treasurer	Rosemary Nurre

The Governing Council, with representatives from each division or constituency of the college, conducts most of the Academic Senate business at regular meetings, held twice a month during the college year. Policy matters and other items considered to be of major importance are submitted to the Senate membership at regular or special meetings. All faculty are invited to attend meetings of the Governing Council of the Academic Senate on the second and fourth Tuesdays.

### **Committees of the Academic Senate**

Elected, Permanent Faculty Committees:

- Committee on Instruction
- Library Committee

Delegates appointed by the Senate President:

- Delegates to CCLC, ASCCC

## **ADMINISTRATIVE ORGANIZATION**

### **District Offices and Services**

The Board of Trustees delegates the detailed conduct of District affairs to the District Chancellor. The role and function of District and college administrations are described in Chapter II of District Rules and Regulations. District Rules are on the District Intranet.

### **The President**

The President of College of San Mateo is charged by the Board of Trustees with the administration of the college and has the final decision-making responsibility and authority at the college level. The President serves as chief executive officer of the college and assists the Chancellor in providing educational leadership for the District, its colleges, and the community. Five line officers report directly to the President: Vice President, Instruction; Vice President, Student Services; General Manager, KCSM; Dean of Administrative Services; Dean of Articulation and Research; and Dean of Corporate and Continuing Education. Each line officer is responsible for the operation of a respective part of the organization, interacting with the President to assure a coordinated delivery of instruction and services.

**Office of the Vice President, Instruction**

The Vice President, Instruction, serves as the college administrator responsible to the President for managing the instructional program in accordance with District policies, procedures and plans, and the day-to-day operation of the campus. The Vice President, Instruction, also serves as the chief campus personnel officer for academic personnel.

Six Instructional Deans report directly to the Vice President, Instruction. Each, in concert with the Vice President, is responsible for the operation of a respective part of the instructional program: Business/Technology, Creative Arts/Social Science, Language Arts, Math/Science, Physical Education/Athletics/Dance, and Coastside/Distance Education/Community Education/Study Abroad/Special Projects.

**Office of the Vice President, Student Services**

The Vice President, Student Services, serves as the college administrator responsible to the President for managing the student services programs and services in accordance with District policies, procedures and plans, and day-to-day operations at the campus.

Two Deans assist the Vice President, Student Services: Dean of Enrollment Services and Dean of Counseling, Advising and Matriculation.

**Dean of Administrative Services**

The Dean of Administrative Services is responsible to the President for general support, management of college finances including budget development and maintenance, college payroll management, campus security, mail services, switchboard, classified personnel services, student fees collection, and liaison with the District Office of Facilities Planning and Operations.

**COLLEGE OF SAN MATEO • ADMINISTRATIVE PERSONNEL**

<b>President</b> .....	<b>Michael Claire</b>
General Manager, KCSM.....	Marilyn Lawrence
Dean, Administrative Services.....	Virgil Stanford
Dean of Articulation and Research.....	John J. Sewart
Dean, Corporate Education.....	Sandra L. Mellor
<b>Vice President, Instruction</b> .....	<b>Susan Estes</b>
Dean, Business/Technology.....	Kathleen Ross
Dean, Coastside/Distance Education/Community Education/Study Abroad/Special Projects.....	Martha Tilmann
Dean, Creative Arts/Social Science.....	Kevin Henson
Dean, Language Arts.....	Sandra Stefani Comerford
Dean, Math/Science.....	Charlene Frontiera
Dean, Physical Education/Athletics/Dance.....	Andreas Wolf
<b>Vice President, Student Services</b> .....	<b>Jennifer Hughes</b>
Dean of Counseling, Advising and Matriculation.....	Marsha Ramezane
Dean of Enrollment Services.....	Henry B. Villareal

## **The Office of Planning, Research, and Institutional Effectiveness**

The Office of Planning, Research, and Institutional Effectiveness is a campus-wide resource available to all faculty and staff. Its mission is to enhance and foster the institutional effectiveness of CSM by providing information, analysis, training, and research that supports the operation, decision-making, and planning processes of the college community. The OPRIE is responsible for conducting a wide range of analytical support and consultative services, including support of institutional planning as a participatory process.

OPRIE Staff provide technical assistance in a variety of areas, including strategic planning, enrollment management, classroom research, efforts to improve students' academic success, program review, environmental scans, and student support service program evaluation. Technical assistance may range from the identification and interpretation of available data to survey design and advice concerning the use of statistical tools, or it may entail a comprehensive analytical study and education.

The OPRIE is also responsible for reporting and disseminating a consistent set of data to members of the campus community and to the public in accordance with established procedures and in response to special requests from campus offices and departments, the SMCCCD District Office, state and federal agencies, external agencies and organizations, and the general public.

In addition, OPRIE provides technical expertise and assistance for all phases of external grants development, including the identification of funding opportunities as well as the development, preparation, and submission of grant proposals.

Contact information for the OPRIE:

Dr. John Sewart  
Dean  
(650) 574-6196  
sewart@smccd.edu

Milla McConnell-Tuite  
Coordinator of Planning  
(650) 574-6699  
mccconnell-tuite@smccd.edu

## **COLLEGE OF SAN MATEO ACADEMIC SENATE COMMITTEES**

### **Governing Council**

#### **Purpose**

Serves as the policy-making body of the Academic Senate.

#### **Membership**

Consists of the Academic Senate Executive Committee, elected by the faculty at-large, and representatives elected from each division for a term of two years. Meets the second and fourth Tuesdays of every month during the college year.

### **Instruction**

#### **Purpose**

Advises the Vice President, Instruction, and makes recommendations to the Board concerning curriculum and instructional procedures, long-range educational priorities, and curriculum planning; establishes new courses and programs after consideration of the effect on over-all college curriculum; establishes procedures for dropping courses or programs from the curriculum and removal from the Catalog. The committee establishes subcommittees as needed.

#### **Membership**

Faculty representatives, elected by division, serve a two-year term. Includes representatives of the administration as non-voting members. Meets the second Thursday of every month during the college year.

## Library Committee

### Purpose

Advises the Vice President of Instruction, the Library Director, and the Board concerning library policies and procedures, including such issues as appropriate collection strategies, circulation issues, intended audience for library resources and bibliographic instruction. The committee fosters communication among the library, the Senate, and the larger college community.

### Membership

Faculty representatives, elected by division, serve a two-year term. Includes representatives of the administration as non-voting members. Students are appointed through the Academic Senate for two-year terms. Meets as needed.

## COLLEGE OF SAN MATEO ADMINISTRATIVE COMMITTEES

(Members determined by position and function)

### President's Cabinet

#### Purpose

Advises the College President on academic, student services, business and personnel policy matters relating to the College; prepares recommendations on these matters for consideration by the President.

#### Membership

President, Vice President of Instruction, Vice President of Student Services, Dean of Administrative Services. Meetings are held every Wednesday.

### President's Council

#### Purpose

Advises the College President on college institutional support functions including marketing and outreach, institutional planning and research, administrative services, and other general college operational matters.

#### Membership

President, Vice President of Instruction, Vice President of Student Services, Dean of Administrative Services, Academic Senate President (or designee), Classified Staff representative, Associated Student Body President (or designee), Public Information Officer, KCSM General Manager, Dean—Office of Planning, Research and Institutional Effectiveness, and Coordinator—Office of Planning, Research and Institutional Effectiveness. Meetings are held on alternating Wednesdays with President's Cabinet.

### Management Council

#### Purpose

Serves as both an advisory group to the President and as the group designated to implement policies and procedures adopted by the President, the District, and the Board of Trustees.

#### Membership

President, Vice Presidents, Deans, Dean of Administrative Services, Academic Coordinators, General Manager of KCSM, Director of Public Relations and Marketing Communications, Director of Information Systems, and Director of Community Education. Meetings are held on the second and fourth Wednesdays of each month.

### Instructional Administrators

#### Purpose

Reviews, recommends, and coordinates instructional matters for the college.

#### Membership

Vice President of Instruction (chair), College Instructional Deans, Director of Nursing, Director of Library; meets the first, second, and fourth Tuesday of each month.

### **Student Services Administrators**

**Purpose**

Reviews, recommends, and coordinates student services matters for the college.

**Membership**

Vice President of Student Services (chair), Student Services Deans and Directors; meets every Tuesday.

### **Student Services Leads Committee**

**Purpose**

Discusses matters related to students services across programs and services; advises the Vice President, Student Services.

**Membership**

Classified staff, faculty, and administrators from all areas within students services as well as a representative from the Associated Students; meets the first Tuesday of the month. (Vice President of Student Services chair).

## **COLLEGE OF SAN MATEO INSTITUTIONAL COMMITTEES**

### **Academic Review**

**Purpose**

Considers requests for waivers and/or exceptions with respect to academic policies.

**Membership**

Includes Deans, with the Dean of Enrollment Services serving as chair, and faculty members. Members are selected to provide broad representation from college divisions. Meetings are held on an as-needed basis.

### **Academic Standards Committee**

**Purpose**

Reviews and acts on student petitions for late withdrawal, student requests for removal from probationary status, and student appeals for reinstatement after dismissal for academic reasons.

**Membership**

One college student services administrator; at least two college faculty members.

### **Accessibility/Americans with Disabilities Act**

**Purpose**

Advises the Vice President, Student Services on matters concerning campus accessibility for students and others with disabilities.

**Membership**

Representation from faculty, students, administration, and classified staff are included. Faculty are appointed by the President in consultation with the Academic Senate. The committee meets as needed.

### **Classified Staff Planning Committee**

Serves in an advisory capacity to the President on issues related to classified staff. Is responsible for planning and coordinating campus social events and other group events such as the annual classified retreat. Meets third Tuesday of the month.

## College Council

### Purpose

Fosters the achievement of the College goals and purposes of shared governance at CSM; facilitates the implementation of shared governance throughout the College in a way that recognizes and respects the functions and responsibilities of the four governance constituencies: The Academic Senate, Associated Students, Classified Staff, and Management Council; serves as the principal forum in which the College addresses issues related to planning and program review; and encourages participation in the development of the institutional budget and in giving advice to the administration on college-wide budget decisions. A subcommittee of College Council is the Budget Planning Committee.

### Membership

Consists of the President of the College, Vice President of Instruction, Vice President of Student Services, the Presidents of the Academic Senate and Associated Students, and up to eleven additional members chosen by each constituent group. Meets every first and third Wednesday.

## Disruptive Students

### Purpose

Advises the Vice President, Student Services, on policies and procedures for handling student disruptions on campus.

### Membership

Representation is drawn from the faculty, psychological services, counseling, administration, and classified staff. Meetings are scheduled on an as-needed basis.

## College Diversity Advisory Committee (DIAG)

### Purpose

Serves in an advisory capacity to the College President on issues of nondiscrimination and principles of equal access for students and prospective employees.

### Membership

Representatives from the faculty, classified staff, students, and administration are appointed annually by the President in consultation with the Academic Senate and representatives of the classified staff and Associated Students. Meets the third Tuesday of every month.

## College Auxiliary Services Advisory Committee

### Purpose

Assists in maximizing customer satisfaction with Bookstore and Food Service Operations; evaluates the food service offered to meet the needs of the college community; develops policies for food service operation, quality control, and menu offerings. Recommends customer service improvements to District-run Bookstore operations.

### Membership

Representatives are selected annually from classified staff, faculty, students, and administration; the Cafeteria Manager and Bookstore Manager complete the membership. Meetings are held monthly.

## Professional Development

### Purpose

Reviews short-term and long-term professional development proposals submitted by eligible faculty and makes recommendations to the President on proposal disposition.

**Membership**

The committee consists of faculty; administrative members are appointed by the College President. Membership is reviewed annually. The committee meets on an as-needed basis.

**Safety**

**Purpose**

Promotes a safe institutional environment for staff and students and prepares plans for major disasters; reviews workers compensation accident reports for prevention purposes; conducts safety inspections.

**Membership**

Chaired by the Dean of Administrative Services, the committee is composed of representatives from classified staff, faculty, students, and administration. Meetings are held monthly.

**Trustees' Fund for Program Improvement**

**Purpose**

Recommends grant funds, in accordance with District policy, for staff projects to improve educational programs and services.

**Membership**

Representatives from administration and faculty are appointed by the President in consultation with the Academic Senate.

**INTEGRATED INSTITUTIONAL PLANNING**

College of San Mateo is currently studying its planning processes in order to develop measurable, time-bound integrated institutional planning. Among the processes undergoing examination are Program Review, Program Improvement and Viability (PIV), budgetary and fiscal planning, and sustainable technology-support planning. An Educational Master Plan will be completed by October 2008. Throughout the 2008-2009 academic year, CSM employees will participate in the development and implementation of the integrated planning process.

## PART II • SPECIAL SERVICES

### LIBRARY SERVICES

#### **LIBRARY HOURS FOR THE 2008-2009 ACADEMIC YEAR**

Monday through Thursday	7:45 a.m. to 8:00 p.m.
Friday	7:45 a.m. to 3:00 p.m.
Saturday	11:00 a.m. to 3:00 p.m.
Closed Sundays, holidays, semester breaks and recesses.	

**Library Information:** [collegeofsanmateo.edu/library](http://collegeofsanmateo.edu/library)

**Phone:** (650) 574-6100

**TTY:** (650) 574-5659

***csmlibrary@smccd.edu*** for general questions

***csmref@smccd.edu*** for online reference service

Library staff offices are located in the upper level of Building 9.  
Consult the online District Directory to locate individual staff offices.

#### **College Library (Building 9)**

The CSM Library is an organizational unit of the Vice President of Instruction.

The College of San Mateo Library boasts breathtaking views of the San Francisco Bay area and a comfortable environment for research and study.

Professional Librarians, Library Media Technicians, and Library Support Specialists work in tandem to provide a responsive matrix of human and material resources that provide enthusiastic support for the mission, vision, and values of College of San Mateo.

College of San Mateo's Library collections include a well balanced selection of print, electronic, and microform resources that have been specifically selected to support the college curriculum and life-long learning.

All student computer workstations provide access to the Library online catalog and subscription-based electronic information resources which are available to any computer connected to the Internet.

Computer workstations are located adjacent to the Reference Desk and in the Multipurpose Computer Commons (MCC). Most Library computers run the Windows operating system. A Macintosh G5 is also available.

All Library computers are loaded with Microsoft Office and Adobe Reader. Additionally some computers offer web authoring and advanced graphic programs from Macromedia and Adobe. The Library does not provide remote access to Microsoft, Adobe, or Macromedia programs.

Students, faculty and staff must have a library card to have to take full advantage of computer-based Library resources on site and remotely. A limited number of computers provide limited access to visitors without a library card.

## Public Services

- Professional Reference Librarians
- College Reserves Collection
- Web-based Library Catalog
- Online and print reference and research resources
- Current and back issues of magazines, journals, and newspapers
- Loan/Circulation Desk services
- Inter-Library Loan Services
- Private study carrels
- Individual and group study tables
- Comfortable lounge seating areas
- Computer workstations with Internet access
- Computer workstations with Microsoft Office and graphic design software
- Open Wi-Fi network for laptop computers and PDAs
- Laptop computer printing services
- Wireless laptop computers for library use only
- Adaptive equipment and software to support visual or auditory challenges
- TV/VCR to view telecourses videos
- U.S. Government Documents
- College Archives
- SMCCCD Colleges' Photographic History Collection
- Photocopiers

## Library Orientations

CSM Librarians welcome the opportunity to work with classroom instructors to present Library orientations specifically tailored to support a course's overall objectives or a special research project. Orientations take place in the Library classroom which is equipped with computer workstations and a projection unit. To schedule an orientation, contact the Library Reference Desk at Ext. 6232 or fill out the form on the Library Faculty Services web page.

## Library Courses and Tutorials

The Library offers for-credit courses that promote student success through information competency. Courses include LIBR 100: Introduction to Library Studies (1 unit), LIBR 101: Information Research Skills (1 unit), LIBR 105: Online Research Skills (3 units), LIBR: 107 Online Research Basics (1 unit), LIBR 110: Information Resources & Libraries (3 units), LIBR 665: Selected Topics, and LIBR 680: Special Collections. Library tutorials are available on the Library web page.

## Library Collections

- Reference Collection: About 11,000 items, major indexes, encyclopedias, directories, etc. These items cannot be checked out for home use.
- Circulating Collection: About 80,000 items organized into the Library of Congress classification scheme are available for checkout.
- Periodicals Collection: Magazines, journals, and newspapers. The Library currently receives about 209 print titles. Additionally, the Library provides access to more than 500 back issues. Some back issues are on microfilm.
- College Catalogs: A web-based collection of catalogs from all U.S. colleges and universities, plus selective paper copies of catalogs from the UC and CSU systems and other four-year California colleges and universities.
- U.S. Government Documents: As one of two Federal Depositories in San Mateo County, the Library receives a wide range of materials selected from over 1000 different classes of government information.

- **Special Literature/History/Culture Collections:** Two special microfiche collections offer unique resources: the Library of American Civilization consists of over 17,000 books, manuscripts, periodicals, etc. relating to American history, culture, and literature from the 1600s through 1915. The Library of English Literature contains over 10,000 items.
- **Photograph Library Project (PHLIP):** Photographs of the College of San Mateo and the San Mateo County Community College District from 1923 to the present.
- **Electronic Information Resources:** Faculty, students, and staff can easily access online library resources through any computer that is connected to the campus network, a campus Wi-Fi network, or from home or work on any computer that is connected to the Internet.

The Library provides for access to almost thirty librarian-reviewed commercial and free information indexes and content databases.

Library-funded online resources include, but are not limited to, journal, magazine, and newspaper indexes, encyclopedias, dictionaries, e-books, downloadable audio books, and specialized subject databases.

Specialized online subject databases and resources that focus on business, health, general science, social science, geography, humanities, literature, literary criticism, biography, computer technology, government documents, and other subjects are accessible in the Library and from remote locations. Most online resources provide access to full-text and/or image documents.

Commercial or subscription-based online information resources are generally not freely available to students, faculty, or staff. A CSM or PLS Library Card barcode number must be entered as a password for off-campus access to subscription-based Library resources.

### **Faculty Library Privileges and Services:**

- **Faculty Borrowing Privileges:** The Library extends a special loan privilege to classroom faculty. Faculty members may borrow most books in the circulating collection for an extended loan period of up to one semester. Extended loan requests must be made in person. You must present your PLS/PLAN library card to borrow all library materials.
- **College Reserves:** To improve student access to supplementary material, or materials with limited availability, the Library maintains the College Reserves Collection. The College Reserves program enables CSM instructors to place copies of textbooks, past exams, quizzes, solution manuals, article reprints, etc. in a restricted access collection which is held behind the circulation counter. Borrowing limits for these materials are set by classroom instructors. To learn more about placing materials "On Reserve," please contact the Loan Desk at ext. 6548 or email dellaporta@smccd.net.
- **Inter-Library Loan (ILL):** The online Library Catalog enables easy access to materials available at all public libraries within San Mateo County. Through interlibrary loan processes the Library can also borrow materials from other public and academic libraries throughout the world. Please contact the Reference Desk for more information.
- **Faculty Purchase Recommendations:** The Library welcomes faculty input and suggestions for additions to our collections to support the curriculum. The Library does not purchase materials to support post-graduate level academic research but can aid researchers in borrowing material through ILL. Please contact the Library Director or visit the Library webpage to make a purchase recommendation.

*\*Library hours may vary during finals and the Summer Session. Library staff is generally available during semester breaks. Faculty who are interested in coming to the Library during semester breaks should first call the Library Loan Desk at Ext. 6548.*

## LANGUAGE ARTS CENTERS

Located on the second floor of Building 18, the Language Arts centers provide learning assistance for CSM students.

The **English 800 Lab** serves students enrolled in ENGL 828, 838, and 848. (Building 18, Room 102; 574-6539).

The **Foreign Language Center** offers students enrolled in American Sign Language, Mandarin Chinese, French, German, Italian, Japanese, and Spanish an opportunity to meet with foreign language faculty on a one-on-one basis and to practice conversation in an informal atmosphere. Videos, DVDs, dictionaries, textbooks, other printed materials, and computers providing Internet access and loaded with language-learning software are available. (Building 18, Room 112; 574-6346).

The **Reading and ESL Center** offers individualized diagnosis of reading skills; instruction in improving comprehension, vocabulary, and reading speed; and reinforcement of phonics and spelling skills. (Building 18, Room 101; 574-6437).

The **Speech Lab** offers one-on-one, individualized attention for students enrolled in Speech Communication courses. Students receive assistance in topic selection and development, outlining, delivery, and critiquing of presentations. Video taping and playback of speeches are available for students requesting instructor feedback. Speech books, journals, videos, CDs, and computers are available as resources. (Building 18, Room 110; 574-6257).

The **Writing Center** offers diagnosis in writing skills; tutorial instruction in grammar, sentence structure, and essay composition; tutorial assistance in composing papers for a CSM class; and assistance in completing assignments from any CSM English class. (Building 18, Room 104; 574-6436).

## MATH AND SCIENCE RESOURCE CENTERS

The Division of Math and Science offers instruction support in several centers on campus.

The **Math Resource Center (MRC)** is located in Building 18, Room 202. Students enrolled in any math class, or with any math-related question, can get assistance in the MRC. The MRC is staffed by mathematics faculty, student peer instructors and an Instructional Aide, who can be contacted at 574-6540. The MRC is open 5 days a week and hours are posted at the start of each semester. In addition to personnel, the MRC has computers loaded with the identical software used in math classes at CSM.

The **Integrated Science Center (ISC)** is located in Building 36, Room 110. The ISC has books, computers, some laboratory materials and CDs/DVDs to support instruction in chemistry, biology, health science, physics, astronomy, geology, oceanography and paleontology. Information about the ISC and hours can be obtained by contacting Dean Drumheller at 574-6688.

The **Biology 881 lab** is designed to provide additional instructional support, outside of lab, for students enrolled in anatomy and/or physiology. At the beginning of each semester, faculty determine when there are no classes in 36-217 (anatomy/physiology laboratory) and schedule additional hours for supplemental student instruction.

## INSTRUCTIONAL SUPPORT SERVICES

### Business Cards

A standard College of San Mateo business card is available to those who need them (generally program coordinators, division deans, administrators, and others who frequently represent the College in the community or in off-campus settings). If you need business cards, submit your request to your Division Dean.

### Central Duplicating Services

Skyline College Central Duplicating provides limited offset and photocopy services to the faculty and staff for recognized academic and administrative college business at Skyline College and College of San Mateo. Arrangements for Central Duplicating services should be made with the Central Duplicating

staff through work order forms available in your Division Office. When midterm and final examinations are being conducted, priority is given to this type of duplicating work. Other work requested during these periods may, therefore, take longer to process.

### **Copier/Duplicator Machines at College of San Mateo**

High speed copier/duplicator machines are located in the Administration Building, Building 19, and Faculty Office Buildings 15 and 17. They are placed there for the convenience of the faculty needing fast, high-quality copies of tests, handouts, etc. User codes are required for the operation of these copiers and are available from Division Deans.

Faculty and staff are encouraged to use these machines to reduce the time it takes to produce instructional materials for the classroom. The copiers have the capability to copy, collate, and staple in one operation, thus reducing the cost to the lowest possible rate. Skyline College Central Duplicating may be used for unusually large quantities or materials which require special paper or inks.

### **Copyrighted Material**

Duplication of copyrighted materials is not authorized by College of San Mateo. A waiver form must be signed indicating approval has been received from the copyright holder. (See Appendix D.)

## **MAIL SERVICE**

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

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

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

Our Zip Code number is 94402.

### **Schedule of Intra-District Mail Runs**

There will be two mail runs daily to and from the Chancellor's Office, District Office, Skyline, and Cañada Colleges.

9:00 a.m.	Leave CSM Mail Room for the Chancellor's Office.
10:00 a.m.	Leave CSM Mail Room for Cañada and Skyline.
12:45 p.m.	Mail arrives at CSM Mail Room-Leave CSM for the Chancellor's Office.
2:15 p.m.	Leave CSM Mail Room for Cañada and Skyline.

### **Building 1 - Administration**

Administrative Offices  
 Admissions and Records  
 Assessment Center  
 Buildings/Grounds  
 Career Services  
 Counseling  
 Creative Arts Instructors  
 Financial Aid  
 Health Center  
 Psychological Services

Security  
Transfer Services

Personnel assigned mail boxes in the Administration Building may secure the combination to the mail box lock from the Mail Room Clerk.

### **Distribution to CSM Locations, 1-3 pm.**

#### **Building T1**

Student Activities, Student Activities Coordinator, Student Senate Offices

#### **Building 8 - Gymnasium**

Physical Education/Athletics/Dance Division

#### **Building 9 - Library**

Library, KCSM-TV and KCSM-FM

#### **Building 13**

Student Activities, Student Lounge, Student ID Operation

#### **Building 36 - Science Building/Planetarium**

Instructors whose offices are in Building 36 may pick up mail in Room 36-311.

#### **Building 15 - Business/Technology Division, Language Arts Division, Creative Arts/Social Science Division, and Corporate Education**

Faculty whose offices are in Building 15 may pick up mail in Room 15-177.

#### **Building 17 - Language Arts Division and Math/Science Division**

Faculty with offices in Building 17 will receive their mail in Room 17-154.

#### **Building 19 - Business/Technology Division**

Faculty with offices in Building 19 will receive mail in Room 19-117.

#### **Building 20 - Multicultural Center and Horticulture/Floristry**

Mail may be picked up in Room 20-107.

#### **Building 24**

Faculty with offices in Buildings 21, 22, and 23 will receive mail in the lobby of the locker room, Building 24.

#### **Building 27 - Multimedia Lab/Graphic Arts/Welding**

Faculty with offices in Buildings 25 and 27 will receive mail in the Multimedia Lab in Building 27.

#### **Building 33 - Child Development Center**

Mail may be picked up in Child Development Center.

## **SUPPLIES**

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

## **TELEPHONE SERVICE**

If you need assistance with the phone system, call the District Telecom Analyst at x6708. Office and hallway telephones are available for District business. Office telephones are not to be used by students. One pay phone is available on campus. Consult the map in the Schedule of Classes for its current location.

Personal long distance calls of an emergency nature may be made on the District or College's telephone but shall be charged to the individual's home telephone. The CSM Information Operator can provide information about the process.

## BOOKSTORE (Building 34)

The Bookstore staff looks forward to working with each of you to increase their services for the campus community and has compiled a few ideas to assist you in working with the Bookstore. Please contact the Bookstore Manager.

### Hours of Service

First week of fall and spring semesters and summer session:

Monday through Thursday ..... 7:45 a.m. to 9:00 p.m.  
Friday ..... 7:45 a.m. to 3:00 p.m.

Thereafter, while school is in session (holidays excepted):

Monday through Thursday ..... 7:45 a.m. to 7:15 p.m.  
Friday (closed Fridays during summer session) ..... 7:45 a.m. to 3:00 p.m.

### Full Refund Policy

For the first and second week of fall and spring semesters, and first week of summer session, a full refund will be given with receipt and student I.D. if the book is in new condition, or a 75 percent refund will be given with receipt and student I.D. if book is not in new condition. Thereafter, a three-day refund policy goes into effect until the last five weeks of a semester. During the last five weeks of a semester, there are no refunds.

### Book Sell Back

During the final examination period of each semester, the Bookstore will buy books back from the students at approximately 50 percent of the purchase price if the Bookstore has received a request from an instructor for the use of that book during the following semester. If no request has been submitted, then the book will be bought back at whatever price is offered by the Used Book Company (approximately 10 percent). It is, therefore, very important for faculty members to submit book requests as early as possible.

### Orders for Required Textbooks

Textbook distribution mechanics demand that college faculty select and notify the Bookstore as early as possible of their choice. Publishers are not able to ship all of their books at once. To encourage stores to place orders early, the publishers offer future billing to the Bookstore, e.g., shipments in June, July or August, with billing dated October 1. However, the orders cannot be placed unless the individual instructor has given the proper notification of selections to the Bookstore.

Textbook publishers are unable to anticipate the total demands for any given book. Early ordering usually insures delivery to the store or notification by the publisher of their inability to fill an order in time to order substitutions. Publishers have return policies for unsold texts that must be adhered to by the Bookstore. Prompt ordering and notification of changes make it possible for the Bookstore to return or dispose of stocks that are not to be reused.

### Desk Copies

The College of San Mateo Bookstore has the policy of providing desk copies on an emergency basis by charging for the copy and refunding the money when the book is replaced with a new copy, provided the book is not marked "Complimentary" and is returned within the same semester in new condition. You can avoid this inconvenience by requesting your desk copy from the publisher well in advance of the time you will need it or at the same time you place your order with the Bookstore.

### Classroom Materials (Non-text)

As with textbooks, faculty members are responsible for letting the Bookstore know well in advance what items students will require. Materials are ordered from several sources, and the Bookstore must have ample time to locate the best products and prices.

Classroom materials (non-text) may be requested by submitting a Supply Requisition Form, available from the Bookstore. Instructors are asked to let the Bookstore staff know of specific items they would like made available to students.

## Services

- Check cashing: \$20 maximum, when money is available (for faculty and staff)
- Mastercard, Visa, American Express, and Discover accepted
- Special ordering: 25 percent deposit required
- Some gift items and greeting cards
- Magazine subscriptions

## Check and Charge Card Policies

- I. Check Cashing Policy (traveler's checks included)
  - A. Check must be imprinted with your name (traveler's checks excluded).
  - B. Check should have the same date as the date it is to be cashed.
  - C. Identification must include one form from each of the following groups:
    1. CSM registration;
    2. Valid driver's license, California I.D. card, or government I.D.
  - D. Checks may be written for up to \$20 cash or for \$20 over the amount of purchase for faculty and staff.
  - E. There will be a service/handling charge on returned checks.
- II. Mastercard/Visa Charge Card Policy
  - A. Card Users
    1. The card user should be the same as the name appearing in the authorized signature space on the back of the card, or;
    2. A person wishing to make a purchase on another person's card must present a note of permission bearing the signature of the authorized user as signed on the back of the card (except American Express, which can be used by the cardholder only).
  - B. Identification must include one form from each of the following groups:
    1. CSM registration;
    2. Valid driver's license or California I.D. card.
  - C. Cards may be used for exact amount of purchase only (except ATM).

The Bookstore staff welcomes any suggestions or requests that will improve their service to you or the campus community.

## FOOD SERVICES

While classes are in session, Monday through Friday, the "Kiosko," located near Building 16, serves food day and evening, and vending machines are available in a variety of locations on campus. Drip Coffee, located on the east side of Building 17, offers fresh coffee, juice, and snack food. Hours are Monday through Thursday. 7:30 a.m. to 1:30 p.m. and 5:30 to 8:30 p.m.; Friday from 7:30 a.m. to 1:30 p.m. During construction, a mobile food cart will be located in front of Building 9.

## STUDENT SERVICES

### CalWORKs Program

In collaboration with the county Human Services Agency, the CalWORKs office provides supportive services to students receiving CalWORKs/TANTF (Temporary Assistance for Needy Families). Eligible students receive individualized counseling, case management, and advocacy, as well as assistance with textbooks, supplies, transportation, and child care costs. For more information visit Bldg. 20-107 or call Ext. 6155.

Student Services at College of San Mateo consists of the following programs and services listed below.

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## Counseling Services

(Located in the Counseling and Transfer Services Center Building 1, Room 207)

### Adults in Transition

Although CSM does not have a formal “re-entry” program, we realize that a number of members of our community return to school after an absence of 5 or more years to develop new employment skills, facilitate a career/life change, refine personal and academic skills, and/or pursue a college degree. All of the counseling services can assist with the re-entry process. For more information go to the Counseling Center in Building 1, Room 207.

### Child Development Center

The Mary Meta Lazarus Child Development Center is in operation while school is in session. Children two and a half through five years of age are eligible. Priority is given to low-income, full-time parent-students. Space may also be available for children of staff. An educational program adapted to the children’s age levels has been instituted with remarkable success. For more information, call the Child Development Center, Ext. 6279.

### Cooperative Education

Cooperative Education at CSM is a part of the academic process. The plan adopted by the District provides a systematic design for work experience which enables students to earn college credit for work and learning done on his/her current job (paid or volunteer). There are specific responsibilities for the College, the student, and the employe in the operation of the program. Consultation is made between the student and the faculty coordinator early in the semester to determine specific, meaningful learning objectives. For additional information, please refer to the College Catalog and the Cooperative Education Office.

## COUNSELING SERVICES

**Counseling and Advising services are designed to** 1) assist students to make decisions about educational and career goals; 2) provide academic planning to complete certificate, associate degree, and/or university transfer programs; 3) help students evaluate academic readiness and plan coursework to build skills; 4) assist students to use campus services and resources; 5) evaluate transcripts from other American colleges and universities for credit applied to certificates and degrees at CSM; and 6) acquaint students with skills, strategies, and techniques to enhance academic success.

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

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

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

## FREQUENTLY ASKED COUNSELING AND COUNSELING-RELATED QUESTIONS ADDRESSING THE FOLLOWING:

- Enrollment Management: Classroom Enrollment, Wait Lists, Census, Positive Attendance, Incompletes, Grades, and more
- Prerequisite Information and Rules
- CSM Placement Test Program
- Helping Students Succeed and Student Service Programs and Using the EARLY ALERT System to Encourage Student Success
- Behavior Problems or Disruptive Students
- Web SMART Glossary

### **Enrollment Management: A Faculty Responsibility**

#### **1. *I have a student who does not appear on my official WebSMART class roster?***

Students who do not appear on your Web SMART Official Class Roster are not officially enrolled in your class and cannot be sitting in your class. It is a faculty responsibility to make sure all students sitting in your class(es) are officially registered BY THE PUBLISHED DEADLINE DATE. To assist you with this responsibility take the following actions.

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

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

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

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

The student should immediately be referred to the Admissions and Records Office. Do not allow any student to remain in your class if the official enrollment has not been processed. NO EXCEPTIONS.

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### 3. *How does the Wait List process work at College of San Mateo?*

For most class sections, if the section is full, the student is offered the chance to be placed on the section wait list. Please note, a student can be on multiple wait lists for the same course, and the system does not screen for prerequisites when placing a student on a wait list. The Wait List works in this way. If a registered student drops the course and a space becomes available, automatically the first person on the section's wait list is notified by email of an opening and the student has 48 hours to go back into WebSMART and register for the section. If the student does not respond within the 48 hour time frame, his/her name is dropped to the bottom of the wait list and the next student on the list receives the notification and registration opportunity.

### 4. *What should I do with the Wait List on the first day of classes?*

When you print your WebSMART Official Class Roster print the Wait List that has been developed for your section. On the first day of class, if you determine that you can add students, use the Wait List to fill spaces first. If a name appears on the wait list but the student is not present in class, then go to the next student on the wait list and so forth. When you have exhausted the wait list, then accept students who are present in the class to add.

### 5. *When is it appropriate to issue a student an INCOMPLETE grade? What professor and student obligations are part of awarding an INCOMPLETE as a end of semester evaluation?*

A professor should consider issuing an incomplete only if the student has successfully completed at least 80% of the course requirements and has only one or two outstanding assignments or tests to complete, and there are extenuating circumstances that have come up (medical or family emergency, unanticipated problem that limits time to devote to academics) that make it impossible for the student to complete the course within the 18-week semester (or 6-8 week summer session).

- It is solely up to the professor to determine if he/she will award an Incomplete. A student may request an Incomplete, but it is up to the professor to determine if it is warranted OR if the professor wants to take on the added responsibility of monitoring the incomplete process.
- If the Incomplete is appropriate, the professor and student must develop a contract of how the incomplete will be resolved. This contract is sent to the Admissions and Records Office, the professor maintains a copy, the student receives a copy.
- The contract should clearly identify exactly what assignments and tests are outstanding and include a deadline for these items. Be very specific!
- The contract includes a default grade. If the Incomplete is not completed then the default grade becomes the final grade after one year.
- A student may not enroll in the course while an Incomplete is outstanding because the system sees the student as already enrolled with an Incomplete. The student must meet with the professor who issued the Incomplete to complete the course.

### 6. *Why is it essential to submit census information on time?*

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

### 7. *Why is it essential to complete positive attendance reporting on time?*

Like census reporting, reporting positive attendance is required by Title 5. Submission of positive attendance hours on time is essential to capture FTES generated by students enrolled in these courses. If positive attendance hours are not submitted on time, the College may lose FTES funding.

8. *Why is it essential that my final grades be submitted by the deadline date?*

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

### **Prerequisite Information and Rules**

9. *What are PREREQUISITES, COREQUISITES, RECOMMENDED notations that appear in the College Catalog and the Class Schedule?*

If the course description (found on the official course outline, catalog or class schedule) includes a "prerequisite course or skill level," the prerequisite must be achieved and documented prior to enrolling in the class. A "corequisite" course is one in which the student must maintain concurrent enrollment. Prerequisites and corequisites are mandatory. Many course descriptions include a "recommended preparation" notation. This indicates that it is highly recommended that the student have a specific skill level or academic background to succeed in the class. Recommended notations are advisory only.

10. *Why do courses have prerequisites? Who determines if a course has a prerequisite requirement?*

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

11. *How do I know if the course I am teaching has a prerequisite?*

Look at the Official Course Outline and also look at the current College Catalog or Class Schedule. You will find information about prerequisites, corequisites, and recommended notations for courses in those locations.

12. *How does computerized prerequisite checking work in the San Mateo County Community College District?*

In 2000, the SMCCCD began using computerized prerequisite checking in most ENGLISH, READING and MATHEMATICS courses. Since then a number of other courses have been added to the list of courses that have computerized prerequisite checking at the time the student attempts to enroll in the class. When attempting to register for a class, the Web SMART registration program searches for one of the attributes below:

- RESULTS FROM PLACEMENT TESTS completed in the SMCCCD within the last 2 years that meet prerequisite skill level requirements, or
- SUCCESSFUL COMPLETION OF THE PREREQUISITE COURSE within the SMCCCD, or
- CURRENT ENROLLMENT, within the SMCCCD, in the prerequisite course.

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

**13. How can I find out if the class I am teaching uses computerized prerequisite checking?**

Ask your Division Dean. Courses are added to the computerized prerequisite checking system each semester!

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

Individual instructors cannot override or waive prerequisites. A course prerequisite is approved by the Committee on Instruction and must be consistently enforced in all sections of the course. A student who does not meet the required prerequisite is not eligible to take the course.

**15. Will placement test results that are more than 2 years old meet prerequisite requirements?**

No. For the purpose of meeting prerequisite skill level requirements, placement test results are valid for up to two years only.

**16. Does CSM accept high school coursework as completion of a prerequisite?**

No. However, a student may be able to challenge a prerequisite based on high school work. See more about the prerequisite challenge process in question 20.

**17. What if a student completed the prerequisite course at a college other than CSM, Skyline, or Cañada College?**

If a student completed a course that is equivalent to the CSM prerequisite at a college outside of the San Mateo County Community College District, the student must complete the CSM PREREQUISITE EQUIVALENCY FORM. The student submits the form with a copy of transcripts that show the completed course to the Assessment Center, Bldg 1, Room 130 for evaluation. If the prerequisite is approved, the student is notified by phone or email and the enrollment block is removed allowing the student to register for the course.

**18. What if the Prerequisite Equivalency Form is denied?**

If the Prerequisite Equivalency Form is denied and the course is determined NOT to be equivalent to the CSM prerequisite course, the student is notified by phone or email. College of San Mateo placement tests can be used to determine prerequisite equivalence for certain English, reading and mathematics courses. Or the student can investigate the prerequisite CHALLENGE process. See question 20 for information about the challenge process.

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

Advise the student to challenge the prerequisite. See question 20 for more information.

**20. When and how can a student challenge a prerequisite?**

A student can challenge a prerequisite only on one or more of four grounds listed below.

- The student has the knowledge or ability to succeed in the course without completing the prerequisite
- The prerequisite was established in violation of Title 5 regulations or the SMCCCD Prerequisite Policy
- The prerequisite course has not been made reasonable available.
- The prerequisite is discriminatory or is being applied in a discriminatory manner.

To challenge a prerequisite, a student must file a Prerequisite Challenge Petition with required documentation in the Assessment Center, Bldg 1, Room 130 at least 5 working days prior to the late registration deadline date published in the class schedule. If the course is a late-start class, the petition must be submitted at least 5 working days prior to the first day of the course. The Assessment Center sends the challenge packet to assigned faculty for review, receives the results from faculty, and communicates the challenge results to the student. There is a deadline of 5 working days to resolve the challenge. Students are provisionally enrolled while the challenge is being reviewed.

## Placement Testing Program

### 21. *What is the CSM Placement Testing Program?*

Placement testing is required for

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

The Assessment Center, Bldg 1, Room 130, administers computerized placement tests year round by appointment. At the conclusion of testing, all students receive a CSM Orientation Guide and Workbook that includes curriculum sequence guides in math, English, ESL, and reading as well as general college information. Test results place the student in the appropriate level course. Students retrieve test results on Web SMART and are encouraged to discuss test results and course placement with a counselor.

### 22. *How does placement testing affect enrollment?*

Since CSM placement tests results include additional assessment information referred to as “multiple measures,” the results are used to determine prerequisite skill level requirements for many courses.

### 23. *How do students select English, reading, ESL, and mathematics courses?*

Placement test results provide students with a course placement in English, reading, ESL, and mathematics. Students are encouraged to discuss test results and subsequent course placement with a counselor.

### 24. *How long are the placement test results considered valid and useful?*

Placement test results are valid and can be used to meet prerequisite skill level requirements for two years. If a student does not take an English, reading, ESL, or math course within the two-year window, then tests must be repeated.

### 25. *What is the Placement Testing Repeat Policy?*

If a student feels the test results do not represent his/her current skills in an area (English, ESL, reading, math) then the student can REPEAT the test one time within a two-year period.

HELPING STUDENTS SUCCEED / STUDENT SERVICES SUPPORT

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

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

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

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

- a. How to use student support programs to improve your college success (counseling services, transfer services, career services, basic skills services, and more).
- b. College planning – the comprehensive student educational plan
- c. Study skills for college level academics

- d. Time management for personal and academic success
- e. Understanding the system – college planning
- f. Understanding the system – success university transfer process
- g. Choosing a college major
- h. How to select courses to meet your educational goals

For classroom presentations contact the Dean of Counseling, Advising, and Matriculation.

**27. *How can I find out how the course I teach fits into student educational goals? Is the course applicable to the associate degree general education? associate degree majors? university transfer general education? university transfer majors?***

It is very important that your students understand how the course(es) you teach helps them achieve educational goals! We strongly recommend that you include on your course syllabus exactly how the course is applied to the following educational goals. Find out the following:

- Does the course apply to associate degree general education requirements? If so, in what area?
- Does the course apply to associate degree major requirements? If so, what majors?
- Does the course apply to California State University General Education Certification for transfer students? If so, in what area?
- Does the course apply to Intersegmental General Education Transfer Curriculum Certification for transfer students? If so, in what area?
- Is this course typically used in a transfer major? If so, what major and what universities?

This information is EASY to acquire! Simply contact the Articulation Office for answers. Also, faculty can request that CSM pursue articulation agreements with universities! Do you have a course that you think should apply to transfer but it currently doesn't? Do you have a course that you think should apply to associate degree general education or majors? Connect with the Articulation Office for information and advice!

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

Consider regular announcements to support the following.

- \*FIRST TWO WEEKS OF SCHOOL IS THE LATE REGISTRATION PROCESS. All semester length courses need to be added within this period.
  - \*STUDENTS MANAGE THEIR OWN ENROLLMENT ON WEBSMART! Check the schedule summary to make sure enrollment is complete. Pay fees on Web SMART. Keep personal information (address, phone, email) up to date on Web SMART.
  - \*STUDENTS USE WEBSMART to select the PASS/NO PASS option!
  - \*KNOW THE LAST DAY TO WITHDRAW FROM CLASSES
  - \*ALL STUDENTS WITH EDUCATIONAL GOALS SHOULD MEET WITH A COUNSELOR at least once a semester!
  - \*WITH A COUNSELOR STUDENTS CREATE A STUDENT EDUCATIONAL PLAN (SEP) that maps out, semester by semester, exactly what courses (and sequence of courses) are needed to meet the goal. Each semester the SEP should be reviewed with the counselor to make sure it remains accurate and a clear picture of what must be done.
  - \*STUDENTS WITH EDUCATIONAL PLANS get the highest level of continuing student priority registration! This could mean getting the classes and times the student wants or not!
  - TAKE ADVANTAGE OF CONTINUING STUDENT PRIORITY REGISTRATION EACH SEMESTER! So many students wait till the last minute to register and then are disappointed that they don't get the courses they need and want. If students registered during their continuing student priority registration period, this will not happen! Watch for registration announcements and check the CALENDAR in the class schedule for registration information
  - USE SUPPORT SERVICES that help students succeed. (More information below.)
- \*Consider adding this information to your class syllabus!

**29. *Why is completing an associate degree or certificate important? How can I convince my students that they should pursue completion of a certificate or associate degree now?***

Many students are not aware of educational goals available at CSM and, as a result, do not think about completing a certificate and/or associate degree. There are lots of reasons that students should consider completing a certificate or associate degree at CSM. Consider discussing these reasons with your class(es).

- Students can get MULTIPLE CERTIFICATES AND ASSOCIATE DEGREES at CSM.

Courses required for a certificate are listed in the college catalog and include courses that are related to the certificate career area. Completing a “certificate” is like completing the major requirements for an associate degree.

An associate degree has two main components:

- 1) general education and basic competencies
- 2) major requirements.

Courses used to meet general education and basic competency requirements can be used for multiple degrees! A student only needs to complete the courses that are required for the different degree majors.

- An ASSOCIATE DEGREE REQUIRES A MINIMUM OF 60 UNITS of degree applicable coursework. Although 60 units may sound like a lot to students, if you think about it in terms of 3-unit classes, 60 units is about 20 classes! VERY DOABLE don't you think!
- Students can USE ONE COURSE TO MEET REQUIREMENTS FOR MULTIPLE CERTIFICATES AND ASSOCIATE DEGREE MAJORS! If one course is found in several degrees, then the student can use the same course for several degree majors. This allows a student to achieve more than one degree or certificate to enhance employment opportunities.
- UNIVERSITY TRANSFER STUDENTS SHOULD LEAVE CSM WITH AN ASSOCIATE DEGREE! We offer a number of associate degree majors that are the same coursework that is required to transfer. So a student can meet transfer requirements and concurrently meet requirements for an associate degree.
- Sometimes LIFE doesn't give a student a second opportunity at education. It is important to make the best use of time at CSM. Complete a certificate and/or degree NOW and enjoy more career options and opportunities in the future.

**30. *How do counseling services work at College of San Mateo?***

At College of San Mateo students are not “assigned” a counselor but select the counselor with whom they wish to work. Students are encouraged to select one counselor to partner with them as they work to explore, research, define and accomplish their educational goals at CSM. Every enrolled student has access to counseling appointments. Students need only to contact Counseling Services (574-6400 or 378-7329) or stop by Counseling Services, Building 1, 2nd Floor, to schedule an appointment. Counselors encourage students to see them at least once each semester to discuss educational goals, academic progress, and develop and monitor a student educational plan.

Counselors help students to

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

31. *What support services and programs do my students need to use?*

- COUNSELING SERVICES – Bldg 1, 2nd Floor, essential service for all students who plan to complete a vocational certificate, associate degree, or university transfer program.
- TRANSFER SERVICES – Bldg 1, Room 115, Transfer Services provides students with support and resources as they research and determine university transfer plans. CSM is #1 in Northern California for university transfer.
- CAREER SERVICES – Bldg 1, Room 115, Career Services helps students who are undecided research and determine college majors, educational goals, and career interests and goals. For students who have identified a college major, Career Services helps students look at what their education can yield in the world of work.
- DISABLED STUDENT PROGRAM AND SERVICES – Bldg 16, Room 150, DSPS assists students with learning, physical and psychological disabilities to use the community college to meet educational and career goals. DSPS also helps professors to understand how students with disabilities can get the most out of the classroom experience. View the DSPS Faculty Resource Book available on line for a detailed summary of DSPS.
- FINANCIAL AID SERVICES – Bldg 1, 2nd Floor, Financial Aid provides students with information about how to fund a college education.
- HEALTH SERVICES – Bldg 1, 2nd Floor, provides students with a broad range of free medical and dental services and health education opportunities.
- STUDENT EMPLOYMENT SERVICES – Bldg 1, 115 (Career Services), assists students to find part-time and full time employment
- VETERAN'S SERVICES – Bldg 1, 2nd Floor, Admissions and Records Office, assists veterans to apply for VA benefits and services.
- MULTICULTURAL COUNSELING CENTER – accessible via Bldg 1, 2nd Floor, Counseling Services, provides bi-cultural and bi-lingual counselors to students upon request.
- EXTENDED OPPORTUNITY PROGRAM AND SERVICES – Bldg 20, provides a broad range of services and supports to students who qualify for this program.

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

First, use the electronic EARLY ALERT PROGRAM that is on faculty Web SMART. This quick and easy-to-use system allows you to send an email to any student in your class who is experiencing difficulty. When sending the student an alert, you can also send the alert to COUNSELING SERVICES. Counseling services will then follow up with the student to discuss class performance as well as educational goals and interests. Our experience is that students appreciate our interest and concern.

Secondly, schedule an appointment to meet with the student during your office hours to discuss issues of your concern. Remember, there are many students who are unaware of study skills, behaviors, and habits that are essential for college success. Speak with the student and then refer them to counseling services for success strategies and other support.

Thirdly, student services professionals want to partner with your to help students successful in classes.

- Do you think that the student may have a learning disability that is affecting class performance? Contact the DSPS Office (Disabled Student Program and Services) and discuss the situation. DSPS works with both faculty and students to review learning issues.
- Contact the Counseling Department. Let's look at how instruction and student services can work together with the student to improve personal and academic performance.

33. *More about early alert available on faculty WebSMART and how to use it.*

- A computerized program to allow faculty to alert students enrolled in their classes of any deficiencies that are affecting their progress and success in the class.

- Designed to provide a consistent and efficient method to alert students.
- Early Alert is available in FACULTY WEB SMART – on the class roll. Easy to use!
- Early Alert can be used from the beginning of the semester but is not available on or after the last day to withdraw.
- EARLY ALERT can be one method to communicate with your students and let them know how they are doing in your class.
- Where, in past semesters, faculty could send only ONE early alert out to a student, beginning in FALL 08, a number of alerts can be sent to one student.

#### **How can this tool be most effective and produce the best results?**

1. On your class syllabus, consider including information that includes the following:
  - How does this class help the student MEET HIS/HER EDUCATIONAL GOAL? (Include how your course applies to an associate degree, to CSU transfer, to UC transfer.) You can get this information from the Articulation Office.
  - Include information about EARLY ALERT. Tell students up front about this system and how you will use it as a tool and type of communication. Let them know you will communicate with them via early alert email.
2. Consider talking to the whole class about how you will use the EARLY ALERT TOOL to help them become aware of class deficiencies.
  - USE Early Alert EARLY early so the student may improve his/her classroom behavior and performance. Send out your first Early Alert within the first 4 weeks of your class. Begin to communicate early with a student if you see behaviors or performance that may affect the student's academic performance. Send one after the student has missed 1-2 classes or missed the first assignment or done poorly on the first test.
3. At about 6 – 8 weeks into the semester, consider asking one of our Student Services representatives to come into your class and talk about SUCCESS TOOLS and how to use campus resources.
4. BEFORE SENDING AN EARLY ALERT NOTICE, talk individually to a student. This allows the faculty member to approach the student in a manner that may encourage the student to open up about difficulty in the class.
5. Send out the early alert message. You can simply check off the items of concern or you can add more personal information. The "alert" the student receives contains a "message" from you that asks the student to schedule an appointment to meet with you. You can also send a message to a COUNSELOR that the student will not see. We have seen messages that ask the counselor "please encourage this student to drop since I don't think he can be successful without ...."
6. If you send a message to the counselor as well, those messages are received by our "student success advisors." Here they "transform" the early alert into EARLY ASSISTANCE process. They will:
  - Follow up with student and encourage the student to meet with the instructor
  - Talk to the student about basic attendance, class work, effort, etc.
  - Talk about educational goals and progress
  - Help students understand how and when to drop a class, and probation status and dismissal status
  - Schedule the student with a counseling appointment to discuss the ramifications of passing or failing this particular class in reference to the student's educational goals.

#### **34. Other Important Resources that Students Should Know About?**

The Counseling Division offers a number of courses to help students learn what they need to know to be successful at College of San Mateo. Some of these courses are semester length courses but many are short courses offered throughout the semester! Consider talking to your classes about these course offerings and suggest students take advantage of these important and empowering learning opportunities! ALL of these courses are university transferable!

- CRER 104 - short course - .5 unit – TRANSFER PLANNING ESSENTIALS  
Learn all you need to know about how to successfully transfer to a university
- CRER 105 – short course - .5 unit – COLLEGE SUCCESS AND PLANNING  
Great class for the student who needs to learn about how to be a successful college student and/or who is undecided about educational goals.
- CRER 107- short course - .5 unit – CHOOSING A COLLEGE MAJOR  
For the student who has not yet identified a major. Students learn how to research interests and apply this information to selecting the college major that is right for them.
- CRER 108- short course - .5 unit – HOW TO ACHIEVE AN ASSOCIATE DEGREE OR VOCATIONAL CERTIFICATE  
Teaches students exactly what must be done to accomplish one of these educational goals.
- CRER 120 – semester long course – 3 units – COLLEGE AND CAREER SUCCESS  
A comprehensive course that emphasizes self-assessment, decision making, educational planning, college success, study skills, learning styles, personal growth and development.
- CRER 121 – short course – 1 unit – PLANNING FOR STUDENT SUCCESS  
Students learn tools for maximizing college success
- CRER 122 – short course – 1 unit – STUDY SKILLS  
Students learn a variety of techniques to increase confidence and develop college level study skills.
- CRER 123 – short course 1 unit – CAREER EXPLORATION  
Students explore college, career, and work options
- CRER 126 - short course - .5 unit – CAREER ASSESSMENT  
Students use a variety of assessment tools to explore personal interests, skills, abilities, values, motivations and relate the results to college majors and career fields.
- CRER 127- short course - .5 unit – JOB SEARCH STRATEGIES  
Students learn how to efficiently and effectively conduct a job search and apply for employment

### **Classroom Behavior Problems and Dealing with Disruptive Students**

**35. *I have a student or a group of students that are disruptive and interfere with the teaching and learning in my class. Can you help me?***

Yes! Act immediately when you first encounter an individual or individuals whose behavior is not compatible with your classroom ambience or behavior that is disruptive (mild to aggressive) in or around your class. Ideally, speak with the student(s) directly and clarify your expectations in relationship to classroom behavior. For more detail about what is considered disruptive behavior and for college procedures look in the college catalog under STUDENT RIGHTS AND RESPONSIBILITIES, STUDENT CONDUCT, DISCIPLINARY ACTIONS, and STUDENT GRIEVANCES AND APPEALS. Psychological Services is a resource for you in regards to questionable student behavior. The college psychologist can either work with you to assist with the situation and/or work directly with the student(s). If these efforts do not improve the situation, official disciplinary action may be pursued.

## WEB SMART GLOSSARY

You are sent NO PAPER ENROLLMENT INFORMATION but must retrieve information for each class you teach on FACULTY Web SMART!

- GO TO Web SMART and LOG IN
- User ID is your G# or SSN, your PIN code is your 6 digit birth date. June 6, 1950 would be 060605.

FIND THE TAB that says FACULTY

FIND FACULTY Web SMART FAQs to assist you as needed.

- Follow the Steps on this page to identify the semester and the course.

FIND CLASS LIST / Wait List / ATTENDANCE

- Print this list to verify students registered in your class and waitlisted in your class. This form may also be used to record attendance throughout the term.

FIND List Authorization Codes

- Print this list on the first day of your class.
- If you want to ADD students to your class, a student will need an authorization code to use with the section CRN (course reference number) to officially register for the class.
- See Enrollment Management for more information.

FIND Class Placement Scores

- Faculty who teach courses that require placement tests have access to placement test results via this scene. If you have questions contact the Assessment Center, Bldg 1, Room 130.

FIND Detailed Class List AND EARLY ALERT

FIND Census / Enrollment Verification

- Drop students who have not attended your class before the CENSUS deadline.
- See the ENROLLMENT MANAGEMENT FAQs for more information about CENSUS reporting.
- View this screen prior to the first day of class.
- Every faculty member is responsible for submitting CENSUS reports by the course census deadline.
- There is a CENSUS deadline date for semester length courses.
- For CENSUS deadlines for courses that are not semester length contact your Division Office.
- CENSUS reporting must be done by the deadline date. CENSUS reporting results in state funding.

FIND Final Grades and Positive Attendance

- Report final grades by the deadline
- Report positive attendance by the deadline

## CRISIS INTERVENTION ASSISTANCE

See Appendix N

## DISABLED STUDENTS PROGRAMS & SERVICES (DSPS)

Special services are provided to students with disabilities. These services may include disability management counseling, liaison with faculty, registration assistance, campus orientation, special parking, reader services, note takers, mobility assistance, and test accommodations. The Disability Resource Center is located in Building 16, Room 150, Ext. 6438.

**The Learning Disabilities Assessment Center** offers students with learning disabilities individual educational assessment, support services, test accommodations, and assistance with educational planning. Contact staff in Building 16, Room 150, Ext. 6433, for assistance.

**The Assistive Technology Center** offers specialized training in the use of hardware and software adaptations for students with disabilities. Students served include those with learning disabilities; acquired brain injuries; and physical, psychological, visual, and hearing impairments. Assistance

is available in providing access to all computers on campus. The Center is located in Building 16, Room 151, Ext. 6432.

**Adapted Physical Education** classes are designed to help improve a student's level of physical fitness. Based on an individual assessment, a program is developed to fit the student's special needs. Contact staff in Building 8, Room 109, Ext.6469.

**The Transition to College Program** offers individualized assessment of functional limitations, academic advising, special registration, student monitoring, and liaison with instructors and community providers. Specialized instruction consists of a re-entry-like class designed to provide college orientation, career exploration, and academic and social skills development. Contact staff in Building 15, Room 127, Ext. 6487.

## **EOPS/CARE**

Equal Opportunity Programs and Services (EOPS) is an expanded support service available to full-time students who are determined by EOPS staff to be in need of additional support services to facilitate retention and success. EOPS services include counseling and other support activities. The CARE program provides services to single parents receiving CalWORKs. Support services include child care, transportation, tutoring, books and supplies.

## **FACULTY REFERRAL AND COUNSELING INTERVENTION**

The classroom instructor is often the first to become aware of a student in need. In order to facilitate direct communication between instructors and counselors to assist students who have problems and/or assist students at the onset of a problem, faculty may use the electronic early alert system in WebSMART and/or contact the Office of Counseling, Advising and Matriculation at 574-6713 for assistance.

## **FINANCIAL AID**

The financial aid program provides assistance and advice to students who would be unable to attend without such help. Grants, loans, and part-time employment are available to meet the difference between what the student and his/her family would reasonably be expected to provide and the expected cost of attending CSM. Additional information may be obtained at the Financial Aid Office, Building 1, Room 217, or by calling Ext. 6146.

## **HEALTH SERVICES CENTER**

The Health Services Center is located in Building 1, Room 226, Ext. 6396, and is open when school is in session. Among the services provided are the following: confidential consultation; information and counseling on health questions; nurse or physician evaluation of symptoms; first aid; referrals to health or social agencies when needed or requested; screening procedures available on request including hearing test, vision test, reading tuberculin skin tests, and blood pressure determination; and family planning and related services.

Accidents on campus should be reported to the Health Center and the Business Administrative Services, located in Building 1, Room 149, Ext. 6220. Student injuries on campus or on a College-sponsored trip are covered by the current student group insurance policy.

## **INTERNATIONAL STUDENT CENTER**

International students attending College of San Mateo are assigned to special counselors/advisors for assistance in locating housing; adjustment to living in the United States; specialized services related to their student visa status; and academic, personal, and career counseling. International students must enroll in a minimum of 12 units each semester. For further information, call Ext. 6525. The International Student Center is located in Building 1, Room 261.

## **MATRICULATION**

Each new student with an educational goal of obtaining a degree or certificate or who plans to transfer to a four-year institution will complete a matriculation process which is coordinated by the Office of Counseling, Advising and Matriculation in Building 1, Room 207. The matriculation steps include:

- Application
- Orientation to College
- Assessment - placement tests for English and Math
- Counseling - program planning, and
- Follow-Up

Students whose educational goal is to take courses for personal enrichment or to upgrade job skills are exempt from the matriculation process. They may register for classes once the Application for Admission has been processed.

## **MULTICULTURAL CENTER**

The Multicultural Center is open to serve all students. The program's emphasis is the recruitment and retention of students improving language skills and/or overcoming social, economic, or educational disadvantages. Academic, career, transfer, and personal counseling are offered by bicultural and/or bilingual counselors in a supportive and culturally enriching environment. The MCC is located in Bldg. 20-113, Ext. 6160.

## **PERMANENT RESIDENT VISA STUDENTS**

Recent immigrants are assigned to a special counselor/advisor for an analysis and evaluation of their language and/or acculturation problems; faculty and staff provide supportive services designed to help the student in the new environment.

## **PLACEMENT TEST INFORMATION**

Placement tests are designed to assess students' current academic skills and used to determine course placement in the areas of English, English as a Second Language, Reading, Mathematics, and some science and computer courses. Testing is required for all students who wish to enroll in an English, English for Non-Native Speakers, Reading, and/or Math course and any course that has an English, Reading, or Math prerequisite. Placement test information is available in the Testing Office, Bldg. 1, Room 130, Ext. 6175.

Students who have completed testing at another California Community College may submit their test scores for review and placement in CSM courses. The State Chancellor's Office encourages reciprocity among the California Community Colleges to reduce redundancy in testing for students. Upon request, CSM provides modified assessment services for students who have verifiable disabilities. Such students are advised to call the Disability Resource Center at Ext. 6438 for more information about accommodations.

### **Placement Test Repeat Policy**

Test results are considered current and valid for two years. Students may repeat English, Reading, and Mathematics tests only once within two years. Once the two years have expired, the score can no longer be used to meet course prerequisites. If a student has not taken courses in English, Reading, or Mathematics, he/she will be required to take the placement tests again.

## **PREREQUISITE INFORMATION**

The San Mateo County Community College District has established a procedure for enforcing certain prerequisites. The following list of courses have computerized prerequisite checking in place: English 838, 848, 100, 110, and 165; ESL 400; Math 110, 111, 112, 115, 120, 122, 123, 125, 140, 145, 150, 200, 201, 219, 222, 231, 241, 242, 251, 252, 253, and 268; and READ 400. If a student has not met the prerequisite(s) through either prerequisite course completion or placement test/as-

assessment results, he/she is blocked from enrolling in these courses. The block is in effect throughout the registration period. Even if a student secures an authorization code from the instructor allowing the student to add the course, the block remains and the student is unable to register if the prerequisite requirement has not been met. Prerequisites cannot be waived. Students who fail to meet the prerequisite or co-requisite requirements may be administratively dropped from the course. All other course prerequisites are checked by the instructor on the first day of classes.

### **Prerequisite Challenge Procedures**

Students who do not meet course prerequisites may wish to challenge. Challenging course prerequisites or co-requisites requires the students to provide written documentation that explains the alternative course work, experience, and/or abilities that the student believes s/he possesses that meet the prerequisite or co-requisite. Any challenge must be based on one or more of the following criteria listed below.

- 1) The student has the knowledge and ability to succeed in a course/program despite not meeting the prerequisite;
- 2) The prerequisite was not established in accordance with District policies or Title 5 regulations.
- 3) The student is subject to undue delay in goal attainment because the prerequisite or co-requisite has not been made reasonably available.
- 4) The prerequisite or co-requisite is unlawfully discriminatory or applied in an unlawfully discriminatory manner.

The student shall bear the burden of showing the grounds that exist for the challenge. Students are allowed to enroll while the challenge is being reviewed. Challenges shall be resolved in a timely manner (5 working days) and, if the challenge is upheld, the student shall remain enrolled in the course. To challenge, obtain a PREREQUISITE CHALLENGE FORM from the Assessment Office or Counseling Office. Complete the form, attach documentation to support the challenge, and return the form to the Assessment Office in Building 1, Room 130.

### **PSYCHOLOGICAL SERVICES**

Students with serious personal problems should be referred to the College psychologists. The psychologists' responsibilities are to maintain a liaison between the College and community psychological resources and the College's Health Services Center; to assist with the referral process; to consult with counselors/teaching faculty and other staff; to work with students individually; to add the dimension of therapeutic skills to student personnel services; and to assist and participate in in-service training programs. College psychologists provide workshops regarding disruptive students and strategies for intervening with students in need of help. For further information, contact the Health Center, located in Building 1, Room 226, or call Ext. 6396.

### **SCHOLARSHIPS**

The Scholarship Office is located in Building 1, Room 271, Ext. 6434. Through the Foundation for the San Mateo County Community College District, many thousands of dollars in scholarships are awarded each year to assist hundreds of students who are beginning or continuing their education at CSM or who are transferring from CSM to four-year colleges and universities.

### **STUDENT EMPLOYMENT SERVICES**

The student employment services are available to CSM students, alumni, and community members with job search preparation, career information, and job listings. Staff provides job search classes and individual counseling appointments to assist students with résumé preparation, interviewing skills, uncovering job leads, and securing work.

Listings for part-time, full-time, professional, and semi-professional work and internships are available for viewing on CSM JobLinks, a web-based job posting program. For more information, call Ext. 6151.

## **STUDENT ACTIVITIES AND GOVERNMENT**

An important aspect of college life is student participation in out-of-class activities such as the Student Senate and other student government committees and related functions. The College has a broad selection of clubs and organizations in which a student can participate, according to his/her interests. A list of these, along with the faculty advisors associated with them, may be obtained in the Student Activities Office, located in Building 5, Room 125, or call Ext. 6141.

## **TRANSFER SERVICES**

Transfer services assist students to plan for transfer to a four-year college or university. Information and workshops are offered on choosing a college, completing transfer application forms, essay writing, college costs, and financial aid. CSM has special transfer admission agreements with a number of four-year institutions which can guarantee transfer admission in a specific major. For further information, call Ext. 6662.

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## **PART III • INITIATIVES AND SPECIAL PROGRAMS**

### **STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE (SLOAC) AT CSM**

Since 2003, CSM has been on a clearly defined path to link the articulation and assessment of student learning outcomes (SLOs) to the academic, student services, and operational aspects of the college. CSM's commitment to SLOs is evident in many areas of the college, beginning with the college Mission Statement which, in part, states: "By offering comprehensive, quality programs and services, and by measuring student learning, College of San Mateo educates students to participate successfully in a changing world." Since the college Mission Statement drives the planning and decision making of the college, SLOs have become a fundamental element in these processes.

Student learning outcomes are key components to clarifying what students should know, do, or value at the end of a course of study. A course of study is defined as the completion of an educational experience, i.e., the completion of a certificate, a degree, a transfer sequence, a major, a course, and a specified interaction with a student service unit. Through collegial dialogue, faculty and staff will articulate student learning outcomes for a course of study, but ensuring successful attainment of the outcomes requires faculty and staff to measure them within the course, department/program/student service unit, and college. Thus, student learning outcomes will be assessed at multiple levels within the college. This process—consisting of articulating student learning outcomes (SLOs), measuring them, analyzing the results of the measurement, and making any necessary changes at these various levels—encompasses the student learning outcomes assessment cycle (SLOAC), a continuous cycle providing feedback to and improvement within our teaching and learning institution.

On May 13, 2005, the CSM College Assessment Committee adopted the following SLO assessment philosophy; the college president, the vice president of instruction, the vice president of student services, the Academic Senate president, and the CSEA president signed it. It outlines the primacy of faculty responsibility in the articulation and assessment of student learning outcomes.

#### **College of San Mateo Assessment Philosophy**

College of San Mateo is committed to its primary mission of educating students to participate successfully in a changing world and, therefore, is committed to improving teaching and learning for a course of study. To achieve this mission, the College of San Mateo community—instructional faculty, counseling faculty, librarians, classified staff, students, and administrators—is committed to the student learning outcome (SLO) assessment cycle, a process fostering dialogue and a vehicle for continuous education improvement.

An effective SLO assessment cycle requires self-examination and reflections, leading to curricular improvement. It is not an exercise in data gathering and reporting. The American Association of Higher Education's assessment principle #7 states: "The point of assessment is not to gather data and return 'results'; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement." Therefore, information about learning outcomes should be an integral part of decision making, whether on the curricular level or the planning and budget level.

The assessment of student outcomes is a curriculum matter and, therefore, under the jurisdiction of the Academic Senate; this process is not intrusive on the principle of academic freedom. The responsibility of teaching and learning primarily lies with faculty; thus, faculty members, who are well versed with the principles and guidelines of their respective professional associations and licensing boards, generate student learning outcomes for their courses and programs, determine specific assessment standards and methods, and take appropriate action based on the results of data.

Overall, the student learning outcomes assessment cycle works to improve institutional effectiveness. Assessment will be based on reliable and relevant assessment tools, which will often make use of existing assignments, in an effort to improve courses, services, and programs. Collected both quantitatively and qualitatively, the data will guide curriculum reform, planning, and development. SLOs and their assessment make transparent to students what they are achieving in their education and allow them

to document those achievements for themselves, for transfer institutions, and for future employers, as well. Ultimately, assessment will lead to the improvement of teaching and learning.

Decisions about the development and applications of SLOs are a collective responsibility of faculty and administrators; nonetheless, the responsibility for the interpretation and local implementation of SLOs shall remain within the purview of individual faculty/departments/programs or student services units.

### **Assessing Student Learning Outcomes**

*“Learning can and often does take place without the benefit of teaching, and sometimes even in spite of it, but there is no such thing as effective teaching in the absence of learning. Teaching without learning is simply talking.”* –Angelo and Cross

#### **What is assessment?**

Palomba and Banta stated in *Assessment Essentials* (1999), “The overriding purpose of assessment is to understand how educational programs are working and to determine whether they are contributing to student growth and development.” The new accreditation standards require colleges to provide evidence for student learning and then use the results of the evidence to improve education. Fortunately in higher education, assessment involves developing, assessing and discussing student learning locally within the academic institution.

#### **What does the assessment movement look like at the college level?**

We must identify what students should be able to do after they complete a course of study. Therefore, at the course, program, and institutional levels, faculty and staff, with the support of administration, establish student learning outcomes (SLOs), assess them, and analyze the results for educational improvement. An immediate as well as long-term benefit of instituting SLOs is the dialogue that takes place throughout the institution—between individual faculty members, among faculty members within a department or program, and among faculty and staff members at the broader college level. This focus on SLOs represents a paradigm shift in education from what is taught to what students should know or do at the end of a course of study.

#### **What are SLOs?**

A student learning outcome (SLO) describes the knowledge, skills, abilities, or attitudes that students have attained by the end of a course of study. Once SLOs are identified, they must be assessed, and subsequently, the results of the assessment will help shape changes to improve student learning. Thus, the assessment cycle continues.

#### **How are we—faculty and staff—at CSM addressing student assessment?**

SLOs are guided by faculty and staff who are experts in their disciplines or areas. Our General Education SLOs have been guided by our college Mission Statement and the input of the campus community, the local community, and key college groups, such as Academic Senate, College Council, Committee on Instruction, and the College Assessment Committee.

Our goal is that ultimately this approach to assessment will result in fruitful collegial dialogue and improved student learning.

### **Assessing Student Learning Outcomes Across the College**

Assessment is a cyclical process that can produce change for a quality education.

Four loci of assessment:

1. General education assessment. What should students know, be able to do, or value when they complete general education courses or their associates degree requirements? GE SLOs should tie into the set of course SLOs from those courses students can take to complete their associate’s degree or to meet IGETC requirements for transfer.
2. Programs leading to certificate assessment. Upon completion of a program leading to a certificate, what should students know, be able to do, or value? The Program SLOs should tie into the set of course SLOs from those courses students can take to complete the requirements for that certificate.

3. Course assessment. What should students know, be able to do, or value when they complete the course? The course assessment should tie into either the general education assessment or the program assessment depending on the role(s) the course plays in a student’s educational journey.

4. Instructional support and student support services assessment. What should students know, be able to do, or value when they successfully complete the utilization of institutional/Student support services? Do the services help a student within a particular course of study? These SLOs should tie into the SLOs of the target locus of the service.

The following matrix shows the development and integration of SLOs at institutional, department/program, and course levels:

SLOs	Who will determine SLOs and carry out assessment cycle?	Integration of SLOs at Different Levels
General Education Level	College-Wide Open Forum; College Assessment Committee; College Community	GE SLOs should tie into the set of course SLOs from those courses students can take to complete their associate’s degree or to meet IGETC requirements for transfer.
Program Leading to Certificates Level	Discipline/Program; Faculty	The Program SLOs should tie into the set of course SLOs from those courses students can take to complete the requirements for that certificate.
Course Level	Faculty in Discipline; Classroom Instructor	The course assessment should tie into either the general education assessment or the program assessment depending on the role(s) the course plays in a student’s educational journey.
Instructional Support and Student Support Services Level	Counseling Faculty; Appropriate in Student Services	Do the services help a student within a particular course, program, or with GE (or some combination)? These SLOs should tie into the SLOs of the target focus of the service.

### Student Learning Outcomes and Campus-Wide Efforts

The college’s leadership has made the implementation of SLOs and assessment a priority. It has demonstrated its commitment to this initiative in a number of ways, including the formation of a College Assessment Committee, on which the president and vice president for instruction both serve, and has committed resources to support SLOs by creating the position of assessment coordinator and by allocating funding for the numerous activities and professional development to support its campus-wide implementation.

Since its inception in 2004, the College Assessment Committee has provided critical leadership in the area of SLO articulation and assessment. The committee has made significant progress in determining the college’s approach to SLOs, engaging several hundred faculty and staff to actively participate in the initiative and in the implementation of the assessment plan. The dean of articulation and research, a

member of the committee, has provided relevant data to support the committee's efforts. The college's assessment website has comprehensive documentation about the history and progress of SLOs at CSM. The committee worked with Governing Council of the Academic Senate, the vice president of instruction, and instructional administrators to promote the integration of SLOs into instructional program review; this was achieved in 2006. SLOs have also been incorporated into the program review process for student services programs. In addition, each student services unit submits an annual report that explains how SLOs are aligned with college goals and the student services planning document.

Program review provides an ongoing opportunity for faculty to evaluate how programs and services connect with the college mission and to discuss course and program-level SLOs and any recommendations resulting from this assessment. Outcomes from program reviews are used in the annual planning processes, the development of strategic objectives, and the allocation of resources and staffing. Staff thoroughly analyze the state of their programs and provide relevant data, assessment of student learning outcomes, implications for future delivery of services, accomplishments, goals, needs, and recommendations for the following year.

The Committee on Instruction in conjunction with the College Assessment Committee has requested faculty to include SLOs in official course outlines, and the College Assessment Committee has required faculty members to include SLOs in their course syllabi.

Many other committees have participated in the various phases of development and implementation of SLOs including the Committee on Instruction, College Council, Academic Senate, Student Services Leads, and District Curriculum Committee. With regard to institutional SLOs, the dean of articulation and research assisted the college in soliciting input from community leaders regarding their viewpoints on what students need to know upon completing a program. SLOs are now used to assess student learning at the course and program level by many departments, programs, and units; results of the assessments are beginning to be used to guide changes in curriculum as well as in programs and services.

With the ongoing construction and renovation of classroom and student services buildings, faculty members have been and will continue to be active participants in the planning process. SLOs have informed the approach of faculty involved in planning and creating new student learning environments, including classroom and program space design, equipment, climate, and conditions to enhance both teaching and learning.

As the college continues to make progress in formulating and using SLOs, it will be able to assess student progress toward achieving specific outcome measures at all levels throughout the college.

In May 2006, the College Assessment Committee adopted the following Institutional Student Learning Outcomes:

### **General Education Student Learning Outcomes**

(Students who receive an Associate degree or who complete the CSU-GE or IGETC pattern for general education at College of San Mateo will be able to...)

#### **Effective Communication**

The ability of students to write, read, speak, and listen in order to communicate effectively. Students should be able to

- Comprehend, interpret, and analyze written and oral information;
- Express ideas and provide supporting evidence effectively in writing and in speaking;
- Communicate productively in a group or team situation.

#### **Quantitative Skills**

The ability of students to perform quantitative analysis, using appropriate resources. Students should be able to

- Solve challenging problems that require quantitative reasoning;
- Interpret graphical representations of quantitative information.

### **Critical Thinking**

The ability of students to analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines. Students should be able to

- Identify, develop, and evaluate arguments;
- Assess the adequacy of both qualitative and quantitative evidence;
- Understand diverse disciplinary perspectives and use appropriate modes of inquiry, including the scientific method.

### **Social Awareness and Diversity**

The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present. Students should be able to

- Understand and respect the range of diversity;
- Acknowledge the value of divergent opinions and perspectives;
- Work effectively with others of diverse backgrounds;
- Analyze the interconnectedness of global and local concerns, past and present.

### **Ethical Responsibility**

The ability of students to make, with respect to individual conduct, judgments based on systems of values. Students should be able to

- Identify ethical issues and understand the conflicts inherent in them;
- Identify possible courses of action in response to ethical issues and evaluate their consequences;
- Demonstrate ethical behavior in working with students, instructors, and the campus community.

### **Additional Resource**

A CSM SLOAC website (<http://www.collegeofsanmateo.edu/SLOAC/>) is dedicated to assisting faculty and staff in their work with student learning outcomes, providing numerous resources and documents. In addition, it documents the history of student learning outcomes at CSM and provides a virtual space for recording our current efforts in assessment.

## **BASIC SKILLS INITIATIVE**

What is the Basic Skills Initiative?

Funded by a grant from the State Chancellor's Office, the Basic Skills Initiative is an important effort to understand and address the needs of a significant number of students coming into the California Community College System. It provides focus, training, and funding for colleges to improve and develop programs to address these needs. The following paragraphs are taken from the Basic Skills website (<http://www.cccbsi.org/>)

### **The purpose of the Initiative**

The Basic Skills Professional Development Initiative—Academic Fundamentals is being proposed out of the need to provide basic skills, and by extension English as a Second Language (ESL), education to students underprepared for college-level work, including those unable to pass the California High School Exit Exam; address the unmet needs of the California Community College System in the area of basic skills education as noted in the 2006 System Office Strategic Plan; and attend to the professional development needs of community college faculty as they seek to provide basic skills courses/programs in their efforts to ensure students succeed. This Initiative provides statewide training and support to address the professional development needs of community college administrators, faculty, and staff in the areas of basic skills and ESL instruction and will jointly address both credit and noncredit instruction as they apply to the broad basic skills area, including appropriate English, mathematics, reading, writing and ESL instruction.

To provide the foundation to develop this training, Foothill-De Anza Community College District will contract with the Academic Senate and the Center for Student Success to create resource materials for

use at the colleges. Colleges will begin with a self-assessment tool that helps to identify strengths and weaknesses in basic skills instruction. With the results of the self-assessment in hand, colleges can turn to materials that outline the general principles and processes that work to help ensure student success in basic skills success courses. Colleges will be provided with a “menu-based” approach of course sequences and other institutional improvements to address the unique needs of their students, faculty, and instructional programming. In addition, colleges will be apprised of available “alternative” career-related math and English courses to meet the upcoming graduation requirements (e.g., math for health careers instead of Intermediate Algebra).

## **HONORS PROGRAM**

The new Honors Program seeks to provide exceptionally motivated and high-achieving students with enhanced academic challenges, campus service opportunities, and an active community that is elite but not elitist.

By Spring of 2009, beginning with English and Social Science, Honors intends to offer a small number of specialized courses in disciplines across the curriculum, each selected to meet IGETC requirements and taught by instructors with a proven interest in the program. These core classes, seven of which students will need to complete to graduate as Honors Scholars, will be limited to students previously admitted to the Honors Program.

Although a high school or college GPA of 3.2 for admission to the program is recommended, all interested students are encouraged to apply. The application (available in Fall 2008) requires a personal statement and an academic letter of reference. Faculty are urged to suggest the program to strong students, especially those of diverse backgrounds, who would benefit from this exciting community of committed scholars. Admission to the program will provide students with full access to Honors classes, many opportunities to demonstrate their excess capacity, special recognition, as well as eligibility for special scholarships.

Recognizing the need of our Honors students to enhance their transfer applications, the need to showcase academic excellence in our student body, and to build bridges to excellence for all of our students, the program will begin developing and implementing a campus service requirement for all students enjoying the privileges of Honors membership. Tutoring, mentoring, publishing, student government, and club membership are all ways in which students will be able to fulfill this commitment. In the Spring of 2009, for example, the Writing Center will be launching a magazine of student writing as part of the Basic Skills Initiative, for which Honors students may work as designers and editors. The goal is to provide an engine for excellence on campus.

We have big ambitions for the new Honors Program and what we can do to help develop student achievement beyond expectation; however, our success depends upon the ideas and enthusiasm of our entire campus community. The Director/Coordinator invites everyone to get involved during the 2008-09 year in both the development of the program and participation within it.

## **TEACHING AND LEARNING: KEY INITIATIVES**

### **Who are our students?**

The Fall 2007 Student Demographic Snapshot below gives a clear indication of the diversity of our students in terms of both ethnicity and age, qualities we value and celebrate at CSM. This diversity makes our classrooms interesting and often gratifying places for teaching. But upon closer scrutiny, the snapshot also begins to suggest some of the challenges we face, across all demographic lines, in engaging, teaching, and retaining these students. The majority of our students (72.2%) are part time, often working long hours at jobs. Our classrooms include working adults, often with families. A significant number of students also come to us lacking college-level skills in writing and mathematics. Almost half of our enrollment (48.1%) consists of students with fewer than 15 units completed, a fact that reveals a need to increase the success and/or engagement students are experiencing. Anecdotally, teachers also find that students may lack clear goals, consistent motivation, and/or student behaviors to

support academic success. They may have widely varying technological skills and resources at home, and they may be unwilling, for a variety of reasons, to avail themselves of the resources available to help them succeed.

Faculty members at CSM, though, are committed to responding to the needs and challenges of these students and are engaged in thoughtful changes, small and large, that seek more effective ways to teach today's students. California's Basic Skills Initiative (see [www.asccc.org/Events/BSI/Lit\\_Review\\_Student\\_Success.pdf](http://www.asccc.org/Events/BSI/Lit_Review_Student_Success.pdf)) and the Association of American Colleges & Universities' LEAP Report (see <http://www.aacu.org/advocacy/leap/index.cfm>) are two of many informational sources that grapple with these issues.

### **How can we meet the challenges within the classroom?**

To educate today's students, faculty need to be aware of and employ a rich variety of pedagogical tools and curricular models. No single strategy or model is a panacea; however, there are many widely recognized effective tools and models that can be assembled in various ways to help engage students who might prefer to remain invisible in the classroom. A successful teacher will not become resigned to the failure and disappearance of under-motivated and under-prepared students, but will constantly strive to reach those students and help them take ownership of their own education. The following pages offer some effective initiatives and strategies; the list, though, is by no means complete.

## **Integrative Learning**

### **What is Integrative Learning?**

Most simply, "integrative learning" means helping students to make connections of all kinds to make their learning meaningful. It is an umbrella term for many initiatives and efforts throughout the campus.

From 2004-2006, College of San Mateo faculty participated in a prestigious national initiative, The Integrative Learning Project, sponsored by the Association of American Colleges and Universities and the Carnegie Foundation for the Advancement of Teaching. The findings of that project greatly influenced the philosophy of teaching on this campus. (see <http://www.carnegiefoundation.org/files/elibrary/integrativelearning/index.htm>)

The following statement of the focus from the Integrative Learning Project richly describes the rationale for making connections in learning:

#### **A Statement on Integrative Learning**

*Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges of higher education. The undergraduate experience can be a fragmented landscape of general education courses, preparation for the major, co-curricular activities, and "the real world" beyond the campus. But an emphasis on integrative learning can help undergraduates put the pieces together and develop habits of mind that prepare them to make informed judgments in the conduct of personal, professional, and civic life. Integrative learning comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying theory to practice in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually. Significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Many colleges and universities are creating opportunities for more integrative, connected learning through first-year seminars, learning communities, interdisciplinary studies programs, capstone experiences, individual portfolios, advising, student self-assessment, and other initiatives. Often, however, such innovations involve only small numbers of students or exist in isolation, disconnected from other parts of the curriculum and from other reform efforts. But a variety of opportunities to develop the capacity for integrative learning should be available to all students throughout their college years, and should be a cornerstone of a twenty-first century education. Students need programs of study*

**San Mateo County Community College District**  
**Student Demographic Snapshot for Fall 2007**

9/28/2007

	Skyline College		College of San Mateo		Cañada College		Total SMCCCD	
	Count	%	Count	%	Count	%	Count	%
<b>Total Students</b>	8722		11083		6589		26394	
Percent of SMCCCD Total		33.0%		42.0%		25.0%		100.0%
<b>Gender</b>								
Female	4644	53.2%	5486	49.5%	4171	63.3%	14301	54.2%
Male	3928	45.0%	5318	48.0%	2226	33.8%	11472	43.5%
<b>Ethnicity</b>								
Asian	2093	24.0%	1823	16.4%	443	6.7%	4359	16.5%
African American	299	3.4%	410	3.7%	233	3.5%	942	3.6%
Filipino	1630	18.7%	731	6.6%	223	3.4%	2584	9.8%
Hispanic	1689	19.4%	2199	19.8%	2778	42.2%	6666	25.3%
Native American	38	0.4%	51	0.5%	21	0.3%	110	0.4%
White	1970	22.6%	4292	38.7%	2209	33.5%	8471	32.1%
Other/Unknown	1003	11.5%	1577	14.2%	682	10.4%	3262	12.4%
<b>Age</b>								
Less than 20 years	2122	24.3%	3066	27.7%	1387	21.1%	6575	24.9%
20-24 years	2928	33.6%	2924	26.4%	1467	22.3%	7319	27.7%
25-29 years	1207	13.8%	1299	11.7%	916	13.9%	3422	13.0%
30-34 years	618	7.1%	845	7.6%	593	9.0%	2056	7.8%
35-39 years	430	4.9%	685	6.2%	505	7.7%	1620	6.1%
40-49 years	720	8.3%	1060	9.6%	821	12.5%	2601	9.9%
50-59 years	453	5.2%	798	7.2%	514	7.8%	1765	6.7%
60 or more years	244	2.8%	406	3.7%	386	5.9%	1036	3.9%
<b>Enrollment Pattern</b>								
Day Students	3252	37.3%	4902	44.2%	2754	41.8%	10908	41.3%
Evening Students	3383	38.8%	4152	37.5%	2742	41.6%	10277	38.9%
Day & Evening Students	2078	23.8%	2029	18.3%	1093	16.6%	5200	19.7%
<b>Student Status</b>								
Full Time = 12 units or more	2495	28.6%	3081	27.8%	1391	21.1%	6967	26.4%
Part Time =< 12 units	6227	71.4%	8002	72.2%	5198	78.9%	19427	73.6%
<b>Units Completed</b>								
0 to 14.9 units	4212	48.3%	5331	48.1%	3347	50.8%	12890	48.8%
15 to 29.9 units	1218	14.0%	1671	15.1%	918	13.9%	3807	14.4%
30 to 44.9 units	906	10.4%	1155	10.4%	699	10.6%	2760	10.5%
45 to 60 units	758	8.7%	934	8.4%	505	7.7%	2197	8.3%
more than 60 units	1628	18.7%	1992	18.0%	1120	17.0%	4740	18.0%
<b>Highest Educational Level</b>								
Not a High School Graduate	328	3.8%	298	2.7%	928	14.1%	1554	5.9%
Concurrent High School	213	2.4%	607	5.5%	473	7.2%	1293	4.9%
Concurrent Adult School	66	0.8%	80	0.7%	27	0.4%	173	0.7%
HS Grad or Equivalent	6353	72.8%	7540	68.0%	3617	54.9%	17510	66.3%
AA/AS Degree	465	5.3%	526	4.7%	295	4.5%	1286	4.9%
BA/BS Degree or Higher	1269	14.5%	1955	17.6%	1228	18.6%	4452	16.9%
<b>Residence</b>								
California	8488	97.3%	10762	97.1%	6404	97.2%	25654	97.2%
Out of State, but U.S.	108	1.2%	119	1.1%	72	1.1%	299	1.1%
Foreign Country	70	0.8%	114	1.0%	37	0.6%	221	0.8%
<b>Citizenship</b>								
U.S. Citizen	7162	82.1%	9142	82.5%	4521	68.6%	20825	78.9%
Permanent Resident	1177	13.5%	1216	11.0%	917	13.9%	3310	12.5%
Other/Unknown	383	4.4%	725	6.5%	1151	17.5%	2259	8.6%

*that will help them understand the nature and advantages of integrative learning and assist them in pursuing their college experience in more intentionally connected ways. They also need courses designed by creative faculty that model and build integrative skills, and curricula that define pathways that encourage integrative learning within and across fields. Wider collaboration between academic and nonacademic staff, college and community, four-year and two-year institutions, higher education and K-12 will create further opportunities for integrative learning throughout students' educational careers. It is important for educators to work together to build knowledge about integrative learning in its many varieties, and about how it is best encouraged and assessed. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly-changing and evermore-interconnected world, in which integrative learning becomes not just a benefit... but a necessity.*

**The Association of American Colleges and Universities and  
The Carnegie Foundation for the Advancement of Teaching**

In particular, the early integrative learning initiatives at CSM sought to address the profound disconnections that exist between courses at a community college, where a “check-the-box” method of selecting the required courses for transfer discourages both students and teachers from making meaningful connections.

The Integrative Learning Initiatives on campus were undertaken with three explicit goals:

- To improve student retention
- To foster deep, integrative learning
- To encourage professional development

The ILP faculty often quote Albert North Whitehead, who might have been describing a standard community college curriculum:

*The solution that I am urging is to eradicate the fatal disconnection of subjects which kills the vitality of our modern curriculum. There is only one subject matter for education, and that is Life in all its manifestations. Instead of this single unity, we offer our children—Algebra, from which nothing follows; science, from which nothing follows; a couple of languages, never mastered from which nothing follows; and lastly, ... Literature, represented by the plays of Shakespeare, with philosophical notes and short analysis of plot and character to be in substance committed to memory. Can such a list be said to represent Life? As it is now in the midst of living it?*

Additionally, the report that informs the Basic Skills Initiative, published in 2007, stresses the importance of making connections even (or especially!) for Basic Skills students:

*“A strong correlation between the comprehensiveness of developmental education programs within an institution and positive impacts on student learning has been repeatedly documented. Isolated basic skills courses have been shown to be the least likely to produce long-term gains in student achievement, while those programs that incorporate an increasing sophistication of learner support and cross-disciplinary learning “systems” are the most effective.”*

**Kiemig, 1983, qtd. in *Basic Skills as a Foundation for Student Success in California Community Colleges*, pp. 15**

*“It may be that concurrent enrollment in carefully selected academic or vocational courses outside of basic skills areas could help in sustaining student motivation and providing early successes to enhance persistence.”*

***Basic Skills as a Foundation for Student Success in California Community Colleges*, pp. 17**

Integrative Learning at CSM thus represents a conscious effort to invigorate and improve teaching and

learning at CSM by fostering connections across traditional disciplinary boundaries. It has grown dramatically over the last few years. It also includes encouraging connections to support services such as labs, to student services of all kinds, to service learning opportunities, and to extra-curricular activities. Finally, It means faculty becoming involved as mentors and role models beyond the classroom.

The following pages discuss some specific programs and initiatives that support Integrative Learning at College of San Mateo.

## Learning Communities

### What is a learning community?

Nationally and historically there has been a wide range of configurations that have been labeled “learning communities,” from dormitory arrangements that cluster students with similar academic interests to freshman interest groups that provide a linking seminar for students enrolled in various classes. Although CSM has not and cannot use some of these models, the models we offer do share most of the same defining attributes:

- the configuration is designed to help students integrate the knowledge they are receiving, connecting it to other skills and disciplines, to current issues, and to their lives.
- students are encouraged to feel they are part of a community, with both academic and social dimensions, that includes teachers, support staff of all kinds, and their peers.
- students are encouraged to develop meta-cognitive awareness of their own learning, through reflective work and through attention to the learning process within the classroom.
- instructors work together to design curriculum and assignments that foster the goals above, confer frequently to assess the efficacy of their teaching, and monitor and assess the students’ learning on an ongoing basis.

At CSM, early learning communities often took the form of “**linked courses**”: two or more classes, with two or more teachers who share a common cohort of students, work with an integrated theme or themes, and together design assignments that weave together the components of the class. Instructors usually team-teach, thus making significant connections between the courses through readings, discussion, and activities. Two highly successful examples include “**Writing in the End Zone**,” which pairs a composition course with a physical education course and targets members of the football team, and “**ASSET Development**,” which pairs a developmental mathematics course with a study skills course and targets students at high risk of failure in stand-alone mathematics courses. We have found that linked courses, though, often run the risk of under-enrollment, for a number of reasons.

We have also occasionally offered “**soft-linked courses**,” which may include other students as well as the common cohort in the two classes. This model probably works best if the entire smaller class (e.g., an ESL or Reading course) is a subset of a larger class (e.g., a history or psychology class), an option we have not explored, although it has been offered successfully at other community colleges in the area.

“**Confluence Model Learning Communities**,” perhaps invented here at CSM, were the result of an ongoing effort to broaden the impact of the learning communities program and to engage more students and faculty in integrative learning. This model links different classes and different cohorts of students through a shared class hour, a common theme or project, and/or shared activities. A highly successful model, it has involved the large numbers of faculty and students at CSM. It encourages integration by allowing students to see instructors from different disciplines interacting, to experience different curricular perspectives with a common focus, and to work themselves with students in other classes. Instructors work together to create activities and assignments, to discuss student work, and to assess learning outcomes.

A number of successful confluence models have been designed. “**The Tragedy of the Commons’ Learning Community**” and “**The Mountains Beyond Mountains Learning Community**” both target predominantly transfer-level courses and may involve English 100, English 165, ESL 400, Biology, Sociology, Mathematics, Broadcasting, and Political Science, among other possibilities. These two communities

grew out of a perceived need to challenge transfer-level students with serious, college-level reading and timely, important topics. Although initially concerned about our students' ability to grapple with such challenging material, faculty soon found that the learning community format and an interdisciplinary approach made it possible for students to exceed expectations and thus become significantly better prepared for transfer. Two confluence models that target students working below transfer level have also been developed: **"Voting With Your Fork"** and **"The Dead Man Walking Learning Community."** English 828, 838, and 848 participate, along with classes such as Biology, Political Science, Sociology, Ethnic Studies, Broadcasting, and Mathematics. Two more developmental-level confluence models are in early planning stages, one focusing on sports and the other on identity.

A very important component in these confluence models has been collaboration and integration, in various ways, with counseling, reading, and library instructors. The visible presence of these crucial disciplines has encouraged students to make use of the many kinds of support they can offer. Classroom instructors are encouraged to foster these connections.

Finally, yet another highly creative confluence model explored the recent phenomena of on-demand printing and web design: **"Creating a Monograph: A Visual Communication Learning Community."** In this case, advanced photography students created photographs based on a specific theme; graphic design students edited the photos and designed a book; prepress graphic design students prepared the book for publication; and multimedia students created a Web version of the book. The result of this effort was **"An Exploration of Visual Relationships: A Monograph."** The book is available in the SoTL Center and the online version can be viewed at <http://www.smccd.edu/accounts/vlcmonograph/>.

The positive results of the learning communities are evident in a survey that all the students in these classes take at the end of the semester, in numerous responses to reflection questions, and in student work which often demonstrates students making connections and becoming truly engaged in the issues.

All faculty at CSM are welcome to participate in learning communities.

## Writing Across the Curriculum

### What is WAC @ CSM?

The **Writing Across the Curriculum** initiative at CSM expands the faculty's commitment to integrative learning as an essential pedagogical goal. The program involves a group of faculty in various disciplines who want to explore the benefits and challenges of incorporating writing assignments into their coursework. Writing coaches from English and ESL join discipline experts to develop strategies and tools to deal with the complex task of structuring writing assignments for students who write at disparate levels. This initiative, the basis for our participation in the Carnegie Foundation's CASTL Institutional Leadership Program, 2006-2009, is fundamentally aimed at supporting students who are writing below college level in transfer-level courses. Its central research question asks the following:

***Can WAC function as a teaching and learning tool for below-college-level writers who are enrolled, along with more advanced writers, in discipline courses with no writing prerequisite?***

*[In other words,] can WAC, using strategies such as carefully constructed and scaffolded assignments, individualized support for students in a writing center environment, helpful and clear feedback in grading rubrics, and collaboration and consultation between a discipline expert and a writing expert, become a way to encourage the growth of critical thinking and integrative skills in developmental writers?*

**(from the CSM proposal for the Carnegie CASTL Campus Leadership Program, 2006)**

The impact of this program has been far reaching, for both faculty and students. The accomplishments are as follows:

In the first year of the project,

- 7 teaching instructors, with 17 sections involved, worked weekly all fall semester, 2006, with 6 coaching faculty, discussing and developing assignments, rubrics, policies, writing center support, workshop coaching support, comparative disciplinary writing guidelines for writing tutors, standardized proofreading and editing symbols, and diagnostic prompts, all available online.

This intensive work fostered a rich culture of sharing and consultation.

- Systems for making tutoring help available for students writing in disciplines other than English were negotiated and arranged. An hour-by-arrangement requirement was added to each participating section.
- Surveys and data collection programs were designed and written for assessment purposes.
- A website for WAC work was created.
- A template for ePortfolios, using Keep Toolkit, a free tool available from the Carnegie Foundation, was developed to provide material for assessing the Institutional Student Learning Outcomes as well as the writing outcomes of the WAC project.
- Through the development of a Sharepoint site, the entire college was invited to follow the progress of the WAC and ePortfolio projects.
- Every semester since Spring '07, 10 to 12 faculty with 17 to 19 sections have participated. The Teaching and Coaching Teams continue to meet weekly to discuss their experiences, address problems, and refine teaching strategies. In addition to the initial diagnostic analysis, improved prompts, and writing center support, faculty have developed unique and powerful models for bringing writing support into the classroom. These interventions consist of teams of 2 to 5 faculty members interacting in the classroom, conducting personalized draft workshops, critiquing anonymous student writing projected on a screen, and discussing the craft of writing from different disciplinary viewpoints. Student reactions have been strongly positive; such attention seems to reinforce the importance of writing in every classroom and to dispel much confusion about the seemingly contradictory writing requirements from different instructors.
- Each semester, students have taken a survey in which they assess their own progress toward the Institutional Student Learning Outcomes. Compared to a baseline assessment of non-WAC students, the results show that the WAC students have both a more positive outlook on their learning in general and a more realistic assessment of their own writing needs.
- Each semester, students have posted their best writing on an electronic portfolio and reflected on that work as evidence toward a particular Institutional Student Learning Outcome. Faculty have participated in creating and refining rubrics and have assessed the writing and the reflection. The assessment process pairs two instructors looking at the same student work and encourages valuable discussion about the artifacts they are viewing.
- Each semester, student success data are being compiled. The numbers are too small as yet to yield much information, but we follow them with interest.
- WAC faculty have developed a public presentation of their findings, "Alchemy @ CSM." It has been given to the CASTL group at the Wabash Center for Inquiry in the Liberal Arts, at the San Jose Student Success Conference, at CSM's SoTL Center, and at AAC&U's Integrative Designs for General Education and Assessment Conference in Boston. It is also posted in the file room linked to the WAC website:

<http://www.smccd.edu/accounts/csmwac/>

<http://www.smccd.edu/accounts/csmcstl/fileroom.htm>

### **Other Disciplines-Across-the-Curriculum?**

The great success of the WAC program—in opening discourse among faculty members about writing expectations for students, in making appropriate support available to students, and in giving needed attention to the central role of writing in college—should encourage other disciplines to envision additional ways of infusing skills across the curriculum. Speech Communication faculty are exploring options for Speaking Across the Disciplines; Reading faculty are investigating Reading Across the Disciplines. Clearly, integrating these skills into content-area courses will benefit and help retain students.

All faculty are encouraged to find ways to become involved.

## **ePortfolios**

### **What are ePortfolios?**

ePortfolios are simply electronic archives of student work; more flexible and useful than traditional paper portfolios, electronic versions can serve many purposes and can evolve with the student. ePortfolios can

provide a means to facilitate outcomes assessment efforts at programmatic and institutional levels as well as at transitional stages from high school to college and from two-year to four-year institutions.

ePortfolio technology:

- documents students' learning in a more visible, meaningful, and appropriate way than does standardized testing,
- facilitates reflection and assessment by individuals, faculty and departments,
- improves educational access for all students,
- opens conversations about transfer and articulation amongst the various educational systems in California,
- fosters collegial conversation about effective teaching,
- engages students in demonstrating their own achievement in media that are appealing and comfortable for them,
- helps students integrate what they are learning across the disciplines, and
- prepares them for entry into careers.

CSM committed to launching an ePortfolio pilot program as part of its Writing Across the Curriculum initiative. Using a simple, free tool available from the Carnegie Foundation, we have piloted ePortfolios in the WAC classes and in several learning communities classes. The Cosmetology Department has also begun using them. Other instructors are experimenting with other free tools, such as Google pages, and the college is rapidly gaining confidence in ePortfolio use. We find that WAC faculty and student tutors from the Peer Mentoring Center can take a whole class into a computer lab, and by the end of the hour, every student has an ePortfolio. We have experimented with a variety of templates and have them available for instructors who would like to launch ePortfolios in their classes.

Faculty have also created ePortfolios to collect information and materials for confluence model learning communities. They have then linked individual course pages to the confluence model home page, and, at the end of the semester, have added a link to a gallery of student ePortfolios generated in the class. This exciting model gives a multi-layered portrait of the links between teaching and learning, from the curriculum model to the assignments and syllabus to the actual evidence of student learning outcomes. It should also serve as a valuable resource as we are being asked for more transparency in our educational endeavors. Links to such sites are being added to the learning communities website as they become available.

## High School Outreach

### Why does it matter?

We are all well aware that many of our students come to us lacking college-ready skills. We often fail—for a variety of reasons—in remediating these students once they are on our campus. We also know that these students run a high risk of being under-prepared for successful participation in their own futures. In this rapidly changing world, educational strategies and goals that may have served society well in the past require reevaluation and rethinking—at every level of our educational system. The term “The Achievement Gap” encourages us to seek out all the points at which we recognize that students are performing below our expectations and to think about closing those gaps in new and deliberate ways. As educators, we must envision new ways to bridge the achievement gap between high school and college, between basic skills and transfer curriculum, and between graduation and entry into the workforce. We must give ourselves the freedom to explore new curriculums, new pedagogies, and whole new visions of education. But most fundamentally, we must create and nurture relationships and partnerships with our high schools in order to understand the problems and seek new solutions. We must all help to create the crucial bridges between high school and college.

All faculty are urged to read *Minding the Gap: Why Integrating High School with College Makes Sense and How to Do It*, an important collection of articles that consider many aspects of this nationally recognized issue and discuss numerous successful models for closing the gaps. Copies may be checked out from the SoTL Center in Building 12-170.

David Conley, in his article “Challenges in the Transition from High School to College,” makes his expectations for faculty involvement clear and concrete: “High school teachers and college faculty must communicate directly with one another . . . [they] need to meet regularly, compare assignments, and discuss student work. This activity should occur at the local and the state levels” (*Minding the Gap*, 103).

### **THE SOTL CENTER**

College of San Mateo’s Center for the Scholarship of Teaching and Learning (The SoTL Center, Building 12-170) opened on May 4, 2007. The SoTL Center’s purpose is to provide support and recognition for faculty involved in various initiatives, to improve and develop the quality of teaching and learning on our campus, to make good teaching a collaborative and public endeavour, and to encourage thoughtful scholarship that can benefit our college and beyond.

The SoTL Center houses a small computer lab to support ePortfolio development and two meeting rooms. It is gradually becoming a comfortable space for the pursuit of scholarship, including even a small but growing library of real books that can be checked out and perused at leisure:

There are the poetry volumes of CSM’s benefactor, Ralph Lane, and copies of *Visual Relationships*, a monograph that was the result of an extraordinary confluence model learning community. There is the report that informs the Basic Skills Initiative (“the poppy copy”), AAC&U’s Greater Expectations and LEAP Reports, a number of issues of Peer Review, and books full of ideas about collaborative learning, classroom assessment strategies, learning communities, and writing across the curriculum. Accordion folders archive a range of short readings related to each of the various confluence model learning communities offered at CSM, so faculty wanting to explore the possibility of participating will not have to begin their preparation from scratch.

The SoTL Center has also hosted a variety of events and activities. It also has a growing virtual presence. The college SoTL webpage is part of the Integrative Learning Forums:

<http://www.smccd.edu/accounts/csmcstl/>

See also the SoTL PowerPoint: <http://www.smccd.edu/accounts/csmcstl/fileroom.htm>

However, all of the linked pages on that site inform the Scholarship of Teaching and Learning, whether focused on Learning Communities or Writing Across the Curriculum. In addition, links to faculty ePortfolios are starting to document faculty work in new initiatives such as PodTeaching and the CSM Scholar Program.

Fall Semester 2007, the SoTL Center also launched the first CSM Scholar Program to further foster the Scholarship of Teaching and Learning at CSM. Modeled on the Carnegie Scholar and the Maricopa Institute for Learning’s fellowship programs, the purpose of the CSM Scholar Program is to support faculty members in systematic analysis of teaching practices. Faculty members whose proposals are selected meet regularly as they design and implement their studies, collect and analyze the evidence generated in their classrooms, and finally summarize and disseminate their work, and they receive three FLCs of reassigned time for two semesters.

### **The CSM Innovators PodTeaching Initiative.**

This initiative was endorsed by the Academic Senate, backed by the administration, supported by Information Technology Services (ITS) and Centers for Teaching and Learning (CTL), and hosted by the Center for the Scholarship of Teaching and Learning (SoTL Center). Such a collaboration—among experts in many areas on our campus—will help us investigate and realize the full potential of integrating technology, teaching, and reflective practices.

The initiative involves faculty, from any and all programs and departments across campus, in exploring the uses of Podcasting as a teaching and learning tool and participating in the dissemination of the resulting discoveries and ideas to the whole campus through a series of workshops during the 2007-2008 academic year. Their project reports will also take the form of ePortfolios linked to the SoTL website.

## CENTER FOR TEACHING AND LEARNING

Peter Bruni, CTL Coordinator • 574-6598 • [bruni@smccd.edu](mailto:bruni@smccd.edu)



<http://ctlonline.net>

### A Secure, Comfortable Place to Develop Course Materials, Exchange Ideas...

Welcome to the Center for Teaching and Learning, located at the College of San Mateo in Building 17-102. The CTL is a faculty/staff-only facility where you can develop course materials, share ideas with colleagues, or just relax and think. Whether you prefer to discuss pedagogical issues regarding technology-mediated instruction or simply need help with a particular hardware or software, your CTL Coordinator/Instructor is available during posted office hours and by appointment. Email Peter Bruni ([bruni@smccd.edu](mailto:bruni@smccd.edu)).

**Our goal is simple: We want to empower you.** By raising your level of technological expertise, self-reliance, and confidence, we keep you, our teachers and educational administrators, in charge of education in the San Mateo Community College District.

### We have the technology you need to develop your course materials...

The CTL has a number of PC and Mac computers with CD/DVD burners, and all are loaded with programs such as Adobe Acrobat, MS Office, Dreamweaver, Photoshop, and Gradekeeper to help you produce effective instructional materials. In addition, three flatbed color scanners, one color inkjet printer, and two black and white laser printers are available for your use.

### Looking for a Great Online Resource? The CTL Website is Your Key to Success!

Here you'll find text, audio, and video tutorials on everything from setting up your email, to learning WebAccess, using iTunes U, creating podcasts, applying Best Practices and much, much more. Visit the site at <http://ctlonline.net>.



<http://smccd.mrooms.net>

### Interested in teaching fully or partially online?

Choose between two of the best Learning Management Systems available: WebAccess and eCollege. Both offer a suite of integrated tools designed to help you create and maintain a dynamic online class, complete with secure student login, email lists, discussion boards, chat rooms, gradebooks, quizzes, surveys, and more! And both eCollege and WebAccess provide you and your students with an online knowledge base as well as technical support via instant messaging, email, and phone.

What are you waiting for? If you're teaching in the current semester, your WebAccess course site is already waiting for you! Check it out at: <http://smccd.mrooms.net>

Enter Username: your G number

Enter Password: your 6 digit birthdate

**Need additional help?** The CTL has over 60 video podcasts available on its website covering nearly every aspect of WebAccess. We also offer a variety of hands-on workshops each semester. Check out the CTL website at <http://ctlonline.net>!



<http://smccd.edu/itunesu>

### Podcasting and iTunes U...Are You There Yet?!

With so many possibilities for education, it's no wonder podcasting is hot! And it's never been easier. Learn how to create podcasts at one of our CTL workshops, then publish your podcast to iTunes U, a free hosted service from Apple that provides students easy access to instructor media, including lectures and interviews, 24/7. Here are just a few of the reasons you'll want to look into podcasting:

- **Increase Accessibility.** Offer audio textbooks online for students with special needs.
- **Distribute Media Rich Course Content.** Provide access to content such as lectures, songs, historical speeches, and foreign language lessons distributed via podcast.

- **Archive Meetings, Lectures.** Podcasting is perfect for archiving your meetings, lectures.
- **Student Learning Outcomes.** Podcasts can assist cross-curricular learning activities by digitally linking courses and integrating learning for each student.
- **Share/Discuss Curricular Development Models.**
- **Assist Non-native Speakers.** Being able to review recordings, hear pronunciations, and record their own speech, will help students who are not proficient in English.
- **Automatically Alert Students to New Content.** Via RSS, students will know when instructors have posted new material, and can then access it whenever, wherever.
- **Provide Supplementary Content.** Supplementary material can be helpful to learners. Subject-matter-expert interviews are just one example of this type of content.

# WebReady

<http://ctlonline.net/webready>

## WebReady... Prepare Your Students for Success!

Whether used freely as a resource or taken for one unit of credit, WebReady first asks students to assess their online readiness skills, then systematically walks them through the following online lessons in order to prepare them for online learning:

### Web Competency Course

- 1 Customizing Your Browser
- 2 Searching the Internet
- 3 Receiving and Sending Email
- 4 Receiving and Sending Attachments
- 5 Decompressing and Compressing Files
- 6 Using Acrobat Reader to Receive Course Materials
- 7 Collaborating with a Discussion Board

**Remember: Our goal is simple: We want to empower you.** By raising your level of technological expertise, self-reliance, and confidence, we keep you, our teachers and administrators, in charge of education in the San Mateo Community College District.

CTL Online Tutorial

## Creating, Editing, and Uploading an Audio Podcast

### In this workshop we'll cover the following:

- Creating, editing, and uploading an audio podcast with text transcript.
- Uploading your podcast to your iTunes U site and downloading to iTunes.

### Setting up Audacity and Importing/Editing Audio

Before attempting this part of the lesson download and install Audacity and the Lame encoder from

Audacity: <http://audacity.sourceforge.net/> and Lame Encoder: <http://lame.buanzo.com.ar/>

### Recording a Voice Track

1. Open Audacity and Set Preferences (Edit > Preferences). Under "Audio I/O tab, check that Recording Device is set to your mic. Click OK.
2. Make sure your microphone is on and you're wearing headphones for playback.
3. Hold mic about 2-3 inches from the side of your mouth, click Audacity's red Record button, and record a 10-15 second welcome message to your class. Click the square Stop button to end recording.
4. Click Audacity's green Playback arrow. Adjust and/or re-record if necessary.
5. Go to File > Save As... and save your recording as an .mp3 file.  
(Note: Podcasts should not exceed 10 megabytes. Longer recordings should be put up in "parts.")
6. Using MS Word, create a text transcript of your audio file to satisfy accessibility standards and save as a PDF file (will upload to iTunes U and link to your web site).

### Uploading to iTunes U

- 1) Go to: <http://www.smccd.edu/cgi-bin/itunesu/youremailusername.pl>
- 2) Log into your iTunes U account using your SMCCCD email address and password
- 3) iTunes U opens. Select your college's Courses icon, and then your own course icon.
- 4) Select Upload Files, Add New File, and Browse to select and upload your audio file.
- 5) Repeat step 4, uploading your PDF transcript file. (iTunesU does not accept Word files).
- 6) When uploading is complete, click Done. You can now "Get" your movie and/or PDF transcript files. Each file will download to your computer's iTunes program.
- 7) You'll find your .mp3 recording by checking your iTunes Library categories.
- 8) Double-click your audio file and listen to it. Open your transcript. Cool, huh?!
- 9) Create two links on your class website—one for the audio file, one for the transcript. (To get link addresses for your audio and PDF files, go to your iTunes U site and right-click or Control-click on the file and Select "Copy iTunes Store URL.")

Your students can now access your iTunes U podcast and transcript by clicking your class website links or directly accessing iTunes U at <http://www.smccd.edu/itunesu/>


## DISTANCE EDUCATION

### SMCCCD Recommended Requirements for Teaching Online

To ensure that our course delivery is more consistent, student-friendly and integrated, deans and faculty may consider reviewing items of the following checklist before a faculty member designs, adopts, or teaches an online course. (Note: Courses with less than 51% contact hours offered via a distance are considered hybrid courses, not fully online courses, and these guidelines do not all apply.) Recommended requirements for teaching online for use by faculty:

- The course has gone through appropriate Committee on Instruction approval.
- The faculty member seeking to teach online has had experience in teaching online or has obtained training, or plans to get such experience (through the SMCCCD Structured Training for Online Teaching) or equivalent programs.
- The faculty member agrees to use the official SMCCCD email as his/her primary student contact email.
- The faculty member populates the District's "Distance Education Gateway" page with the URL for the web page for his/her online courses. This can be the log-in page for the course, or (preferably) a District-hosted web page describing the course and giving general pre-semester information (time and place of orientation, contact information for the faculty, book lists, etc.)
- Using eCollege as the primary course management system is recommended if the course is a fully online course (see definitions in SMCCCD Distance Education Plan). (The faculty member can of course use any publishers' content or link to any external websites from within eCollege.) If the faculty member chooses to use WebACCESS as the primary course management system, such request will be reviewed by his/her Division Dean, and the approved request will be accommodated. If the course is a web-assisted course, you may use either WebACCESS or eCollege.

Adapted from: San Mateo County Community College District  
Distance Education Status & Guidelines  
Draft DEAC 4/30/2008

 <p>College of San Mateo <b>Coastside</b> Bringing Education Closer to Home</p>	<p>CSM has an off campus site in Half Moon Bay at Shoreline Station. It offers courses in basic skills, general education, job training, and life enrichment. The new facility has two classrooms, a computer lab, a conference room, and student services offices. For more information go to: <a href="http://collegeofsanmateo.edu/coastside/">http://collegeofsanmateo.edu/coastside/</a></p>
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## **PART IV • ACADEMIC PERSONNEL**

### **DUTIES AND RESPONSIBILITIES OF INSTRUCTORS**

All instructors, counselors, librarians, and other non-management academic personnel shall abide by the duties and responsibilities as listed in the appropriate appendix of the academic employees contract. Any service and/or participation on the part of hourly instructors beyond the first four duties specified in the academic employees contract will be strictly voluntary and shall be done at no cost or obligation on the part of the District.

### **INSTRUCTORS' SCHEDULES**

Regular instructors on reduced load for any given semester will adjust the minimum required hours proportionally.

Persons with class assignments plus counseling assignments (or other non-teaching assignments) will adjust the minimum required hours proportionally.

Instructors are to complete the online Faculty Door Card for each semester by using the District portal page.

Each instructor will post an office door card showing scheduled class and laboratory hours and scheduled office hours. Counselors are to include counseling hours. An instructor absent from his/her office for a major portion of a scheduled office or counseling hour will notify the Division Office of his/her whereabouts and time of return and will post this information on his/her office door.

### **CONDUCT OF CLASSES**

The purpose of the instructional program is to provide students with the best possible educational experience. The Board of Trustees—on the recommendation of the Chancellor, President, and Vice President, Instruction, and the advice of the Academic Senate's Committee on Instruction—approves all courses included in the instructional program.

The administration, through the Division Deans and the Office of the Vice President, Instruction, is responsible for the scheduling, staffing, and operation of all courses. The instructor is responsible for teaching, at a minimum, the material as specified in the course outline of record within the general outline of content and format approved by the Board of Trustees. Subject to consideration of course prerequisites and approved course outlines, instructors remain free to select and present specific material as they deem appropriate.

Major changes in content or structure of any credit course must be reviewed by the Committee on Instruction, forwarded by the administration, and approved by the Board of Trustees. While "major" change is hard to define precisely, instructors are expected to exercise reasonable judgment in such matters (see Appendix F).

Responsibility for the academic integrity of each individual course must be assumed by the instructor teaching it. This responsibility cannot be compromised by allowing the structure or content of the course to be altered by extra-academic pressures of a political or social nature.

Freedom of inquiry and the right to express differing opinions are fundamental to the integrity and dignity of the academic community. (See Appendix R.) Physical disruption of the classroom is antithetical to academic freedom and dignity. Should such physical disruption occur, it is the obligation of the instructor to report it to the administration as soon as it is feasible.

In sum, institutional academic integrity is dependent on individual professional integrity. Any compromise leads to a decline in the academic standard to which this institution has long been committed.

## Class Meetings

Instructors are expected to meet classes at the assigned time and place. Any change of time or place requires prior approval by the appropriate Division Dean. If an instructor is late to a class meeting, students are required to wait ten minutes before leaving the classroom. Each class hour consists of 50 minutes instruction time (e.g. 8:10 to 9:00 a.m. = 50 minutes or 1.0 instruction hour). For classes that meet for more than one hour but less than two hours, there is no break (e.g. 8:10 to 9:25 a.m. = 75 minutes or 1.5 instruction hours). For classes that meet for more than two hours, there is a ten-minute break for each full hour (e.g. 7:00 to 10:05 p.m. = 165 minutes, or 3.3 instruction hours, and 20 minutes' break time).

## Final Examinations

A final examination or activity must be held in each class. Final examinations/activities for classes may not be scheduled prior to dates listed in the Final Examination Schedule published in the Schedule of Classes. Exceptions are allowed only if approved in writing in advance by the Vice President of Instruction.

## Substitute Instructors

The responsibility of securing adequate substitutes is a joint responsibility of the Division Dean and the Office of the Vice President, Instruction. Substitutes must meet minimum qualifications. Recommendations from individual instructors may be very helpful. However, arrangements for substitutes may only be made by the Division Dean or the Office of the Vice President, Instruction.

### A. Sources of Substitutes

1. Retired faculty members
2. Applicants from outside the regular faculty
3. Part-time day or evening faculty who are available
4. Full-time faculty

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

C. Day faculty members should take the following steps when an absence becomes necessary.

1. Notification to the Division Dean is to be made as soon as possible so that necessary arrangements for a substitute can be made by the Division Dean. This includes absence from one or more classes as well as absence for a full day. If not present in class, the assigned instructor is presumed to be either absent or on leave.
2. The absence must be recorded in the Division Office and charged to one of the types of absence or leaves of absence listed in the academic employees contract.

\* After 4:30 p.m., notify the evening supervisor for evening classes.

## SYLLABUS

All instructors should distribute their syllabi to students during the first week of the semester or summer session and should submit copies of their syllabi to their Dean or Division Assistant by the end of the first week of the semester or summer session. The syllabi will be kept on file in the Division Office.

Each syllabus should include the following information:

- Instructor's name
- Instructor's contact information
- CSM office location and office hours
- CSM phone number
- SMCCCD e-mail address

(Contact your Division Dean to get an office, phone number, and District e-mail account.)

- Course description (See the official Course Outline on file in the Division Office.)

- Course SLOs (See the official course outline in the Division Office or the Division Dean.)
- Assignments
- Grading policy including specific information about how the final grade will be determined
- Required textbooks
- Information about how to fulfill the hour(s) by arrangement.

## **INSTRUCTIONAL AIDES**

### **Qualifications and Duties**

Instructional aides are used for a wide range of paraprofessional services. Assignments range from semi-clerical duties to special, license-required instructional positions. All work is either directly or indirectly supervised by an academic person. The exact assignment of responsibilities of instructional aides will vary with the field of instruction, but, within the duties specified in the generic job description, will be determined by the academic person to whom the instructional aide is assigned. The duties of instructional aides shall not include the assignment of grades to students.

Minimum qualifications for instructional aides will be one of the following:

- a. A Bachelor's degree;
- b. Two years of college and two years of related training or experience;
- c. Four years of related training or experience.

Instructional aides will be paid on the basis of placement on Range 16 or Range 22 of the Secretarial, Clerical and Miscellaneous Salary Schedule.

### **State Law (Article 1.6 of Chapter 3, Division 10, Education Code)**

The Instructional Aide Act of 1968 provides for the hiring of aides to provide classroom teachers and other academic personnel with more time to teach and to provide the means for them to utilize their professional knowledge and skills more effectively in the educational program.

An instructional aide shall perform only such duties as, in the judgment of the academic personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils.

The teacher need not be physically present while the Instructional Aide performs such duties, but the teacher retains the responsibility for the instruction and supervision of the pupils in his/her charge.

Instructional aides shall not give out any personal information concerning any pupil, except under judicial process, other than to a teacher or administrator in the school. Instructional aides shall be classified employees of the district. It is legal for a school district to utilize volunteers but not to use volunteers in lieu of regular employees.

## **RESOURCE PERSONS FOR INSTRUCTIONAL PROGRAM AND CONSULTANTS TO FACULTY**

There are many occasions when persons from the community, persons from other agencies or institutions, etc., are desired as speakers or consultants and are invited to the campus to share their knowledge and experience with students and/or faculty in order to enhance the instructional program and to provide for the in-service training of faculty. It is often necessary to provide an honorarium to compensate for their loss of time and/or travel expenses. (See the following page.)

A guest lecturer who does not meet minimum qualifications authorizing service in a California community college may not participate in the classroom more than four times in a given semester (E.C. 87447).

## I. Resource Persons for the Instructional Program

Compensation for guest lecturers, performers, facilitators/moderators, panelists, or discussion leaders shall be as established by the Board of Trustees.

## II. Consultants to Faculty

The President may approve payment of an honorarium which is based on professional reputation, anticipated contribution, travel requirements, and expenses involved in such attendance on campus.

## III. Procedure

- A. Requests for resource persons to the instructional program and for consultants to the faculty shall be submitted to the Vice President, Instruction, by the Division Dean and will include:
  1. Name of instructor making the request, the class, the session and date for which the request is made;
  2. The anticipated educational benefits to be derived from this resource person;
  3. The name of the resource person and a statement concerning the area of expertise;
  4. A completed form, Agreement with an Independent Contractor\* (see District Procedure, Fiscal Operations Manual).
- B. Requests must be submitted at least two weeks in advance of the suggested date of presentation since all agreements for independent contractors are made on the part of the San Mateo County Community College District and must be submitted for the Chancellor's or designee's approval prior to date of service.
- C. The Vice President, Instruction, notifies the Division Dean regarding disposition of the request; the Division Dean, in turn, notifies the instructor.
- D. If the request is approved, the Division Dean will initiate the form, Authorization for Payment of Services, and submit it to the Vice President, Instruction, for approval.
- E. Payments will be made to the independent contractor by the District Fiscal Services Office upon receipt of the authorization for Payment of Services form, appropriately signed by the college administrator and the originator of the agreement.
- F. Payments to anyone on the District payroll who performs additional services of any type for any part of the District must be processed through the District payroll system.

\* Independent Contractor: an individual, not otherwise employed by the District, retained on a contractual basis for an agreed upon fee, stipend, or honorarium for providing services as consultant, lecturer, presenter, discussion leader, program facilitator, official, or advisor.

## GUIDELINES FOR 690 COURSES

### Student Eligibility

A student is eligible to take a 690 course (directed independent study in a specific field or topic) only after he or she has successfully completed two college-level courses in the subject field.

A student should have a 3.0 G.P.A. in the subject field.

A student normally can receive credit in only one 690s course each term. A student cannot register for only a 690 course in the fall or spring semesters unless all the graduation requirements have been completed.

A student cannot be enrolled in 690 courses at two separate colleges at the same time.

A student normally is not eligible to take a 690 course at College of San Mateo without having completed courses in the subject field at CSM.

## Responsibilities of Division Dean

Review each request and approve the topic for special study. Determine at that time the unit value (1 or 2 units) for the project. Report to the Office of Admissions and Records prior to the end of the third week the names of those students enrolled for two units, and report by midterm those enrolled for one unit.

Once the student has been accepted into the 690 course and the instructor is known, the Division Dean should notify the Office of the Vice President, Instruction, so a separate data processing number can be assigned. The roll sheet will include the name of the Division Dean and the name of the instructor. The rolls will be sent to the appropriate Division Dean. All consultations with the student are to be recorded for attendance purposes. The instructor must report final grades to the Office of Admissions and Records at the same time regular class grades are reported.

## General Comments

A student should not sign up for a 690 course to make up units needed to substitute for dropped classes.

A 690 course should not be a substitute for a class not offered in a given semester or for any course listed in the Catalog.

## FIELD TRIPS AND TEMPORARY OFF-CAMPUS ACTIVITIES

Temporary off-campus activities which augment and enrich the on-campus educational program are strongly encouraged. Education Code Section 1081.5 authorizes such activities in connection with established courses of instruction; however, no student shall be prevented from participating in such activities due to lack of sufficient funds.

At the present time, these activities are handled in one of two ways:

- Type A:** A college vehicle or chartered vehicle is used to transport the class to and from the off-campus location. Contact the Division Dean if you are interested.
- Type B:** The class meets at an off-campus location with each student providing the necessary transportation. In this case, the class begins and ends at a specific time at the off-campus location.

District regulations prescribe that a complete First Aid kit will be carried on all such trips.

Temporary off-campus activity must be approved in advance. The Division Dean must be notified sufficiently far in advance to complete the approval process before the trip is taken. Approval of the off-campus activity involves decisions on the part of the Division Dean and the respective Vice President regarding the appropriateness of the activity, the legal implications, and budgetary or financial restrictions.

## Procedure

1. The instructor initiates the process through the Division Dean on a CSM Request for Field Trip Approval form even though a vehicle may not be required. Information such as the date and time of the trip, purpose, destination, and number of persons involved are required on the form. If the activity is handled as described in Type A, above, on approval of the Division Dean, Buildings and Grounds Department should be notified of the transportation need by means of a CSM Transportation Request form.

2. When approved by the Division Dean, a copy of the Request for Field Trip form will be sent by the Division to the Office of the Vice President, Instruction, for informational purposes only.

3. It is the Division Dean's responsibility to notify the instructor regarding the approval of the request. Every effort should be made to schedule off-campus activities to minimize student absence from other classes.

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## CONFERENCES AND TRAVEL

Allowances for conference attendance and professionally related travel are an important component of a healthy instructional environment. The college recognizes that attendance at meetings, conferences, and conventions makes a significant contribution to professional renewal. It exposes faculty, staff, and administration to new classroom techniques, to current research in community college education, and to stimulating interaction with other educators.

Travel requests should be submitted to Division Deans.

They must be approved by the respective Vice President and, in the case of out-of-state travel, by the President and Chancellor as well.

All requests must include:

1. Inclusive dates of travel;
2. Purpose of travel (e.g., conference attendance);
3. Estimated total expenses, the amount to be paid from college funds; and
4. Arrangements which have been made to cover teaching assignments and/or other duties during the absence.

**Conference/travel expenses will normally be shared by the participant(s) and the college. Effective July 1, 1990, IRS regulations made advances and reimbursements of employee business expenses taxable—unless the payments meet strict new accountability requirements.**

Under the new regulations, advances cannot be issued prior to thirty days in advance of the event or the amount becomes taxable. All documentation for advances must be filed with the District within sixty days after the event or the full amount of the advance issued becomes taxable.

To avoid the possibility of an employee's being taxed on advances, the District will be issuing advances in accordance with the thirty-day IRS restriction. Current District regulations require that expense statements (with or without advances) be submitted to the District immediately upon an employee's return from the event.

Requests for conference advance must be received in the District Office no less than three weeks prior to the date the advance is needed. Out-of-state travel requests also requires President's approval, and must be prepared at least three weeks prior to the intended departure date. Requests for travel within the state must be prepared at least two weeks in advance.

Division Deans will notify the faculty of the disposition of their travel requests.

## **PART V • FACULTY BUSINESS MATTERS**

### **FACULTY SALARIES**

Newly employed full-time instructors are given the option of receiving monthly pay checks on either an August-May or September-June calendar. The District Office of Personnel Services can provide information to help in making this choice.

Disposition of paychecks is coordinated through the college Payroll Office (Building 1, Room 139). Checks may be mailed or held on campus for pickup at a variety of offices. Most checks for faculty will be picked up by the Division Staff Assistant and will be available in the Division Office. For information on this process, call Ext. 6216. Direct deposit of paychecks is also available for all faculty. Contact the District Payroll Office at 358-6747 for more information.

Deductions will be made from gross salary for the federal and state withholding tax, for contributions to the retirement fund, and in special cases, for unpaid leave of absence or personal leave. In addition, upon authorization by the faculty member, deductions will be made for any or all of the following purposes:

1. Insurance plans;
2. Dues for membership in professional organizations;
3. Bay Area United Way; CHAD;
4. Tax-sheltered annuities;
5. Credit Unions.

### **VOLUNTARY TEACHER DEDUCTIONS**

Various insurance plans and other services are available through the District. Detailed information on these plans can be obtained from the District Office of Human Resources.

### **EMPLOYEE PERSONNEL RECORDS**

Employee personnel records are maintained at both the campus and at the District Office of Human Resources and are available for inspection by the employee involved in accordance with Section 2.12, "Employee Rights & Protection," of the Board-approved District Rules and Regulations.

At least two major files are maintained for each academic employee, and the information contained therein (with the exception of confidential and pre-employment information) may be reviewed in the appropriate personnel office at any time an employee is not required to be in class, hold office consultation, or otherwise provide service to the District.

To inspect personnel records, an employee may set up an appointment with a designee of the respective Vice President (at the college) or the Vice Chancellor, Human Resources and Employee Relations.

If desired, arrangements may be made to have the review of materials conducted under the supervision of an administrator of the employee's choice; the files, however, may not leave the personnel office. An employee may also designate a representative to accompany him/her when making the inspection.

The following list and chart indicates the major personnel files, their contents, and the office where records are maintained for full-time faculty. Files for part-time faculty are primarily maintained in Division Offices.

**PERMANENT FILE:** Information and paperwork related to hiring, salary, accounting of leaves, and job performance; maintained permanently from initial employment.

**CORRESPONDENCE FILE:** Correspondence relating to the employee and his/her job performance, including unsolicited letters; file purged every eight years.

**SEPARATE FILE:** Information recorded as dictated by individual circumstances; maintained permanently.

PERMANENT FILE & CONTENTS	DISTRICT	COLLEGE OPERATIONS OFFICE
<b>I. Salary Data</b>		
1. Initial Placement.....	✓	
2. Annual Statement .....	✓	
3. Reductions for Leave Without Pay .....	✓	
4. Voluntary Deductions .....	✓	
<b>II. Employment Information</b>		
1. Applications* .....	✓	✓
2. Confidential Papers* .....	✓	
3. Interview Information* .....	✓	
4. Selection Information.....	✓	
5. Leaves.....	✓	✓
6. Personal Data.....	✓	✓
7. Seniority Number and Date.....	✓	
8. Documents of Employment.....	✓	
<b>III. Sick Leave Accounting Records.....</b>	✓	
<b>IV. Board Action</b>		
1. Appointment.....	✓	✓
2. Change in Status.....	✓	✓

PERMANENT FILE & CONTENTS	DISTRICT	COLLEGE OPERATIONS OFFICE
<b>V. Miscellaneous</b>		
1. Loyalty Oath.....	✓	
2. Freedom from Tuberculosis Info .....	✓	
3. Fringe Benefit Insurance Info.....	✓	
4. Retirement Information.....	✓	
5. Fingerprint Information .....	✓	
6. Dependent Adult Abuse Form.....	✓	
<b>VI. Performance Evaluations** .....</b>	✓	

<b>CORRESPONDENCE FILE** .....</b>	✓	
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<b>SEPARATE FILE &amp; CONTENTS* .....</b>	✓	
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- I. Grievances.....** ✓
- II. Litigation.....** ✓
- III. Reclassification Requests.....** ✓
- IV. Reclassification Appeals.....** ✓

\* Confidential information: not available for employee inspection.

\*\* Duplicate and/or additional information may also be available in the Division Office.

## ADMINISTRATIVE POLICIES AND PROCEDURES

### Academic Employee Reassignment Criteria

In the event that educational program requirements within the San Mateo County Community College District make it necessary to make changes in the assignments of academic employees, a member of the unit may be assigned to perform a specified service in an area other than the area of his/her principal current assignment if the employee meets minimum qualifications as determined by the Board of Governors, State of California, in the discipline to which he/she is assigned.

### Academic Employee Personnel Information

Below is a listing of subject matter pertaining to academic personnel that can be found in either Chapter II or III of District Rules and Regulations (R & R), or in the academic employees contract. Copies of each of these documents are on file in each Division Office, the College Library, administrative offices, and online.

<b>R &amp; R</b>	<b>Faculty Contract</b>	<b>Subject</b>
2.06		Academic Senate
	Art. 8.4 Class	Advancement on Salary Schedule
3.05		Designation of Faculty
3.50		Dismissal
2.13		Dissemination of Employee Information
	Art. 9	District Paid Benefits
2.12		Employee Rights and Protection
2.15		Employer-Employee Relations
3.15		Employment Requirements
3.20	Art. 15	Evaluation of Academic Employees
	Art. 10.1	Health Insurance for Retirees
	Art. 7	Hours of Employment
	Art. 8.3	Initial Salary Placement
	Art. 6.1	Instructor Load
	Art. 11	Leaves
2.14		Outside Employment
3.30	Art. 8	Payment for Faculty
3.35		Payroll Deductions
3.90	Art. 10.3	Post-Retirement Contract
2.60		Resignation
	Art. 10	Retirement
	Art. 8.5	Step Advancement on Salary Schedule
3.80	Art. 18	Summer Session Hourly Employment

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## **PART VI • STUDENT CLASS RECORD INFORMATION**

### **STUDENT CLASS RECORD**

Below is a listing of subject matter pertaining to student class records that can be found in the CSM Catalog. Page numbers refer to the 2008-2009 edition of the Catalog.

<b><u>2008-2009 Catalog page(s)</u></b>	<b><u>Subject</u></b>
32	Absence (Extended)
32	Academic Renewal Policy
32	Academic Standards Policy
32	Attendance Regulations
34	Course Repetition
32	Dismissal
15,16	Grades and Grade Points
15, 21	Withdrawal Procedures from Classes

### **REPORTS REQUIRED OF FACULTY**

1. Enrollment verification, final grades, and positive attendance reports are submitted online via WebSMART for faculty.
2. Enrollment verification report indicating withdrawals effective before last day to withdraw (75% of meetings for short courses, 13th or 14th week of term for semester-long classes).
3. Final grade for each student.
4. Permanent roll including attendance records and test results are submitted to the Division Office at the end of each semester.

Instructions and dates pertinent to reports are issued by the Office of Admissions and Records each semester and are available online via WebSMART for faculty.

As stated in the academic employees contract, it is each instructor's responsibility to submit timely and accurate reports of attendance, grades, and other matters as required.

## **PART VII • PARKING REGULATIONS AND EMERGENCY PROCEDURES**

### **PARKING REGULATIONS**

#### **Instructions to Faculty and Staff**

Parking lots numbered 2A, 2A Extension, 3A, 3C, 4\*, 5, 6, 7A, 7B,\* 11, 12A\*, 17, 19, 20\*, 20A and 20M have been reserved for faculty and staff. Any staff parking permit is valid in any staff parking lot on a space-available basis. Staff parking permits are also valid on all three campuses in the District in any student-designated parking lot. Permits must be affixed and displayed on the inside of the rearview mirror with the permit number visible. Previous stickers should be removed to facilitate permit identification. Outdated stickers will not be honored.

Staff members may have only ONE vehicle parked in the staff-assigned lot at a time.

Faculty and staff may obtain permanent parking permits from the Security Office, Building 1, Room 267, open Monday through Friday, 8:00 a.m. to 4:30 p.m. Staff parking permits are valid during times posted on signs at respective lots. Parking regulations for all lots are in effect whenever classes are in session.

Violation of parking regulations may result in a citation or possible revocation of parking privileges. Permits must be affixed and displayed on the rearview mirror with the permit number visible. Short-term permits are available in the Security Office when necessary (e.g. short-term use of a substitute vehicle). Short-term permits must be displayed on the dashboard. Notes left on vehicles are not honored since officers cannot verify the authenticity of a signature.

During the evening hours (after 5:00 p.m.) Lots 4, 12A, 17 and 20 are open to general parking. Lots 2A, 3A, 5, 6, 11, 13, 19, 20A and 20M are reserved for evening staff.

Parking is allowed only in spaces specifically marked for parking. Parking off the roadway and in non-paved areas is prohibited. The campus is open from 6:00 a.m. to 10:00 p.m. daily. No overnight parking is allowed.

Visitor permits are available at the Security Office in Building 1, Room 267. It is the responsibility of the staff or faculty member to obtain permits for persons visiting them on campus; failure to do so will result in citations being valid. Notify the Security Office immediately via telephone in the event prior parking arrangements have not been made. Do not wait until the person(s) receive(s) a citation.

Visitor permits may be obtained for advance mailing by staff members by contacting the Security Office.

With the exception of vehicles transporting tools, supplies, and parts for maintenance of College property, no visitor permits will be issued for Lot 6 between the hours of 8:00 a.m. and 12:30 p.m.

The Campus Security Office solicits your suggestions in matters covering parking, traffic control, or security. If you have any questions, please contact the Security Office, Ext. 6415.

After business hours: In cases of actual emergency, dial 9-911 from a campus telephone or 911 from a public telephone, or campus security may be contacted by calling Ext. 6415. An officer will return your call.

**Note: During construction, regulations relating to specific parking lots may change. Always adhere to posted regulations.**

## STAFF USE OF COLLEGE VEHICLES ON CAMPUS

### General

These procedures are to be followed by all College personnel using College vehicles for delivery, service to the buildings or grounds, or service to the academic divisions. Regulations also apply to vendors and contractors who have occasion to operate vehicles on the campus. It shall be the responsibility of the administrator or faculty member who is coordinating the services of the employees, vendors, or contractors of these regulations, particularly regarding areas of operation and the traffic regulations.

### Care and Control of College Vehicles

Use of College vehicles requires prior approval of, and scheduling through, Buildings and Grounds. College staff should operate College vehicles in a careful and cautious manner at all times, and in addition, should pay attention to the physical upkeep and care of the vehicles.

When the vehicles are not in use, they should be returned to the Buildings and Grounds maintenance yard for safekeeping. Ignition keys should not be left in the vehicles but should be returned to the office at the maintenance center, or in the event the gate is closed, deposited in the metal box marked "keys" on gate.

When checking vehicles out of the maintenance yard, the maintenance office personnel should be notified.

### Traffic Regulations

Driving or parking within the inner campus is prohibited. Should a staff member observe anyone operating a vehicle on the mall, Security should be notified immediately, Ext. 6415. Any information on the vehicle and/or driver should be given to Security. A citation will be issued.

Parking citations will be issued to College and privately owned vehicles that are found improperly or illegally parked in restricted areas.

## EMERGENCY AND FIRE PROCEDURES

In case of such EMERGENCIES as fire, catastrophic accidents, etc., the individual instructor or staff member must make on-the-spot judgments and is authorized to call the police, fire department or ambulance using 9-911 from a campus telephone or 911 from a public telephone.

In such matters as thefts, vandalism, student behavior problems, accidents, etc., faculty and staff members should report these incidents to the College Security Office, Ext. 6415.

The fire alarm system on the College campus is divided into zones. The reporting of fire through either a pull box or automatic signal system will activate the alarm in one zone only. The zones are as follows:

- Zone 1 — Gym and Maintenance Building
- Zone 2 — Library
- Zone 3 — Administration - Student Center - Swinerton
- Zone 4 — Cultural Center, including Theatre
- Zone 5 — Academic Center, including faculty office buildings
- Zone 6 — Science Center, including Planetarium and Science Lecture Hall
- Zone 7 — Engineering and Horticulture
- Zone 8 — Vocational Center
- Zone 9 — Technical Center
- \* Physical Education Field House
- \* REPORT TO SWITCHBOARD

**Zone Note:** The pull box may not give the exact location of a fire, and may even be in the wrong Zone; for example, this problem would arise if you were to see a fire at a distance and activate a pull box near you but at some distance from the fire.

1. A fire alarm is relayed to the San Mateo Fire Department and CSM switchboard and the fire alarm station is identified so that fire equipment may proceed directly to the area of trouble. Alarms may be activated through either a pull box or automatically through smoke and heat sensing devices or water pressure gauges in the automatic sprinkler systems.
2. An alarm will be sounded on gongs located in the corridors of most buildings and inside certain large areas such as the Gymnasium and Theatre. The gong sounds an intermittent clang. When the automatic sprinkler is activated, a continuous bell will also sound. When the fire alarm sounds, the buildings shall be evacuated at once. Return to classes will be indicated by the Fire Department Officer in charge or the College Emergency Coordinator.
3. Faculty are responsible for the instruction of students in procedures to be followed in the event of an alarm. Procedures are as follows: in an orderly manner, proceed out the building by means of the nearest unblocked route. Check to ascertain that all persons have vacated the buildings. Once outside a building, all persons must remain at least 100 feet from a building. It is important that students and staff be aware of alternate routes from any given place. There should be at least two ways to evacuate any area of the campus in which any large number of students congregate. Fire equipment will use the Center Mall for access to certain areas. Therefore, students should be directed to keep the mall clear.
4. In case of fire or other emergency, automobiles should not be moved unless it can be done safely and not interfere with the movement.
5. First responsibility of all staff is that of saving lives. This is best accomplished by
  - a. Sounding the alarm, and
  - b. Supervising the evacuation of the area endangered.
6. Procedures to be used in sounding an alarm are the following:
  - a. Activate the nearest pull box;
  - b. If time and circumstances permit, follow this action with a phone call to the switchboard by dialing "O" to provide the operator with as much information as possible, e.g., the exact location and nature of the fire;
  - c. Intercept fire personnel to advise them of the exact location and nature of the fire. Fire personnel should be met as they approach the fire.

If the switchboard is not open, information should be relayed to the Admissions Office, Ext. 6165; Security Office, Ext. 6415; or directly to the Fire Department by dialing 9-911 from a campus telephone or 911 from a public telephone.

7. All staff should be familiar with the location of fire extinguishers in areas which they frequent. In general, fire extinguishers contain water under pressure, and there are some CO<sub>2</sub> extinguishers in laboratories and other special areas.
8. Automobile Fires: Do NOT activate a pull box in the event of an automobile fire in a parking lot. Phone the switchboard, "O"; Security Office, Ext. 6415; Admissions Office, Ext. 6165; or Fire Department direct, 9-911 from a campus telephone or 911 from a public telephone, and give the parking lot number.

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## EARTHQUAKE PROCEDURES

During an earthquake, REMAIN CALM and quickly follow these steps.

- If **INDOORS**, seek refuge in a doorway or under a desk or table; stay away from glass windows, shelves, and heavy equipment.
- If **OUTDOORS**, move quickly away from buildings, utility poles, and other structures. **CAUTION:** always avoid power or utility lines as they may be energized.
- If in an **AUTOMOBILE**, stop in the safest place available and stay in the vehicle for the shelter it offers. **DO NOT** block fire lanes.
- After the earthquake has stopped, **CALMLY** evacuate the buildings and **MOVE** to a clear area at least 500 feet away from the affected buildings. Keep streets and walkways clear for emergency vehicles and personnel.
- **ASSIST THE DISABLED IN EXITING THE BUILDINGS.** Some buildings on campus do not have ramps and the elevators are unsafe to use after an earthquake. Don't think someone else will come to the rescue. **YOU TAKE THE INITIATIVE!**
- **DO NOT RETURN TO AN EVACUATED BUILDING** unless directed to do so by Security, or designated College Official(s).
- After a severe earthquake, a command center will be set up and will be staffed by emergency personnel. Be sure to report any damage, injuries, trapped people, and/or leaks of any kind to the personnel at the command center. Updated disaster information will be available at the command center.
- **DO NOT LEAVE** the campus until Security has checked the roadways to assure that they are passable. Check at the command center for this information.
- Avoid the impulse to use the phones because this may tie up phone lines required for emergency services. In most instances, the phones will be inoperable after a major earthquake.

**San Mateo County Community College District  
Regular Faculty Salary Schedule (80)  
2007-2008**

Effective August 20, 2007

<b>Grade</b>	1	2	3	4	5
<b>Step</b>	Base	M.A.	MA w/45 Units	MA w/60 Units	Ph.D./EdD/ J.D
1	54265	57041	58435	60410	65351
2	57033	59804	61201	63206	68124
3	59802	62571	63965	65992	70884
4	62567	65336	66733	68786	73640
5	65330	68107	69503	71580	76412
6	68094	70874	72265	74377	79180
7	70862	73633	75036	77163	81949
8	73628	76403	77799	79956	84709
9	76393	79171	80568	82753	87477
10	76393	79171	80568	82753	87477
11	79165	81932	83330	85545	90246
12	79165	81932	83330	85545	90246
13	79165	81932	83330	85545	90246
14	82681	85483	86890	89150	93872
15	82681	85483	86890	89150	93872
16	82681	85483	86890	89150	93872
17	82681	85483	86890	89150	93872
18	85479	88270	89679	91971	96655
19	85479	88270	89679	91971	96655
20	85479	88270	89679	91971	96655
21	85479	88270	89679	91971	96655
22	85479	88270	89679	91971	96655
23	88261	91054	92463	94782	99438

The above dollar amounts are annual salaries, based upon services performed on 175 days of the college year for full-time employees on a regular academic year contract.

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**Appendix B**

**San Mateo County Community College District  
Regular Faculty Overload Salary Schedule  
2007-2008**

Effective August 20, 2007

<u>Step</u>	<u>Lecture</u>	<u>Laboratory</u>	<u>Special</u>
1	52.79	45.22	32.72
2	55.99	48.10	34.74
3	59.24	51.22	36.86
4	62.56	54.31	39.08
5	65.93	57.10	41.28
6	69.02	59.85	43.48
7	72.53	62.68	45.38
8	75.72	65.64	47.32
9	78.92	68.65	49.20
10	82.18	71.47	51.20

**San Mateo County Community College District  
Adjunct Faculty Salary Schedule  
2007-2008**

Effective August 20, 2007

<u>Step</u>	<u>Lecture</u>	<u>Laboratory</u>	<u>Special</u>
1	53.15	45.55	32.94
2	56.37	48.43	34.99
3	59.67	51.58	37.13
4	63.01	54.71	39.36
5	66.38	57.51	41.57
6	69.53	60.28	43.77
7	73.06	63.10	45.69
8	76.26	66.11	47.65
9	79.49	69.14	49.55
10	82.75	71.96	51.57

Note: Compensation for the summer session is based on the Hourly Faculty Salary Schedule in effect during the previous semester.

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## Appendix C

### BY-LAWS OF ACADEMIC SENATE OF THE COLLEGE OF SAN MATEO

#### Article I

**NAME** The name of this body shall be the Academic Senate of College of San Mateo, hereinafter referred to as the Senate. The Senate shall elect a Governing Council from its membership, hereinafter referred to as the Council.

**SENATE MEMBERSHIP AND DUES** Consistent with Title 5 of the California Administrative Code, Section 53200, and in accordance with Section 53202.d, all full-time and part-time faculty in the College are members of the Senate with all rights and responsibilities thereunto. Administrators, classified staff, and students are not members of the Senate. Consistent with Title 5, Section 13532, the Senate may call upon its members for payment of professional dues; however, professional dues are not to be a condition of eligibility for membership in the Senate. As dues are voluntary contributions, they may be expended on items for which taxpayers' dollars cannot be spent; dues may be used to support approved Senate projects and functions.

#### Article II

**PURPOSE** The Academic Senate has been established in accordance with Education Code Section 70902(b)(7), which calls on the Board of Governors to enact regulations to ensure the right of faculty, as well as staff and students, to participate effectively in district and college governance. It further ensures the right of Academic Senates to assume primary responsibility for "making recommendations in the areas of curriculum and academic standards."

The Council, as the representative of the Academic Senate, shall make recommendations regarding academic and professional matters to the District Academic Senate, the College and District administration, the Board of Trustees, and to other appropriate individuals and bodies. The Board of Trustees shall ensure the right of the Senate to assume primary responsibility with respect to academic and professional matters, including exercise of the authority to appoint faculty to committees or groups dealing with academic and professional matters as specified in Title 5, Section 53203(f), and full participation in collegial consultation processes. The Council shall inform the Senate and the District Academic Senate of current issues and hold meetings for discussion and shall uphold all designated responsibilities pertaining to Senate rules and regulations as determined by State laws.

Academic and professional matters, as summarized from Title 5, Section 53200, include the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for instructional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

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The Senate has the primary responsibility for making recommendations in academic and professional matters, while Government Code Section 3540 et seq. Rodda Act) establishes the right of exclusive bargaining agents to negotiate hours, wages, and working conditions. Title 5, Section 53204 states, "Nothing in this subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations." The Senate recognizes the interests of both groups on issues with both academic and working conditions implications.

### Article III

**MEMBERSHIP & QUORUM FOR MEETINGS** Governing Council shall consist of Senate members, who may be either full- or part-time faculty members, elected from instructional divisions, library faculty, and Student Services faculty.

Instructional divisions with 16 or more members shall elect and be represented by two Council members. Instructional divisions with 15 or fewer members shall elect and be represented by one Council member. Library faculty shall elect and be represented by one Council member. Student Services faculty shall elect and be represented by one Council member.

One representative to the Council may be chosen by the Student Senate to represent the students, according to the Student Senate's own criteria for selection. This member shall not be considered a member of the faculty, as defined in Article I, but shall have an advisory vote on Council. It is the responsibility of the Senate to assure that students, staff, and administrators participate effectively in the development of recommendations on matters that affect them, as specified in Title 5, Section 51023.7 and Section 52023.5.

A quorum for a meeting of the Senate shall be 10% of all members of the Senate. A quorum for a meeting of the Council and all Senate committees shall consist of 6 of the Council's or committee's faculty members.

### Article IV

**ELECTION AND TERMS OF COUNCIL MEMBERS** The election of Council members shall be conducted each year within their divisions. The election shall be completed at least four weeks before the end of the spring semester.

In each division, it is the responsibility of the senior Council member to see that elections are completed to replace outgoing Council members.

Council members shall serve for a two-year term beginning on the day of the last Council meeting of the semester in which the election was held. In cases of multiple representation from one Division, an attempt shall be made to stagger the terms.

Vacancies on the Council shall be filled at the time of the regular election. To be elected to fill an unexpired term, a candidate must satisfy the provisions of Article I.

## Article V

**ELECTION, TERMS, & DUTIES OF OFFICERS** The officers of the Council shall be the following: President, Vice President, Secretary, Treasurer, and Immediate Past President. Officers, with the exception of the Immediate Past President, shall be elected by secret ballot from within and by the membership of the Senate. The election must be completed at least four weeks before the end of the semester. The term of the office shall be one year. These officers of the Council shall be officers of the Senate.

The President shall call all meetings of the Senate, the Council, and Executive Committee; prepare agendas for meetings of the Senate and Council; preside at all meetings of the Senate, Council, and Executive Committee; become familiar with the By-Laws of the Senate and with parliamentary procedure as set forth in Robert's; be an ex-officio member of all faculty committees herein specified; suggest policies and plans for faculty and special committees; appoint the Senate delegate to the Academic Senate for California Community Colleges if the Vice President is unable to attend, which delegate shall serve subject to the approval of Council; establish and maintain liaison with the Presidents of the Academic and Faculty Senates of the other colleges in the San Mateo County Community College District and with the collective bargaining agent; be held responsible for the work of the Senate; attend all regular and special meetings of college and district shared governance councils, college budget and planning committees, and the San Mateo County Community College District Board of Trustees.

The President may act on behalf of the Senate when prior consultation with Council is not feasible, but only with the advice and consent of the Executive Committee, and all such actions shall be subject to review by Council at its next meeting.

The Vice President shall serve as assistant to the President in all duties of the President, and shall serve as President in the absence of the President. The Vice-President (or the appointed designee) shall serve as the Senate delegate to the Academic Senate for California Community Colleges plenary sessions and shall attend all regular and special meetings of the college shared governance council and of college budget and planning committees. The Vice President shall serve as a member of the Executive Committee.

The Secretary shall keep a record of the proceedings of each Senate, Council, and Executive Committee meeting; maintain the files of the Senate; be responsible for carrying on the correspondence pertaining to the affairs of the Senate as directed by the President; prepare for distribution minutes of all actions taken by Council; publish at the beginning of the academic year a roster of all committees herein specified, including Council, indicating divisions represented and expiration of terms. The Secretary shall serve as a member of the Executive Committee.

The Treasurer shall receive all monies belonging to the Senate; sign orders and pay out the monies of the Senate; keep an itemized list of receipts and expenditures; arrange for an audit of the books; make a written report at the last regular meeting of the Council in the academic year; and be responsible for preparing all documents required by the U.S. Internal Revenue Service. The Treasurer shall serve as a member of the Executive Committee and, if possessing the requisite expertise in institutional finances, shall serve on college and district budget and planning committees.

The Immediate Past President, who will assume office automatically after leaving the office of President unless there is an impediment to service, shall carry out such duties as are assigned by the President. In the case of impediment to service (such as no longer being a faculty member at the college) or resignation from the position, the Council may either name someone else to the position or leave it vacant. If the President is re-elected, the Immediate Past President will remain in office unless there is an impediment to service or resignation from the position.

The Nominating Committee shall consist of the past Academic Senate Presidents of terms immediately preceding the current one. Vacancies on the Nominating Committee may be filled by appointment of the President, subject to approval of Council. The report of the Nominating Committee shall be submitted to the Council at a regular meeting of the Council. This meeting shall be held at least two weeks prior to the spring election. Additional nominations may be made from the floor. The President shall be responsible for giving notice of the election to the members of the Academic Senate within ten instructional days of the meeting.

Elections shall be held by secret ballot. These ballots will be returned to and tabulated by a three-person ad hoc Tellers Committee appointed by the President, subject to the approval of Council. Interested faculty are invited to witness the counting of the ballots. The ballots will be available for inspection for two weeks following the election.

### Article VI

**MEETINGS** All meetings of the Council and of Senate Committees shall be open meetings consistent with the Brown Act, California Government Code, Sections 54950-54962.

Regular meetings of the Council shall be held at least once a month during the academic year. The time, date, and place of such meetings shall be published prior to each meeting; Brown Act regulations require 72 hour notice of regular meetings. Members of the Senate may attend any meeting of the Council.

Meetings shall be conducted in accordance with Robert's Rules of Order, Revised.

The President must place an item on the agenda of the Council meeting **(a)** at the request of any Council member or **(b)** on receipt of a signed, written request to the President by at least 10 members of the Senate.

The agenda for each Council meeting shall be delivered for posting at each Division at least 2 instructional days prior to such a meeting, and mailed at the same time to all Council members and Senate committee chairpersons.

The Council may not take action on any matter not on the agenda unless by a two-thirds vote of members present it declares that matter to be an emergency matter. The minutes of the Council meetings shall be distributed to all members of the Senate, administrators, and classified staff as soon as possible after each meeting.

Special meetings of the Senate or Council may be called in the following ways: **(a)** by the President, **(b)** on petition of a majority of the Council, **(c)** on petition of 50 members of the Senate. No business other than that for which special meetings are called shall be transacted at such meetings.

### Article VII

**RECOMMENDATIONS** The Council is authorized to make recommendations on behalf of the Senate subject to the following provisions:

- (a)** The Council may, on its own judgment and in its own initiative, refer to the Senate any matter affecting the welfare of the college community.
- (b)** The Council may, on its own judgment and in its own initiative, forward recommendations to the Administration or the Board of Trustees, with respect to academic and professional matters.

- (c) If 50 members of the Senate so request in a petition delivered to the President of the Senate within three weeks of distribution of the official minutes in which any resolution has been passed by Council, that resolution shall be submitted to a referendum by secret ballot or to formal consideration at a meeting of the whole Senate.
- (d) On matters on which the Board of Trustees or the administration intends to act when the college is not in regular session, the Council, after a special meeting, may make recommendations to the Board of Trustees or the administration. The President of the Senate shall inform the Senate of all such recommendations. If the President of the Senate receives within three weeks of those recommendations a petition signed by 50 members of the Senate objecting to any recommendation made to the Board of Trustees, the Council shall be required to submit the disputed recommendation(s) to the Senate for ratification.
- (e) Nothing herein shall prohibit the President of the Senate from addressing the Board of Trustees as a representative of the Senate on any matter within the purview of the Senate so long as the President does not make unauthorized recommendations on behalf of the Senate.
- (f) Outside of the regular school calendar, the President may act on behalf of the Council, provided the President is following established Senate policies and reporting regularly to the Executive Committee.

### Article VIII

**AMENDMENTS** Amendments to the Bylaws may be made by a simple majority affirmative vote of those Senate members voting, provided copies have been sent to members of the Senate at least two weeks preceding the balloting.

### Article IX

**COMMITTEES** Committees may be created at the discretion of the Council. The Council shall appoint the faculty members to any committee requiring Senate membership or representation as granted in Title 5 Section 53203(f).

Committees shall operate, consistent with established procedures, within the strictures indicated below:

The Executive Committee shall consist of the officers of the Council: the President, Vice President, Secretary, Treasurer, and Immediate Past President. It shall serve as a steering organization performing routine tasks for the Senate and shall give, in the absence of specific instructions from the Council, its advice and consent to proposed actions of the President of the Senate.

Elected Permanent Faculty Committees shall be elected from the same constituent bodies as representatives to Council and according to the same formula, as described in Article IV of these Bylaws. Representatives shall serve two years. Each committee shall include appropriate members of the college administration, classified staff, and students as members; the charter of each committee shall specify whether non-faculty members have voting privileges. Each committee shall elect a chair from among its voting members at its last regular meeting of the academic year, such chair to serve for the following year. The chair of each committee, or the chair's designee, shall keep the Council informed of the committee's actions. There shall be the following elected, permanent committees:

1. Committee on Instruction shall advise the Vice President, Instruction, and make recommendations to the Board concerning curriculum, instructional courses and programs, and instructional procedures, including program review. Committee on Instruction provides for two student representatives with voting privileges. In addition, the Committee on Instruction may establish subcommittees on library, distance education, and other instructional matters as it deems necessary.

2. Student Development Committee shall advise the Vice President, Student Services, and make recommendations to the Board on student matters such as attendance, standards, probation, and student grievances; student outreach and admission policies, financial aid, registration procedures, counseling and support services; student equity; the bookstore; and other relevant matters. The Matriculation Advisory Committee shall be drawn from the membership of the Student Development Committee.
3. Professional Personnel Committee shall advise the Vice Presidents and District Flex Day Coordinator on planning and implementation of faculty development activities for Flex Day.
4. Library Committee advises the Vice President, Instruction, the Library Director, and the Board concerning library policies and procedures, including such issues as appropriate collection strategies, circulation issues, intended audience for library resources, and bibliographic instruction. The committee fosters communication among the library, the Senate, and the larger college community.

Standing Faculty Committees shall be as follows:

1. KCSM Committee shall advise the administrator directly responsible for KCSM concerning the use of the television and radio stations and their facilities as educational resources.
2. Instructional Technologies and Resources Committee shall advise the President of the College and the District Instructional Technologies Committee on academic and professional matter which affect college and district policies on instructional technologies and resource allocation for said technologies.

### **Article X**

**REMOVAL OF AN OFFICER** Any officer of the Council may be removed from office by a motion made by an officer of the Council which is properly seconded and passed by a two-thirds vote of those officers of the Council casting votes in a secret ballot. A proposal to remove an officer must appear on the agenda established prior to the meeting in which it will be considered. Replacement of an officer will be made according to Article VI of this Constitution.

A vote to recall any officer of the Council may be initiated by a petition signed by 50 members of the faculty and presented to the Executive Council.

The recall vote will take place by secret ballot of the Senate within three weeks. A two-thirds vote of the valid ballots cast will be required to recall any officer of the Council. Replacement for a recalled officer of the Council will be made according to Article V, unless more than three vacancies are created, in which case a special election will be initiated within three weeks.

Grade Step	1 B.A.	2 M.A.	3 M.A.w/45un	4 M.A.w/60un	5 PhD/EdD/JD
1					
2					
3	ASSISTANT PROFESSOR				
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14	PROFESSOR				
15					
16					
17					
18					
19					
20	PROFESSOR				
21					
22					
23					

Grade Step	1 LECTURE	2 LABORATORY	3 SPECIAL
1			
2			
3			
4			
5			
6			
7	ASSISTANT PROFESSOR		
8			
9			
10			

- A. Academic titles shall be assigned to teaching faculty members in a manner that reflects their education and years with the college as indicated in the Chart of Academic Titles.
- B. Although assignment of academic titles is similar to placement on the salary schedule and incorporates the same degree equivalencies, salary shall not be determined by academic title.
- C. Advancement in academic title is a faculty matter entirely, shall involve only the faculty, and shall be automatic.
- D. There shall be no limit on the number of faculty members who hold any given title.
- E. Faculty who are hired from other institutions shall receive titles based on the same criteria as applied to other College of San Mateo faculty.

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## Appendix D

### Guidelines For Copying Copyrighted Materials For Classroom and Research Use

#### Use of Copyrighted Materials

It is the policy of the Board of Trustees that all District employees shall observe copyright laws, both codified and as interpreted by the courts, and shall maintain the highest ethical standards in the use of copyrighted materials.

This policy affirms District adherence to Title 17, United States Code. In order to comply fully with current copyright laws, District employees shall observe the guidelines published in Rules and Regulations, Section 6.33, Procedures. Failure to comply with copyright regulations may result in District and/or personal liability.

It is each employee's responsibility to comply with copyright regulations. No legal defense will be provided by the San Mateo County Community College District for alleged copyright infringements unless they are covered within the permissive use of Rules and Regulations, Section 6.33. The District will provide necessary legal review and resources to employees having questions about the use of copyrighted materials.

#### Copying That Is Completely Unrestricted

Anyone may reproduce without restriction works that were never copyrighted. If there is no indication a work has been copyrighted at the front of the book, periodical etc. (indicated by a letter "c" in a circle, the word "Copyright" or the abbreviation "copr."), there are no restrictions as to the number of copies nor uses one may make of the work.

Anyone may reproduce without constraint published works whose copyrights have expired. All copyrights dated earlier than 1908 have expired. Copyrights dated 1908 or later may have expired because the initial period of copyright protection is for 28 years. It is safest to assume that material dated 1908 or later is still protected, and one is advised to seek permission from the publisher before copying these materials. U.S. Government Publications may be copied freely because they are not copyrighted.

#### Copying That Is Permitted

The copyright law basically states that an author or creator has the sole right to use and profit from his/her creations. In 1976, certain "fair use exceptions" to the copyright law were developed which allow educators, researchers and others to use copyrighted materials in a reasonable manner without the creator's consent and without violating the copyright protections of the law. The following procedures give examples of the fair use exceptions which educators must follow.

These procedures cover both print and non-print materials. Non-print materials include sheet and recorded music, audio recordings, films, videotapes, filmstrips, overhead transparencies, slides, off-the-air taping and computer software. When copying does not fall within the "fair use" provisions in these procedures, it is the employee's responsibility to obtain written permission to reproduce the materials from the copyright holder, using the District forms at the end of this section. The employee must retain copies of all such requests as well as the responses to those requests.

**I. Printed Materials****a. Single Copies:**

A District employee may make a single copy for purposes of research, instruction, class preparation, or instructional support. This single copy may be of:

- 1) a chapter from a book;
- 2) an article from a periodical or newspaper;
- 3) a short story, short essay, or poem, whether or not they are from a collected work;
- 4) a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

**b. Multiple Copies:**

An instructor may make or request multiple copies for classroom use (not to exceed more than one copy per student in a course) provided that the copy meets the guidelines for brevity, spontaneity and cumulative effect, as defined below.

**1) Brevity Guidelines:**

Poetry:

- a) a complete poem if less than 250 words and if printed on not more than two pages; or
- b) a portion of a longer poem, an excerpt of which is not to exceed 250 words.

Prose:

- a) a complete article, story, or essay of less than 2,500 words; or
- b) an excerpt from any prose work of not more than 1,000 words or two percent of the work, whichever is less, but in any event a minimum of 500 words.

Illustrations:

One chart, graph, diagram, drawing, cartoon or picture per book or per periodical publication issue.

Combinations:

Certain works in poetry and/or prose may combine language with illustrations and fall short of 2,500 words in their entirety. Prose brevity guidelines notwithstanding, "combination works" may not be reproduced in their entirety.

**2) Spontaneity Guidelines:**

- a) The duplication or reproduction must be at the instance and inspiration of the individual instructor; and
- b) The decision to use the work and the moment of its use of maximum instructional effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to copy.

**3) Cumulative Effect Guidelines:**

- a) The copying of the material shall be for only one course at the college for which the copies are made.
- b) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class semester or term.
- c) There shall not be more than nine instances of such multiple copying for one course during one class semester or term.

[Note: Current news periodicals, current newspapers and current new sections of other periodicals are exempt from the Cumulative Effect Guidelines.]

**c. Classroom Copy Prohibitions:**

A District employee performing instruction, instructional support or research support is expressly forbidden to:

- 1) Make copies to take the place of books, publishers' reprints, periodicals, anthologies, compilations or collective works (i.e., substitute for purchase).
- 2) Copy from works intended to be consumable in the course of study or teaching, such as workbooks, exercises, standardized tests, test booklets and answer sheets.
- 3) Make copies of the same item from term to term.
- 4) Charge a student beyond the actual cost of copying, including materials and labor.
- 5) Make multiple copies of a work from the same author more than once in a class term or from a collective work more than three times a semester or term.
- 6) Make multiple copies of works more than nine times in a semester or term.

**d. Copying by Libraries:**

The copyright law imposes extensive restrictions on the reproduction of works for school libraries. Systematic duplication of multiple copies is forbidden by law, with the exceptions noted below. A notice of copyright must be included on all reproduced material. A librarian may:

- 1) Arrange for interlibrary loans of photocopies of works requested by users, provided that copying is not done to substitute for subscriptions to or purchase of a work.
- 2) Within any calendar year, make for a requesting entity five copies of any article or articles published in a given periodical within the last five years prior to the date of the request for the material.
- 3) Make single copies of articles or excerpts of longer works for a student making a request, provided the material becomes the property of the student for private study, scholarship or research.
- 4) Make a copy of an unpublished work for purposes of preservation, of a published work to replace a damaged copy and of an out-of-print work that cannot be obtained at a fair price.
- 5) Selectively make a copy for purposes of preservation or security, in accordance with the provisions of fair use, of a musical work, pictorial, graphic, sculptural work, motion picture or other audiovisual work if the current copy owned by the library or media center is damaged, deteriorated, lost or stolen; and it has been determined that an unused copy cannot be obtained at a fair price.
- 6) Libraries, media centers and duplicating centers must display notices to the effect that making a copy may be subject to the U.S. Copyright Act. The Register of Copyrights has prescribed the requirements for such warnings as follows:

**WARNING CONCERNING COPYRIGHT RESTRICTIONS**

*The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material.*

*Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or other reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for and later uses a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.*

*This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law. On the other hand, an employee with responsibilities for duplication who carries out a copying request from another employee which is later found to be an infringement of copyright law will not be held responsible for that infringement.*

## II. Non-Print Materials

### Sheet and Recorded Music

#### a. An individual educator may duplicate:

- 1) Emergency copies for an imminent performance, provided that copies of the sheet music or recorded music are purchased in a timely manner to replace the emergency copies.
- 2) For academic purposes other than performances, single or multiple copies (one per student) of excerpts not constituting an entire performance unit or more than ten percent of the total work.
- 3) Edited or simplified purchased sheet music, provided that the fundamental character of the work is not distorted and that lyrics, if any, are not altered or added.
- 4) A single copy of a recorded performance by students that is to be retained by the institution or individual instructor for evaluation or rehearsal purposes.
- 5) A single copy of recordings of copyrighted music owned by the institution or an instructor for constructing aural exercises or examinations and retained for that purpose.

#### b. An individual educator may not duplicate:

- 1) In order to replace or substitute for anthologies, compilations or collective works.
- 2) From works intended to be "consumable," such as workbooks, exercises, standardized tests and answer sheets.
- 3) For purposes of performance, except, as noted above, in an emergency.
- 4) In order to substitute for the purchase of music.
- 5) Without inclusion of the copyright notice on the copy.

### Audio Recordings

#### a. An individual educator may make a single copy:

- 1) For academic purposes other than performance a portion of a sound recording for a student, provided that the portion does not comprise a part of the whole which would constitute a performable unit and in no case more than ten percent of the whole work. This copy can be used only in the educational context in which it was made and may not be sold or performed for profit.
- 2) If recordings of performances by students for evaluation or rehearsal purposes, which may be retained by the institution or such purposes.
- 3) Of the sound recording of copyright music or a portion thereof from sound recordings owned by an educational institution or an individual instructor for the purposes of constructing aural exercises or examinations and which may be retained by the institution for such purposes.

#### b. An individual educator may not:

- 1) Duplicate audio recordings unless reproduction rights were given at the time of purchase.
- 2) Reproduce music works or convert to another format (e.g., record to tape) unless prior written permission is secured.

### Films Videotapes, Filmstrips, Overhead Transparencies, Slide Programs

#### a. An individual educator may:

- 1) Allow a student to make a single copy of a small portion of a copyrights film, videotape or filmstrip for legitimate scholarly or research purposes if the material is owned by the institution.
- 2) Duplicate a single copy of a small portion of a film or filmstrip for scholarly or teaching purposes.

- 3) Create a slide or overhead transparency series from multiple sources as long as creation does not exceed ten percent of the photographs from one source (book, magazine, filmstrip, etc.) unless the source forbids photographic reproduction.
- 4) Create a single overhead transparency from a single page of a “consumable” workbook.
- 5) Excerpt sections of a film for a local videotape (not to be shown over cable), if the excerpting does not exceed ten percent of the total nor excerpt “the essence” of the original work.
- 6) Reproduce selected slides from a series if reproduction does not exceed ten percent of the total work and does not excerpt “the essence” of the original work.
- 7) Use a rented or purchased video tape in the classroom for instructional purposes only, provided the following guidelines are followed:
  - a) The use of the tape is an essential part of the curriculum;
  - b) No fee is charged to students;
  - c) The tape is used in a self-contained classroom and is not broadcast or transmitted in any way outside the classroom; and
  - d) The tape is only shared with students registered in the class.

These guidelines apply even when the videotape is labeled “For Home Use Only,” provided that the purchaser or renter of the tape did not enter into a formal rental agreement (contract) which specifically prohibits such use.

**b. An individual educator may not:**

- 1) Reproduce an audiovisual work in its entirety.
- 2) Convert one media format to another (e.g., film to videotape) unless prior written permission is secured.
- 3) Copy any portion of a film, videotape or filmstrip sent to the institution for preview or rent, or owned by another institution, without the express written permission of the copyright holder.

**Off-the-Air Taping**

**a. An individual educator may:**

- 1) Record a broadcast program off-air simultaneously with broadcast transmission and retain the recording for a period not to exceed the first 45 consecutive calendar days after the date of the broadcast. At the conclusion of the retention period, all off-air recordings shall be erased or destroyed. Individuals who wish to retain programs beyond the 45-day period need to obtain written approval of appropriate copyright holders. (Note: broadcast programs are programs transmitted for reception by the general public without charge. Copying or use of subscription programs transmitted via subscription cable or satellite services (e.g., HBO or Showtime) is illegal.
- 2) Use off-air recordings once for each class in the course of relevant teaching activities during the first ten consecutive school days in the 45-day retention period and repeat once only when instructional reinforcement is necessary.
- 3) After the first ten consecutive school days, use off-air recordings to the end of the 45-calendar-day retention period for evaluation purposes only (i.e., to determine whether the program should be purchased for the curriculum). The program may not be used for any non-evaluation purpose without written authorization.
- 4) Use copies of off-air recordings, as stipulated in these guidelines, only if the copies include the copyright notice on the broadcast program.
- 5) Request that off-air recording be made for fair use. A limited number of additional copies may be reproduced to meet the legitimate needs of instructors under these guidelines. Additional copies are subject to all the provisions governing the original copy. No broadcast program may be recorded off-air more than once at the request of the same instructor.

- 6) Request that a library or media center record and retain for research purposes commercial television news programs from local, regional or national networks; interviews concerning current events; and on-the-spot coverage of news events. However, documentary, magazine-format and public affairs broadcasts are not included in the definition of daily newscasts of major events of the day.

### **Computer Software**

a. In general the use of computer software is made possible by virtue of licensing agreements set forth by the manufacturer or distributor of the software. Such licensing agreements cover specific types of uses including, but not limited to, the following:

- 1) Use on a single computer at one time;
- 2) Use on multiple computers at the same time, the maximum number of which is stated in the specific licensing agreement;
- 3) Use on one or more networks of computers as specified in the licensing agreement;
- 4) Unlimited uses of the software as set forth in the licensing agreement;
- 5) A combination of 2 and 3 above;
- 6) Other uses specifically allowed by a particular licensing agreement.

b. The individual licensing agreements also set forth the condition for making archival copies of the software. Individual educators in the San Mateo County Community College District must abide by the appropriate licensing agreements for all software used in the District. In addition, individual educators, staff and managers may not grant permission to students or others to copy software unless such copying is specifically allowed by an appropriate licensing agreement.

### **Copyright Permissions Services**

There are a number of copyright permissions services which, for a fee, will assist faculty members in securing permission to duplicate copyrighted works for use in the classroom, preparing a packet of materials, and producing the finished products. In addition to these services, the Bookstore Manager at each College has volunteered to assist faculty members who want to secure the copyright permissions themselves. You may contact the Bookstore Manager at your College directly to discuss your needs; please allow eight to ten weeks processing time for this service.

The two services mentioned below will research and seek permission to copy any copyrighted materials (magazine, newspaper, book, etc.) submitted by a faculty member and prepare and produce an individualized anthology for sale through the College bookstore.

CAPCo (College Academic Publishing, a division of the Follett Corporation)

1-800-364-0010. Will give an estimate of costs based on number of pages and course enrollment.

Needs 6 to 10 weeks processing time.

Academic Permissions Service (APS), Copyright Clearance Center

(508) 750-8400. Will secure copyright permissions only; does not produce anthology.

The following three services, which are offered by major academic publishers, will assist faculty members in securing copyright permissions and developing a "customized textbook" using chapters or excerpts from books published by that publisher supplemented by lecture notes, handouts, and worksheets developed by individual faculty members.

Adaptable Courseware, Wadsworth Publishing, 1-800-223-0030

Custom Publishing, Addison-Wesley Publishing, 1-800-322-1377

Primus, McGraw-Hill Publishing, 1-800-962-9342

The District does not endorse these services; information on the fees charged for these services is available from the individual companies.

### **Use of Videos in the Classroom**

Under certain circumstances, faculty members may use a purchased or rented video (not a video copied off air or from another video) without seeking copyright permission. The reason for this is that Section 110 (1) of the Copyright Law allows educators to “publicly perform or display” copyrighted material for the purpose of face-to-face instruction. This section has been interpreted to include the use of video and audio tapes that have been either rented or purchased. The performance of the work must be for educational purposes only (not motivation, filler, entertainment) and the following guidelines should be followed in order for the public performance of the work to fall within the “fair use” exceptions to the copyright law which have been developed for educators:

1. The use of the tape is an essential part of the curriculum;
2. No fee is charged to students;
3. The tape is used in a self-contained classroom and is not broadcast or transmitted in any way outside the classroom; and
4. The tape is only shared with students registered in the class.

These guidelines, developed by the Motion Picture Association, apply even when a videotape is labeled “For Home Use only,” provided that the purchaser or renter of the tape did not enter into a formal rental agreement (contract) which specifically prohibits such use.

Guidelines for using off-the-air recordings are contained in District Rules and Regulations, Section 6.33, Use of Copyrighted Materials, which was distributed to every staff member last Fall.

### **Use of Copyrighted Music**

Under certain limited circumstances, the performance of music in an academic setting is exempt from copyright restrictions. These circumstances include:

1. Performances by teachers or students in the course of face-to-face teaching in the classroom of a nonprofit educational institution.
2. Concert performances if the performers, promoters, and organizers (exclusive of teachers) are not paid, if there is no direct or indirect commercial purpose, and if no admission is charged. If admission is charged, the use may still be exempt from copyright restrictions if all proceeds, less reasonable costs, are exclusively used for educational, religious or charitable purposes.

If your use does not fit into these two parameters, it may be covered by public performance agreements which the District has secured with the three major representatives of composers, lyricists and publishers: The American Society of Composers, Authors and Publishers (ASCAP), Broadcast Music, Inc. (BMI), and SESAC. These licenses generally allow the College District and our faculty, staff, students and alumni to publicly perform by live or mechanical means (tape, record, disc player, etc.) nondramatic musical compositions on our College campuses. (The term “campus” includes any off-campus space that faculty, staff or students have contracted to use for a College-sponsored performance.) The licenses do not extend to the performance of music which will be broadcast in any way, whether over-the-air, cable, or satellite (closed circuit on campus is permissible).

These license agreements cover performance rights only; faculty and staff are still responsible to assure that the sheet music or recording being performed is a “legal” copy—either purchased, rented, or copied with appropriate copyright permission. (Please see the District policy on Use of Copyrighted Materials for more details.)

These performance licenses do not cover either of the two following uses:

1. Re-recording or compilation of music from one or more sources to be used, for example, in a dance or fitness class.
2. Use of background music on a videotape produced by a faculty member or student.

In both these cases, appropriate permission for the specific use must be obtained from the holder of the copyright. Forms which can be used to secure this permission are included in District Rules and Regulations, Section 6.33.

Each of the performance music agreements contains different provisions; if you have a question about a particular use, please contact your Division Dean for further information.

The copyright law is very complex and, although there are some exceptions for non-profit educational uses, all educational uses do not have blanket protection. The guidelines contained in District Rules and Regulations, Section 6.33, offer assistance in interpreting your obligations under the law.

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**Request for Permission to Reproduce Copyrighted Materials**

Date : \_\_\_\_\_

Dear Permissions Department:

I respectfully request permission to copy and use:

Title: \_\_\_\_\_

Author/Editor: \_\_\_\_\_ Year Published: \_\_\_\_\_

Number of Copies: \_\_\_\_\_ Copies will/will not be sold. Proposed selling price \$: \_\_\_\_\_

Description of materials to be copied (photocopy enclosed)

\_\_\_\_\_  
\_\_\_\_\_

Intended Use of Materials: \_\_\_\_\_

\_\_\_\_\_

Type of Reproduction: \_\_\_\_\_

A self-addressed, stamped envelope is enclosed for your convenience in replying to this request. Should you be unable to authorize this request, please forward this letter to the appropriate person or agency.

Sincerely,

(For Permissions Department Use Only)

Permission Granted: \_\_\_\_\_ Date: \_\_\_\_\_  
(signature)

Conditions (if any): \_\_\_\_\_

\_\_\_\_\_

**Request for Information from Agency Holding Rights to a TV Broadcast and  
Request for Permission to Retain Program If It Is Not for Sale, Rental, or Lease**

Date: \_\_\_\_\_

Permissions Department  
Network (see below for addresses)

Dear Permissions Department:

I respectfully request information on the availability and retention of the following program:

Title: \_\_\_\_\_ Air date: \_\_\_\_\_

May a copy of this program be retained for classroom instructional use? Yes\_\_\_ No\_\_\_

Is this program available for sale? Yes\_\_\_ No\_\_\_

If yes, please specify the agency distributing the program:

\_\_\_\_\_

Format: \_\_\_\_\_ Cost (if known) \$: \_\_\_\_\_

A self-addressed, stamped envelope is enclosed for your convenience in replying to this request. Should you be unable to authorize this request or provide the above information, please forward this letter to the appropriate person or agency.

Sincerely,

(for Permissions Department Use Only)

Permission granted: \_\_\_\_\_ Date: \_\_\_\_\_  
(signature)

Conditions (if any): \_\_\_\_\_

\_\_\_\_\_

**MAJOR NETWORK ADDRESSES**

NBC: 30 Rockefeller Center  
New York, NY 10112

CBS: 51 West 52nd Street  
New York, NY 10019

PBS: WNET  
356 W. 58th Street  
New York, NY 10019

ABC: 77 W. 66th Street  
New York, NY



**Printing of Faculty-Prepared Syllabi and Workbooks**

If a large quantity of material is to be printed for a class, the Bookstore will have it printed for sale to students. Faculty interested in having materials printed through the Bookstore must submit the syllabus or workbook materials to the Bookstore (not Central Duplicating) with a textbook requisition form 60 days prior to the beginning of the semester. Books of 300 pages or more should be submitted 80 days prior to the beginning of the semester. Such materials should be neat, clean, 8<sup>1</sup>/<sub>2</sub> x 11 copy, and ready for duplication.

Quantities will be run for one semester at a time unless prior approval is obtained. If a syllabus is revised, the old syllabus shall be disposed of and the cost of those discarded will be added to the new syllabus price. Any questions or changes regarding these materials should be directed to the Bookstore.

The number of desk copies must be indicated at the time of the order. Instructors should be aware of copyright restrictions and are responsible for obtaining copyright releases when necessary and assume liability for any copyright infringements (see Appendix D).

## Appendix F

### Procedures for Action on Program and Course Changes

The Committee on Instruction is concerned with many aspects of the instructional program. In order to assist the committee in the deliberations, a summary of current procedures is listed below.

The table lists the review procedures for various changes in the instructional program recommended to the Office of the Vice President, Instruction, by the concerned divisions.

<b>Change</b>	<b>Vice President</b>	<b>Instruction Committee</b>	<b>President</b>	<b>Board of Trustees</b>
New program	R	R	R	R
New course	R	R	R	R
Number change	R	I		
Title change	R	I		
Required student hours change	R	I		
Units change	R	R		
Prerequisite change	R	R		
Deletion of course	R	I	I	I
Major content change	R	R		
Minor content change	R	I		
Experimental courses (680/879/880)	R	I		
Existing course to be taught via distance learning	R	R		

R = Approval required

I = For information only

**College's Policy on Unlawful Discrimination**

The policy of San Mateo County Community College District is to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.

The policy of the District is to also provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment.

Employees, students, or other persons acting on behalf of the District who engage in unlawful discrimination as defined in this policy or by state or federal law may be subject to discipline, up to and including discharge, expulsion, or termination of contract.

In so providing, San Mateo County Community College District hereby implements the provisions of California Government Code sections 11135 through 11139.5, the Sex Equity in Education Act (Ed. Code, § 66250 et seq.), Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), the Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.) and the Age Discrimination Act (42 U.S.C. § 6101)<sup>1</sup>.

San Mateo County Community College District has identified the Vice-Chancellor, Human Resources and Employee Relations to the State Chancellor's Office and to the public as the single District officer responsible for receiving all unlawful discrimination complaints filed by employees and students, pursuant to Title 5, section 59328, and for coordinating their investigation. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract with the District. Such delegation procedures will be used whenever the officer designated to receive complaints is named in the complaint or is implicated by the allegations in the complaint.

Administrators, supervisors, faculty members, other District employees, and students shall direct all complaints of unlawful discrimination to the Vice-Chancellor, Human Resources and Employee Relations, located in the Chancellor's Office, 3401 CSM Drive, San Mateo CA 94402.

## Appendix H

### Student Grievances and Appeals

Students are encouraged to pursue their academic studies and become involved in other College-sponsored activities that promote their intellectual growth and personal development. The College is committed to the concept that, in the pursuit of these ends, students should be free of unfair and improper actions on the part of any member of the academic community. If, at any time, a student feels that he/she has been subject to unjust actions or denied his/her rights, redress can be sought through the filing of a grievance or an appeal of the decision/action taken in response to a grievance, within the framework of policy and procedure set forth below.

The following chart summarizes the appropriate College channels to be utilized by any student wishing to seek redress. For further information, contact the Office of the Vice President, Student Services. As an inherent right, basic to the concept of due process, students may elect to appeal any decisions or actions taken to the President of the College, to the Chancellor-Superintendent of the District, and ultimately to the Board of Trustees. All grievances, or appeals of the decision/action taken in response to a grievance, will be dealt with in a timely manner.

## COLLEGE GRIEVANCE AND APPEAL PROCEDURES

<b>Subject</b>	<b><u>First level for decision or action</u></b>	<b><u>Second level for appeal of decision or action</u></b>
Academic Matters	Instructor Division Dean	Division Dean Vice President, Instruction
Academic Probation or Dismissal	College Policy	Dean of Counseling, Advising, and Matriculation
Admissions	Dean of Enrollment Services	Vice President, Student Services
Attendance	Instructor	Division Dean
Discipline	V.P., Student Services	President
Discrimination Matters	V.P., Student Services, Disciplinary Advisory Committee	President
Fee Payments/Refunds & Non-Resident Tuition	Dean of Enrollment Services	Vice President, Student Services
Financial Aid	Director of Financial Aid	Dean of Enrollment Services
Matriculation	Matriculation Policy	Vice President, Student Services
Registration	Dean of Enrollment Services	Vice President, Student Services
Residency Determination	Dean of Enrollment Services	Vice President, Student Services
Security & Parking	Supervisor of College Security	Dean, Administrative Services
Sexual Harassment	Vice Chancellor, Human Resources & Employee Relations	Chancellor
Student Records	Dean of Enrollment Services	Vice President, Student Services
Time, Place, Manner	College Policy	Vice President, Student Services
Waiver of Academic Requirements	College Policy	Academic Review Committee
Withdrawal (Late)	College Policy	Dean of Enrollment Services
<i>Matters not listed above</i>	College Policy/ Appropriate Staff	Vice President, Student Services

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## College and District Appeal Procedures

At any time during the process outlined below, informal resolution of a grievance may be sought by mutual agreement.

### I. Step 1 - College Procedure

Before initiating formal grievance procedures, the student should attempt to resolve the dispute informally with the staff member concerned. If the dispute is not resolved, the student may initiate a formal grievance in accordance with the procedures set forth below.

#### A. First Level

The initial grievance must be filed with the administrator, or appropriate committee, responsible for the area in which the dispute arose. In presenting a grievance, the student shall submit a written statement to include, where appropriate, the following information:

1. A statement describing the nature of the problem and the action which the student desires taken.
2. A statement of the steps initiated by the student to resolve the problem by informal means.
3. A description of the general and specific grounds on which the grievance is based.
4. A listing, if relevant, of the names of all persons involved in the matter at issue and the times, places, and events in which each person so named was involved.

The designated administrator or committee chairperson shall provide the student with a hearing, if requested, and shall review the grievance. A written notice of the decision shall be provided to the student, within ten days of the review of the student's grievance. In the event that the grievance is not resolved to the student's satisfaction, he or she may appeal the decision or action and will be advised in writing of the process to do so.

#### B. Second Level

1. In the event that the grievance has not been resolved at the first level, the student may appeal in writing to the administrator, or appropriate committee, responsible for the area in which the first decision or action was taken. This appeal must be made within five days after receipt of the written decision made or action taken in response to the initial grievance.
2. In the event the President is not involved at the second level, the student may request a review of the appeal within five days after receipt of the decision made or action taken in response to the appeal. The President shall provide the student with a hearing, if requested, and shall review the appeal. A written notice of the President's decision shall be provided to the student within ten days of the review of the student's written request for the review. In the event that the President's response is not satisfactory to the student, he or she may appeal the decision and will be advised in writing of the process to do so.

### II. Step 2 - District Procedure

- A. If the dispute has not been resolved at the college level, the student may appeal, in writing, to the Chancellor-Superintendent within five days after receipt of the decision of the President.
- B. The Chancellor-Superintendent, or his/her designee, shall provide the student with a hearing, if requested, and shall review the appeal. A written notice of the decision of the Chancellor-Superintendent shall be provided to the student within ten days of the review of the student's written appeal. In the event that the appeal is not granted, the student shall be advised in writing of his/her further rights of appeal.

### **III. Step 3 - Board of Trustees Procedure**

- A.** If the dispute has not been resolved during the course of earlier procedures, the student may appeal, in writing, to the Board of Trustees, or its designee, within five days after receipt of the decision of the Chancellor-Superintendent.
- B.** The Board of Trustees, or its designee, shall provide the student with a hearing, if requested, and shall review the appeal. Participants in previous reviews or hearings may be directed to appear before the Board. A written notice of the decision of the Board shall be mailed to the student and to appropriate staff members, within twenty days following the review. The decision of the Board of Trustees is final.

### **IV. Timelines**

- A.** Failure by the appropriate staff member to transmit notice of the decision or action to the student within the specified time period shall permit the student to request a review at the next level as set forth in the procedures.
- B.** Failure of the student to file a written appeal within the specified time period shall be deemed acceptance of the decision.
- C.** The timelines indicated for each step refer to working days. The designated time periods should be regarded as maximum limits and every effort should be made to expedite the process. Time limits may be extended by mutual agreement if circumstances indicate the desirability of such an extension.

### **Additional Redress**

In addition to and concurrently with the filing of a written grievance, a student has the right to file a complaint or charges with other appropriate governmental agencies such as the Equal Employment Opportunity Commission, the Office for Civil Rights, the Department of Fair Employment and Housing, the Chancellor's Office of the California Community Colleges, or State or Federal court.

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## Appendix I

### Guidelines for Dealing with Cheating and Plagiarism College of San Mateo

#### Introduction

As the Student Handbook in the College of San Mateo Catalog states, “The principle of personal honor is the basis for student conduct. The honor system rests on the sincere belief that College of San Mateo students are mature and self-respecting, and can be relied upon to act as responsible and ethical members of society.”

Although instructors may hope that students will act responsibly and ethically at all times, situations will arise in which it is clear, beyond a reasonable doubt, that a student cheated or plagiarized. The following sections provide guidelines for such situations by providing specific definitions of cheating and plagiarizing, and addressing the related instructor responsibilities, student responsibilities and sanctions.

#### Definitions

“Cheating” refers to unauthorized help on an assignment, quiz, or examination as follows: (1) a student must not receive from any other student or give to any other student any information, answers, or help during an exam; (2) a student must not use unauthorized sources for answers during an exam, must not take notes or books to the exam when such aids are forbidden, and must not refer to any book or notes while taking the exam unless the instructor indicates it is an “open book” exam; and (3) a student must not obtain exam questions illegally before an exam or tamper with an exam after it has been corrected.

“Plagiarism” means submitting work that is someone else’s as one’s own. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else’s, and not one’s own, is plagiarism. If a student copies an author’s words exactly, he or she should treat the passage as a direct quotation and supply the appropriate citation. If someone else’s ideas are used, even if it is paraphrased, appropriate credit should be given. Lastly, a student commits plagiarism when a term paper is purchased and/or submitted which he or she did not write.

(Note: the above two definitions are adapted from *Tools for Teaching*, by Barbara Gross Davis, Jossey-Bass, Inc., 1993, pp. 300).

#### Instructor Responsibilities

1. At the beginning of every semester, the instructor **shall** [should] ensure that students understand the above-stated definitions of cheating and plagiarism. Instructors should focus on those aspects of these definitions which will probably be most relevant in their particular courses. Issues of plagiarism will clearly be more relevant in classes which require students to write papers. Issues of cheating will probably be most relevant in classes which use multiple-choice and true-false type questions. Instructors are encouraged to make reference to these guidelines in their course syllabi.
2. The instructor should minimize opportunities for cheating and plagiarizing (e.g., see *Tools for Teaching*, pp. 300 – 310, or other appropriate sources for specific examples.)
3. Before applying sanctions, the instructor must be able to establish, beyond a reasonable doubt, that the alleged incident actually occurred. For example, a student may admit to cheating or plagiarism, eyewitnesses may corroborate the instructor’s account, or an original source of ideas may prove that a student’s ideas and/or words are not original. Additionally, instructors **shall** [are encouraged to] document the details of the alleged incident and forward a report to the Division Dean and Vice President, Student Services.
4. Once the instructor is certain that cheating or plagiarism occurred, sanctions should be applied in a timely manner. Further, the instructor **shall** [should] notify the student, in writing, in those cases where the violation is being reported to the Vice President, Student Services.

### **Student Responsibilities**

Students are expected to complete assignments to the best of their ability without resorting to cheating or plagiarizing, as defined above.

### **Sanctions**

Among academic sanctions an instructor may choose to utilize are the following:

1. Warn the student, if the infraction is not intentional or flagrant, that any future violation will be dealt with in a more severe manner.
2. Assign the student an "F" grade (no credit) on that exam or assignment. Students should also be warned that a more serious sanction will be applied should another violation occur in the future.

For sanctions numbers 1 and 2, the instructor shall report the violation to the Vice President, Student Services, whose office maintains such information. The instructor should include the following: 1) name and identification number of the student, 2) the specific nature of the violation, 3) the date of its occurrence, 4) how the violation was determined, 5) the specific sanction imposed by the instructor, and 6) any additional comments that the instructor wishes to include. A copy of the report should be provided to the Division Dean.

Utilizing such reports, the Vice President may determine that College-level discipline is appropriate based on the magnitude and severity of other documented reports related to the same student. The Vice President shall document any college-level sanction (e.g., suspension or expulsion) that is taken. Note that disciplinary actions are not part of the academic record, and disciplinary actions are not recorded on student transcripts. All disciplinary information is maintained only in the Office of the Vice President, Student Services, and is confidential in nature.

Nothing in these guidelines shall be construed to restrict a student's right to appeal through the appropriate process described in the "Student Grievances and Appeals" section of the *College Catalog*.



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## Appendix J

### Guideline On “Excused Absences”

Attendance regulations are set forth in the College catalog. However, the Academic Senate has been made aware of situations in which certain students are disadvantaged due to occasional schedule conflicts which necessitate missing one class in order to meet scheduled requirements for another class. Such instances usually occur in cases involving class field trips and occasional post-conference athletic competition. Both of these constitute scheduled curricular requirements which are not optional for the student. In such cases, the student may be placed in academic jeopardy. This is especially true in cases of a missed examination or in courses in which attendance is taken into account in determining the student’s final grade.

It is the request of the Academic Senate that faculty members take these factors into account in assigning grades. It is the feeling of the Senate that the following guideline should be utilized: A student’s grade should not be negatively affected when the student’s absence is due to a documented course-related scheduled and required activity.

## Appendix K

### Smoking Policy and Guidelines

#### Smoking Policy

It is the policy of San Mateo County Community College District to provide a safe learning and working environment for both students and employees. It is recognized that smoke from cigarettes, pipes and/or cigars is hazardous to health; therefore, it is the intent of the District to provide a smoke-free environment to the greatest extent possible. To achieve this goal, smoking will be limited to designated outdoor areas only. Designated smoking areas are identified and clearly marked in various locations on campus. Smoking will be limited to parking lots and designated outdoor areas only. Designated smoking areas are identified and clearly marked in various locations on campus.

1. Smoking is prohibited in all indoor locations within the District.
2. District managers are responsible for publicizing the policy to students, employees and visitors, and are responsible for the posting of signs. International no smoking signs will be posted as appropriate. Notification about the policy on smoking will be included in employee and student publications, newsletters and in other written materials as appropriate. In addition, materials which are used to publicize District public events will include policy notification to the general public.
3. To assist in the implementation of this policy, the District will provide education and training in the areas of smoking dangers and smoking cessation. Contact CSM Health Center at 574-6396 for more information.
4. It is the responsibility of all students and employees to observe the policy and guidelines on smoking. Failure to comply with the policy on smoking will be treated in the same manner as other violations of District Rules and Regulations and may result in disciplinary action.
5. It is the responsibility of College and District Office managers to enforce the policy on smoking. Disputes over the interpretation of the policy or complaints about individuals violating the policy should be brought to the attention of the person’s supervisor, the Vice-President of Student Services at the College level, or the Vice-Chancellor of Human Resources and Employee Relations in the District Office. When the evidence is non-persuasive on either side, such disputes will be settled in favor of the non-smoker(s) in recognition of the policy of the District to provide a smoke-free environment. Such disputes shall be settled at the lowest management level.
6. This policy does not supersede more restrictive policies which may be in force in compliance with State or Federal regulations.

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## Appendix L

### Policy on Sexual Harassment

#### Sexual Harassment Policy Summary

The policy of San Mateo County Community College District is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment. Employees, students, or other persons acting on behalf of the District who engage in sexual harassment as defined in this policy or by state or federal law shall be subject to discipline, up to and including discharge, expulsion, or termination of contract. The comprehensive District policy on Sexual Harassment is printed below and may also be found in District Rules and Regulations, Section 2.25. Copies of this policy and procedures may be obtained from the District Intranet, from the Complaint Investigation Officers, and from the Office of Human Resources.

The officer designated by the District to receive and investigate student complaints of sexual harassment is the Vice-President of Student Services at each College.

Jennifer Hughes, College of San Mateo  
1700 W. Hillsdale Blvd.  
San Mateo, CA 94402  
(650) 574-6118

For District Employees, the Complaint Investigation Officer is:

Harry W. Joel, Vice Chancellor  
Human Resources and Employee Relations  
San Mateo County Community College District  
3401 CSM Drive  
San Mateo, CA 94402  
(650) 358-6767

#### Sexual Harassment Policy

1. It is the policy of the San Mateo County Community College District to provide an educational and work environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment. The District promotes a zero tolerance for behaviors of both employees and non-employees which constitute sexual harassment in its educational and workplace environment.
2. This policy defines sexual harassment and sets forth a procedure for the investigation and resolution of complaints of sexual harassment by or against any faculty member, staff member, Board member or student within the District. Sexual harassment violates State and Federal laws, as well as this policy, and will not be tolerated. It is also illegal to retaliate against any individual for filing a complaint of sexual harassment or for participating in a sexual harassment investigation. Retaliation constitutes a violation of this policy.
3. This policy applies to all aspects of the academic and work environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any District activity. In addition, this policy applies to minors as well as adults, and to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, reemployment, transfer, leave of absence, training opportunities, assignment of work hours and projects, and compensation.

4. It is the responsibility of each District employee and student to maintain a level of conduct that is in compliance with District policy. Employees who violate this policy may be subject to disciplinary action up to and including termination. Students who violate this policy may be subject to disciplinary measures up to and including expulsion.
5. For purposes of this policy, sexual harassment is defined as unsolicited, unwelcome sexual advances, requests for sexual favors, and/or other conduct of a sexual nature, characteristically persistent, pervasive and/or sufficiently severe, when one or more of the following conditions exist:
  - submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic status, or progress;
  - submission to, or rejection of, the conduct by the individual is used as a basis for employment, academic or professional development decisions affecting the individual;
  - the conduct has the purpose or the effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile or offensive work or educational environment;
  - submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors and awards, programs, or activities available at or through the District;

6. This definition encompasses two categories of sexual harassment:

- a) "Quid pro quo" sexual harassment which occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

Examples of "quid pro quo" sexual harassment can include, but are not limited to: offering favors; educational or employment benefits, such as transfers or reassignments; favorable performance evaluations; support for transfers or reassignments; job duties, work shifts, reclassifications or changes to salary; favorable room assignments, equipment or materials in exchange for sexual favors.

- b) "Hostile environment" or "third party" sexual harassment which occurs when unwelcome conduct based on sex is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive work or learning environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile.

7. Sexual harassment can consist of any form or combination of verbal, physical, visual or environment conduct. It need not be explicit or specifically directed at the victim. Sexually harassing conduct can occur between people of the same or different genders. The District standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Conduct such as the following may constitute sexual harassment if any of the other elements of sexual harassment, as defined in section 4 above, are present:

Verbal: Inappropriate or offensive remarks, slurs, jokes or innuendoes based on sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.

Physical: Inappropriate or offensive touching, assault, or physical interference with free movement.

This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.

Visual or Written: The display or circulation of offensive sexually-oriented visual or written material.

This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

Environmental: A work or academic environment that is permeated with sexually-oriented talk, innuendo, insults or abuse not relevant to the work being performed, or the subject matter of the class. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom. An environment may be hostile if unwelcome sexual behavior is directed specifically at an individual or if the individual merely witnesses unlawful harassment in the immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's work or learning.

8. When there are evaluative and/or direct supervisory responsibilities of one individual over another, romantic or sexual relationships between two individuals are inappropriate and strongly discouraged because of the inherent imbalance of power and potential for exploitation in such relationships.

A conflict of interest may exist if the employee must evaluate a student's or other employee's work or make decisions which affect the student or employee. The relationship may: create an appearance of impropriety; lead to charges of favoritism by other students or employees; and negatively impact the productivity and morale of others who observe and must interact with the two parties within the workplace or educational environment. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing.

An employee or student whose consensual relationship interferes with the ability of another employee to perform his/her job (or student to perform in the educational environment) may be subject to disciplinary action. Interference with employee or student performance may be documented by a failure to satisfactorily perform, or by the receipt of a valid complaint by a third party.

9. The District will promptly investigate complaints of sexual harassment and, when there is a finding of sexual harassment, will insure that any harm resulting from that harassment will be promptly redressed by restoring any lost benefit or opportunity.
10. The District forbids any form of sexual harassment within the District's work and/or educational environment. Prompt disciplinary action will be taken against any employee (administrative, supervisory or other employee group) or student who engages in sexual harassment or retaliation against complainants or witnesses.
11. This policy will be disseminated to all employees annually, and shall be provided to each new employee. It will also be posted in a prominent place at each College and in the Chancellor's Office and will become a part of employee handbooks, online communications, and other applicable staff manuals. Copies of this policy will also be made available to students and will be printed, in whole or in part, in student handbooks and/or other student publications as appropriate.
12. Any person who believes that he/she has been subjected to sexual harassment in the District may obtain a copy of the District's Policy and Procedures for Unlawful Discrimination and Sexual Harassment complaints by contacting the Office of Human Resources, or Vice President for Student Services at each College. The District provides both informal and formal complaint resolution procedures; considers as serious matters all complaints of sexual harassment; is committed to full investigation and timely resolution; and takes steps to ensure that persons complaining of sexual harassment will not be subjected to retaliation or reprisals of any kind.

Pursuant to Title V of the California Code of Regulations, the designated Officer for employee and student complaints of sexual harassment is the Vice-Chancellor of Human Resources and Employee Relations. Copies of the complaint procedures, including procedures for both informal and formal resolution, can be obtained by contacting the Office of Human Resources or Vice Presidents for Student Services.

13. Students should promptly notify their division/department administrator, counselor, chief executive officer, or Vice-President for Student Services (who refer the complaints to the Vice-Chancellor of Human Resources and Employee Relations), and employees should promptly notify their immediate supervisor, division/department administrator, chief executive officer, or Human Resources immediately to report any conduct which may constitute sexual harassment on the part of other employees, students, or other persons.
14. Once the complaint has been made, the investigation will be conducted by the appropriate Title IX Officer immediately and will be acted upon in accordance with District Rules and Regulations. All matters related to complaints, investigations, findings and corrective actions will be held in strictest confidence.

(Rev.12/11/02)

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## Appendix M

### Development Grants Available to Faculty

#### PROGRAM IMPROVEMENT (TRUSTEES' FUND)

##### **Eligibility**

Full-time and part-time (co-sponsored by full-time) faculty.

##### **Activities**

Projects which are beyond the normal professional duties and responsibilities and have specific and applicable outcomes to enrich student learning and improve student services.

##### **Projects in support of:**

- District mission, goals and directives;
- New course and program planning, development, implementation, and evaluation;
- Development and evaluation of materials to implement new methods of instruction;
- Improving retention support services for students;
- Research aimed at enhancing student access and success;
- Cooperative staff development efforts throughout the college and district.

##### **Applications (Available in Division Offices)**

The deadlines for submission of applications to the College committee via the Physical Education/Athletics office (8-103) are October 28, 2005, and February 24, 2006.

##### **Evaluation Criterion**

Responsiveness to the goals and objectives of the fund.

Up to \$3,500 may be used for certificated, classified, or student assistant salaries; supplies; instructional equipment; duplicating services; mileage; contracted services; conferences.

#### PROFESSIONAL DEVELOPMENT

##### **Eligibility**

All faculty for short-term projects; tenured faculty and Contract III and IV faculty for long-term projects.

##### **Activities**

Short Term: Participation in workshops, colloquia, seminars, or training sessions lasting up to three weeks. Provides workshop, seminar, and SMCCCD.

Long term: Retraining, advanced study, and research. Provides semester-long reassigned time at full pay; workshop and seminar registration fees.

## Addressing Disruptive Behavior of Students on Campus Guidelines for Faculty and Staff

### What is Disruptive Behavior?

Disruptive and inappropriate behavior are actions that interfere with the instructional, administrative or service functions of the college. Assessing disruptive behavior can be a highly subjective process. For example, some behavior patterns, such as student talking in class, can be experienced as disruptive in some situations and simply irritating and frustrating in others.

Each CSM faculty or staff member has his or her own level of tolerance and special strategies for handling potentially disruptive situations. It is important to remember that the occurrence of disruptive behavior is rare and should not be confused with a student's right to express differing opinions, a right that is fundamental to a free and open academic community.

It is good practice for you to clearly define behavioral expectations in the syllabus and discuss this with students during the first class meeting. It may also be helpful to attend one of the disruptive behavior workshops which are offered throughout the year.

There may be times when you are uncertain if a particular behavior is disruptive. Rather than not acting, hoping that the situation will go away, or waiting to see if the situation worsens, consult with your Division Dean and Makiko Ueda, Tim Stringari, or Arlene Wiltberger in Student Services. These individuals have considerable experience with students and can help assess the situation and suggest options congruent with your way of working with students. Your colleagues have reported that such coaching has frequently helped achieve a resolution that avoids formal disciplinary action.

Fortunately, disruptive situations are almost always resolved by your use of personal strategies and/or dialogue with the student. When the usual strategies you have employed have been ineffective and you have assessed the behavior as disruptive, the following guidelines may be helpful.

### RESPONDING TO TYPES OF DISRUPTIVE BEHAVIOR

There are many kinds of disruptive behavior. Some behaviors are inappropriate; others are prohibited by College policy; and still others are clearly prohibited by the California Penal Code and are punishable by criminal sanctions. For additional information about disruptive behavior, refer to the Student Handbook section of the College Catalog.

### DISRUPTIVE OR INAPPROPRIATE BEHAVIOR

When the behavior of a student is identified as disruptive or inappropriate, you are expected to take the following steps:

1. Inform the student that the behavior is disruptive, inappropriate and unacceptable.
2. Attempt to elicit the cooperation of the students to resolve the situation.
3. Warn the student that if the behavior continues a likely consequence is disciplinary action by the College.

If such dialogue with the student proves to be ineffective and you feel you have exhausted the methods you normally employ to resolve such situations, College policy allows for the following response:

1. A faculty or staff member may remove a student who is in violation of the guidelines for student conduct for the duration of the class period or activity during which the violation took place and, if necessary, for the day following. If the student refuses to comply with your instructions to leave, call CSM Security, (650) 574-6415. If you choose to exercise this option of dismissing the student, you must immediately report this action to Makiko Ueda, Tim Stringari, or Arlene Wiltberger and your Division Dean.

2. In all cases of disruptive behavior involving removal from class you must provide written documentation of the behavior, the initial warning and any subsequent inappropriate or disruptive behavior. This documentation must be forwarded to Makiko Ueda, Tim Stringari, or Arlene Wiltberger and your Division Dean.

Makiko Ueda, Tim Stringari, and Arlene Wiltberger and/or your Division Dean will then work with you to determine the next steps in response to the situation.

It is important to note that a student cannot be prohibited from attending a class for more than two sessions without further formal College disciplinary action. In all cases involving potential College disciplinary action, students must be afforded procedural due process. The essential elements of due process are: notice, the opportunity to be heard, and the right to defend oneself in the context of a hearing.

**COLLEGE POLICY VIOLATIONS AND ILLEGAL BEHAVIOR**

For disruptive behavior which is in violation of the College Code of Conduct and also illegal, please call CSM Security (650) 6415 and/or dial 911 for an immediate response. Examples of these kinds of behaviors include: use of prohibited drugs or alcohol on College property, willful damage to College property, threats, assaults, theft and possession of fire arms.

**Addressing Disruptive Behavior on Campus**

**CSM CONTACT PERSONS**

		<i>Phone Extension</i>	<i>Building Number - Room Number</i>
<b>STUDENT SERVICES:</b>			
Tim Stringari		x 6193	1-249
Makiko Ueda		x 6125	1-257
Arlene Wiltberger		x 6192	1-257
 <b>DIVISION DEANS:</b>			
Kathleen Ross	Business/Technology	x 6496	15-169
Kevin Henson	Creative Arts/Social Science	x 6228	19-113
Andreas Wolf	Physical Ed./Athletics/Dance	x 6416	8-103
Sandra Stephani Comerford	Language Arts	x 6314	17-169
Charlene Frontiera	Math/Science	x 6312	36-311C
Marsha Ramezane	Counseling	x 6413	1-209
Martha Tilmann	Coastside/Distance Education/ Community Ed./Study Abroad/ Special Projects	x 6533	19-111
 <b>SECURITY</b>			
Main Office		x 6415	1-270
John Wells	Supervisor of Security	x 6200	1-269
 <b>STUDENT SERVICES</b>			
Jennifer Hughes	Vice President, Student Services	x 6118	1-275

The prefix for all phone numbers listed above is 574,  
and the area code is (650).

### Policy on Drug-Free Workplace and Educational Environment

1. It is the policy of the San Mateo County Community College District to maintain a drug-free workplace and educational environment for its employees and students in accordance with the requirements of the Federal Drug-Free Workplace Act of 1988 and Drug-Free Schools and Communities Act Amendments of 1989. In addition to this policy, the District continues to maintain its employee and student policies pertaining to the possession and use of alcohol and drugs on District property. Employees and students who are under the influence of an intoxicant while on District property are subject to disciplinary action, pursuant to current policies which regulate employee and student conduct.
2. The unlawful manufacture, distribution, dispensation, possession, or use of alcohol or a controlled substance in the workplace or educational facilities and on any District property is strictly prohibited. "Controlled substance," as defined in the Act, does not include distilled spirits, wine, malt beverages or tobacco. This policy does not prohibit the lawful use of alcoholic beverages on District property provided that such use strictly adheres to State or other laws which expressly permit its use under specific circumstances and in specified District facilities.
3. It is the responsibility of each District employee to adhere to the requirements of the drug-free policy and to notify the Office of Personnel Services within five (5) days of any criminal drug statute conviction for violations occurring in the workplace or educational setting.
4. Within ten (10) days after receiving notice from an employee of any criminal drug statute conviction, the Office of Personnel Services will notify all Federal agencies from which Federal grants are received, pursuant to requirement of the Act.
5. Within thirty (30) days of receiving notice of such conviction, the Chancellor-Superintendent or designee shall initiate the appropriate personnel action or require the employee to participate in a drug-abuse assistance or rehabilitation program.
6. District employees found to be in violation of this policy by unlawfully manufacturing, distributing, dispensing, possessing or using alcohol or a controlled substance in the workplace, educational facility or on any District property, or by failing to notify the District of criminal drug statute convictions as required, will be subject to disciplinary measures up to and including dismissal, pursuant to established District and collective-bargained policies and procedures.
7. It is the responsibility of each District student to adhere to the regulations of this drug-free policy. Students found to be in violation of this policy by the unlawful manufacturing, distributing, dispensing, possessing or using alcohol or a controlled substance on District property will be subject to disciplinary measures up to, and including expulsion, pursuant to District policy.
8. Notice of the District Drug-Free Workplace and Educational Environment policy will be included in regular student publications and will be made available to employees annually.
9. In compliance and controlled substances testing for all persons who perform safety-sensitive functions such as driving passenger vehicles or operating a vehicle with a weight that is subject to this policy, as defined by the Omnibus Transportation Employee Testing Act of 1991 (hereinafter referred to as "the Omnibus Act"). This policy applies only to those District employees who are directly identified, by the Director of Personnel Services and appropriate administrator, as holding and performing functions which have been identified as safety-sensitive and who are considered to be covered by the Federal regulations. These employees include all District employees who hold a commercial driver's license which is necessary to perform job-related duties such as operating a commercial motor vehicle or carrying fifteen (15) or more passengers, including the driver.
10. Employees who are covered by the Omnibus Act will be so notified and receive written information pertaining to it, its testing requirements, and their rights therein.

11. Pursuant to the Omnibus Act, District employees who are affected by this Act are subject to alcohol and controlled substance testing. The presence in the body, possession, use, distribution, dispensing and/or unlawful manufacture or sale of prohibited drugs is not condoned while conducting District business, or while in work areas, or in District vehicles on or off District property. Driving and/or otherwise performing safety-sensitive work while under the influence of alcohol, a controlled substance, or impaired as the result of, a legally-prescribed medication is considered "prohibited conduct" for the purpose of this Act.
12. Each driver who has engaged in prohibited conducted (found to be operating under the influence of alcohol, or a controlled substance) shall be advised of resources available in evaluating and resolving problems associated with the misuse of alcohol and use of controlled substances, including the names and locations of substance abuse professionals and counseling and treatment programs. Those employees who are found to be impaired as the result of using a prescription drug will not be permitted to perform safety-sensitive job duties and will be directed to their treating physician to regulate use of their medication
13. The referral of a driver to an assistance program or substance abuse professional shall not preclude the imposition of disciplinary action. The employee will be accorded all rights and benefits as specified in the Americans with Disabilities Act, other applicable medical and leave laws as appropriate. Disciplinary procedures which may be imposed on the employee will adhere to District and collectively-bargained policies and procedures.

(Rev. 5/98)

## Matriculation Policy

Matriculation is the process which brings the college and a student who enrolls for credit into an agreement for the purpose of developing and realizing the student's educational objective. The agreement acknowledges responsibilities of both parties to enable students to attain their objectives efficiently through the college's established programs, policies and requirements. All students, except those exempted on the basis of locally established criteria (e.g., holders of A.A./A.S. or higher degrees), are expected to complete matriculation requirements.

The college provides matriculation services organized in several interrelated components:

- 1. Admissions:** Collects and analyzes information on each applicant, identifies students needing special services, and assists students to enroll in a program of courses to attain their educational goals.
- 2. Skills Assessment and Placement Testing:** Measures students' abilities in English, reading, mathematics, learning and study skills, and assesses students' interests and values related to the world of work. In addition to helping students with course selection, assessment results are used to determine honors eligibility and for referral to specialized support services.
- 3. Orientation:** Acquaints students with college facilities, special programs, services, as well as academic expectations and procedures.
- 4. Advisement/Counseling and Course Selection:** A process in which students meet with a counselor/advisor to develop an individual educational plan, choose specific courses, and update their plans periodically.
- 5. Student Follow-up:** Ensures that the academic progress of each student is regularly monitored, with special efforts made to assist students who have not determined an educational goal, who are enrolled in pre-collegiate basic skills courses, and/or who have been placed on academic probation.

Each matriculated student is expected to:

1. Express at least a broad educational intent at entrance and be willing to declare a specific educational goal following the completion of 15 semester units of degree applicable credit coursework.
2. Attend classes regularly and complete assigned coursework.
3. Cooperate in the development of a student educational plan within 90 days after declaring a specific educational goal, and subsequently abide by the terms of this plan or approved revision thereof, making continued progress toward the defined educational goal.

**Note:** The college may withhold matriculation services from students failing to cooperate in meeting the above expectations.

Each matriculated student is entitled to:

1. Participate in the process of developing his/her student educational plan. A student who believes the college has not afforded him/her the opportunity to develop or implement this plan may file a complaint in the Office of the Vice President, Student Services, Building 1, Room 273.
2. Be given equal opportunity to engage in the educational process regardless of sex, marital status, physical handicap, race, color, religion or national origin. A student who alleges he/she has been subject to unlawful discrimination may file a grievance in the Office of the Vice President, Student Services, Building 1, Room 273.

3. Challenge any prerequisite, filing a petition in the Division Office of the course to be challenged (e.g. Math-Science), on one or more of the following rounds:
  - a. the student has the knowledge or ability to succeed in the course despite not meeting the prerequisite; or
  - b. the prerequisite is not valid because it is not necessary for success in the course for which it is required;
  - c. student is subject to undue delay in goal attainment because the prerequisite or co-requisite has not been made reasonably available;
  - d. the prerequisite is discriminatory or is being applied in a discriminatory manner.
4. Request a waiver of any matriculation requirement on the basis of extraordinary circumstances by filing a petition in the Office of the Vice President, Student Services.
5. Review the matriculation regulations of the California Community Colleges and exemption criteria developed by this District and file a complaint when he/she believes the college has engaged in any practice prohibited by these regulations. The regulations are available and complaints may be filed in the Office of the Vice President, Student Services.

Alternative matriculation services are available for students who require special accommodations in the educational setting:

1. Students with physical, visual, communication or learning disabilities are advised to contact: Disability Resource Center, Building 16, Room 150 or call 574-6438.
2. Students with difficulty in reading, writing, math and other basic skills are advised to contact: EOPS or Multicultural Center, Building 20, Room 107, or call 574-6154.
3. Students who speak English as their second language may contact: Multicultural Center, Building 20, Room 107, or call 574-6154.

Any student who wishes to challenge any requirement of Matriculation should contact the Office of the Vice President, Student Services, Building 1, Room 273.

### Statement on Professional Ethics

American Association of University Professors, 1987  
As adopted by the Governing Councils of SMCCCD Academic Senates

- I. Community college 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 subject is to seek and to state the truth as they see it. To this end, faculty members 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 faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
- II. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty members demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
- III. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. Faculty members do not discriminate against or harass colleagues. They respect the free inquiry of associates. In the exchange of criticism and ideas faculty members show respect for the opinions of others. Faculty members acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Faculty members accept their share of faculty responsibilities for the governance of their institution.
- IV. As members of an academic institution, faculty members seek above all to be effective teachers and scholars. Although faculty members observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty members give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
- V. As members of their community, faculty members have the rights and obligations of other citizens. Faculty members measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private citizens, they avoid creating the impression of speaking or acting for their college. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

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## Appendix R

### Statement on Academic Freedom

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions.

Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth.

The District's faculty have the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others.

Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution.

Protecting academic freedom is the responsibility of the college community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate.

**Employee Injury and Illness Prevention Program**

1. It is the policy of the San Mateo County Community College District to provide a safe environment for students, employees, and visitors. The District is committed to the implementation of safety and health policies and procedures involving workplace security for employees and visitors.
2. The District strictly prohibits the unauthorized possession of firearms and other weapons on its property. The District prohibits any behavior that is menacing, intimidating, or otherwise poses a threat to the safety of its students, employees, and visitors and will implement investigative and disciplinary procedures immediately, as appropriate, in order to maintain a safe educational and work environment.
3. Employees and students shall be directly responsible for conducting themselves, at all times, in a manner that is consistent with current District Rules and Regulations.
4. The Vice Chancellor will maintain a written Employee Injury and Illness Prevention Program which complies with all applicable sections of the California Labor Code; California General Industrial Safety Orders; California Department of Industrial Relations; California Occupational Safety and Health Act regulations; and related laws governing educational and workplace safety and security.
  - a. The Program will promote safe practices among employees by emphasizing training in safety awareness, recognition of early warning signals of potential workplace violence, clear lines of employer/employee communication, use of safety devices and mechanical safeguards, implementation of timely response and investigation procedures, and regular Program evaluation.
  - b. The Program will include the method for identifying, reporting, and evaluating hazards and potential and actual threats to safety and the means for correcting unhealthy and potentially dangerous conditions and practices in a timely manner.
  - c. The Program will be administered by the Office of the Vice Chancellor.