

FACULTY HANDBOOK

2011-2012



College of San Mateo
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PART I • ADMINISTRATIVE ORGANIZATION AND ROLE OF THE FACULTY

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

Legal Basis

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

The California Community Colleges

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

San Mateo County Community College District: Board of Trustees

The Board of Trustees of the San Mateo County Community College District governs the local District under authority delegated by the State, as specifically authorized in the Education Code. The authority, organization, and duties of the Board of Trustees are detailed in Chapter 1 of District Rules and Regulations.

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

District Offices and Services

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

COLLEGE OF SAN MATEO ADMINISTRATIVE ORGANIZATION

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. Four line officers report directly to the President: Vice President, Instruction; Vice President, Student Services; General Manager, KCSM; and Dean of Planning, Research, and Institutional Effectiveness. 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 (VPI)

The Vice President, Instruction, serves as the college administrator responsible to the President for managing the instructional programs in accordance with State regulations and District policies, procedures, and plans. The Vice President, Instruction, also serves as the chief campus personnel officer for academic personnel.

Five 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 programs: Business and Technology, Creative Arts and Social Science, Kinesiology, Athletics, and Dance, Language Arts, and Math and Science.

Office of the Vice President, Student Services (VPSS)

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 State regulations and District policies, procedures, and plans.

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

COLLEGE OF SAN MATEO • ADMINISTRATIVE PERSONNEL

President	Michael Claire
General Manager, KCSM.....	Marilyn Lawrence
Dean of Planning, Research, and Institutional Effectiveness.....	John Sewart
Vice President, Instruction	Susan Estes
Dean, Business and Technology.....	Kathleen Ross
Dean, Creative Arts and Social Science.....	Kevin Henson
Dean, Kinesiology, Athletics, and Dance.....	Andreas Wolf
Dean, Language Arts.....	Sandra Stefani Comerford
Dean, Math and Science.....	Charlene Frontiera
Vice President, Student Services	Jennifer Hughes
Dean of Counseling, Advising, and Matriculation.....	Marsha Ramezane
Dean of Enrollment Services.....	Henry Villareal

Office of Planning, Research, and Institutional Effectiveness (PRIE)

<http://www.collegeofsanmateo.edu/prie/>

The Office of Planning, Research, and Institutional Effectiveness (PRIE) is headed by the Dean of Planning, Research, and Institutional Effectiveness and by the Coordinator of Planning, a faculty member.

Mission: PRIE's 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 within CSM's community. PRIE is responsible for conducting a range of analytical support and consultative services, including support of institutional planning as an evidence-based, participatory process.

Technical Assistance: PRIE staff provide technical assistance in a variety of areas, including strategic planning, enrollment management, classroom research, efforts to improve students' academic success, program review and evaluation, and environmental scans. 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 analytical study and education.

Technical assistance also includes guidance regarding the development of college-wide or subject-matter-specific institutional plans and their integration within the integrated planning model.

In addition, PRIE staff provide expertise and support for the college's Accreditation Liaison Officer and Accreditation Oversight Committee in the development of key documents related to accreditation.

Dissemination: PRIE is also responsible for reporting and disseminating consistent, accurate data as well as analyses of information to the campus community and to the public in accordance with established procedures. PRIE disseminates a wide variety of qualitative and quantitative institutional data and analyses for the college, the San Mateo County Community College District Office, state and federal agencies, external agencies and organizations, accreditation entities, and the general public.

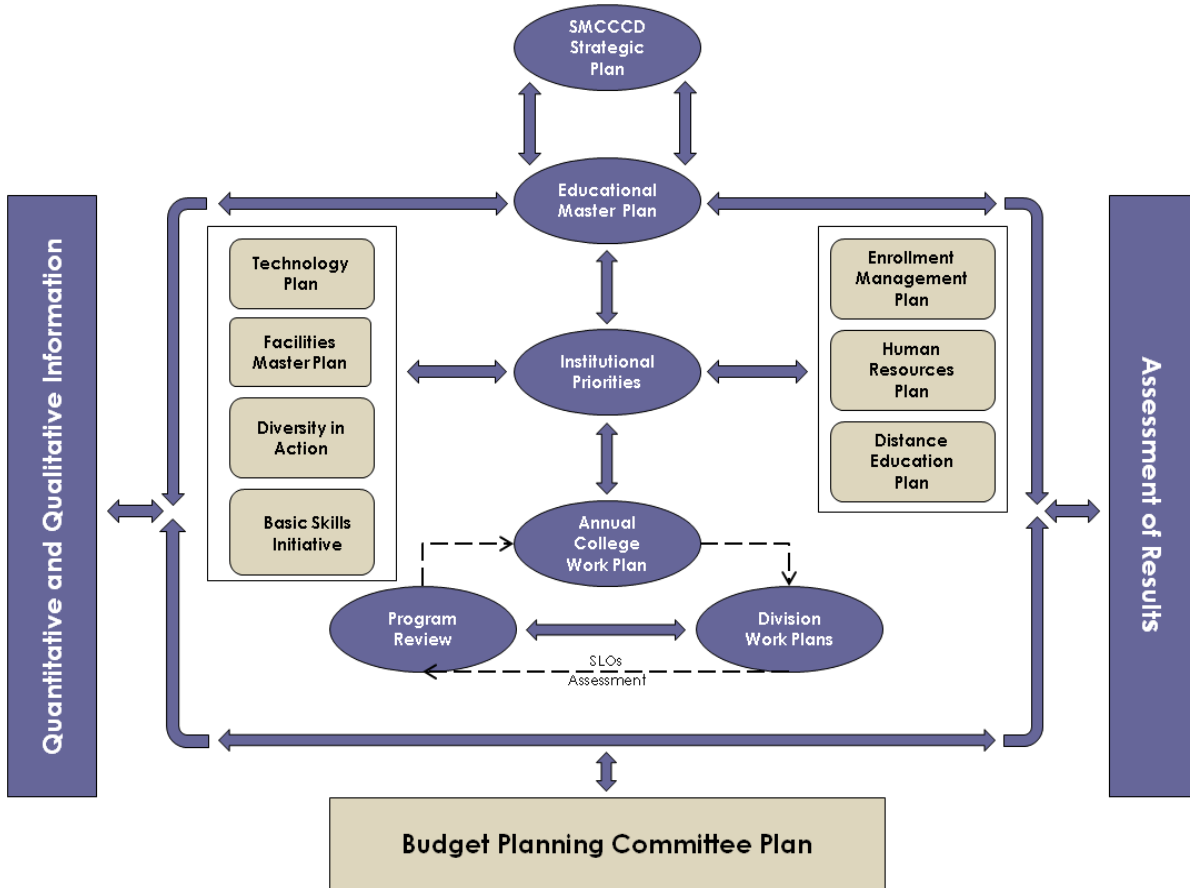
Grants Support: In addition, PRIE provides technical expertise and assistance for all phases of external grants development.

INTEGRATED INSTITUTIONAL PLANNING

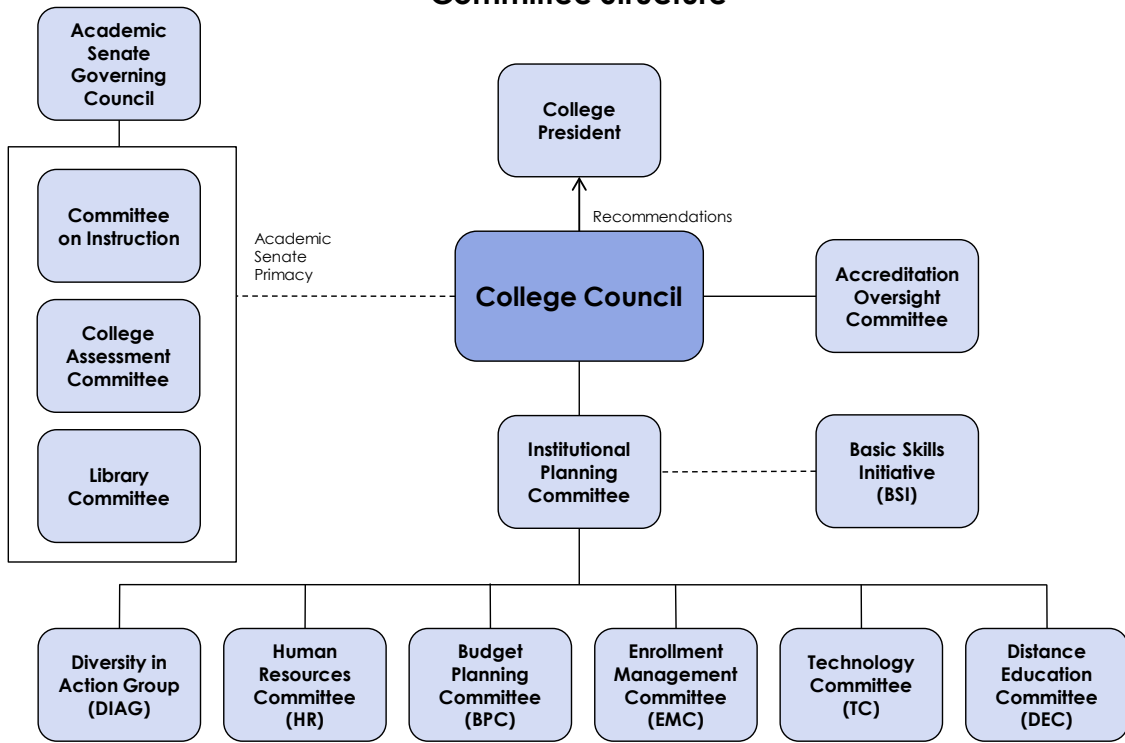
College of San Mateo has an integrated institutional planning process that includes specific, measurable, realistic, and time-bound objectives and that is data driven and evidence based. At the core of CSM's integrated planning are three key documents: the *Institutional Priorities*, the *Educational Master Plan*, and the *Program Review and Planning* instrument. (To view these documents, go to <http://www.collegeofsanmateo.edu/prie/>.) Together these documents drive CSM's planning, and they inform and are informed by the budget planning process. (See page 4.)

On page 5 is a chart showing the integration of CSM's institutional planning committee structure. College Council is the overarching shared governance body, which makes recommendations to the College President. Reporting directly to College Council are the Accreditation Oversight Committee, whose chair is the college's Accreditation Liaison Officer, and the Institutional Planning Committee (IPC). Reporting to the IPC are six institutional planning committees: the Diversity in Action Group, the Human Resources Committee, the Budget Planning Committee, the Enrollment Management Committee, the Technology Committee, and the Distance Education Committee. To learn more about these committees' missions, tasks, memberships, and work, visit <http://www.collegeofsanmateo.edu/institutionalcommittees/>.

College of San Mateo Institutional Plan Relationships



College of San Mateo Institutional Planning Committee Structure



Institutional Planning Committee (IPC)

The mission of the Institutional Planning Committee is to ensure the implementation and ongoing assessment of the institutional planning process.

The Institutional Planning Committee accomplishes its mission by doing the following:

- Developing institutional priorities based on the *SMCCCD Strategic Plan* and the *CSM Educational Master Plan*;
- Coordinating with the Budget Planning Committee to ensure that budget allocations are based on institutional planning priorities and are relevant to the current fiscal environment;
- Establishing measurable indicators for institutional priorities based on recommendations from the Office of Planning, Research, and Institutional Effectiveness (PRIE), establishing targets for those indicators, and monitoring progress in meeting those targets;
- Recommending institutional priorities to College Council;
- Ensuring the integration of the planning process, including, but not limited to, a coordinated, institutional approach in addressing college priorities and the interrelationship among institutional plans;
- Establishing regular communication with the campus community regarding the institutional planning process; and
- Assessing on an annual basis the effectiveness of the Institutional Planning Committee and the institutional planning process.

Budget Planning Committee (BPC)

The mission of the Budget Planning Committee is to ensure that the college maintains fiscal stability and that financial resources are allocated in accordance with agreed upon college priorities established by the Institutional Planning Committee.

The Budget Planning Committee accomplishes its mission by doing the following:

- Developing long-term and short-term financial plans that are aligned with the college's *Strategic Plan* and the *Educational Master Plan*;
- Recommending an annual operating budget to the Institutional Planning Committee;
- Monitoring the college's operating budget on a quarterly basis and recommending corrective actions if necessary;
- Ensuring that both long-term and short-term budget activities are integrated into the college's Institutional Planning Calendar;
- Making recommendations to the Institutional Planning Committee with respect to funding available for staffing levels of faculty, classified staff, and administrators in conjunction with the Human Resources Committee per fiscal year;
- Establishing regular communications with the campus community regarding college budget matters; and
- Assessing on an annual basis the effectiveness of the Budget Planning Committee.

Distance Education Committee (DEC)

The CSM Distance Education Committee creates a framework to facilitate the development of distance learning instruction in response to student and community needs.

The Distance Education Committee accomplishes its mission by doing the following:

- Helping shape a college vision of distance education;
- Providing direction for course and program development in the distance education mode;
- Guiding departments, faculty, and staff toward an efficient, effective, and consistent use of the distance education mode;
- Recommending policies for quality and academic rigor of all distance education classes;
- Encouraging faculty participation in distance learning initiatives and making recommendations on assistance and support in the development of courses, course materials, and the use of appropriate learning technologies;
- Helping guide student accessibility and promote distance education courses as a viable option for pursuing educational goals; and
- Promoting the investigation and use of emerging technologies and resources to support the enhancement of teaching and delivery of distance education courses.

Diversity In Action Group (DIAG)

The mission of the Diversity in Action Group is to ensure that unity through diversity is among College of San Mateo's highest priorities. DIAG assures that the college's operational decisions—from the executive to the unit level—support its commitment to diversity and student success.

The Diversity In Action Group accomplishes its mission by doing the following:

- Developing, implementing, and evaluating strategies to increase diversity in the composition of the student body, classified staff, faculty, and administration;
- Using the Student Equity Report as a framework to assess annually the academic success rates of students;
- Consulting as needed with the Basic Skills Committee to assess program activities addressing student success;
- Consulting with PRIE to identify and retrieve pertinent data related to student success;
- Coordinating and sponsoring programs that inform and educate the CSM community about diversity and related issues;
- Benchmarking and monitoring institutional decisions and actions that relate to diversity; and
- Assessing the effectiveness of the Diversity In Action Group by producing an annual report of its activities.

Enrollment Management Committee (EMC)

The CSM Enrollment Management Committee will develop and begin to implement a research-based enrollment workplan that addresses the stages of enrollment management, including marketing and outreach, recruitment, and retention.

The Enrollment Management Committee accomplishes its mission by doing the following:

- Developing a long-term Enrollment Management Plan that is aligned with the College's *Institutional Priorities: 2008-2011* and the *Education Master Plan, 2008*;
- Developing a plan for managing the elements of the enrollment management cycle (course scheduling, marketing, recruiting and outreach, intake, managing semester start, persistence, and retention);
- Reviewing the college scheduling patterns to ensure that the college is scheduling courses in an integrated manner that best meets student needs; and
- Establishing communications channels to address Enrollment Management matters with the campus community.

Human Resources Committee (HRC)

The mission of the Human Resources Committee is to ensure that the college has provided sufficient personnel in all employee classifications to carry out the college mission and to support student learning in accordance with the college's *Educational Master Plan* and the goals in the *Strategic Plan*.

The Human Resources Committee accomplishes its mission by doing the following:

- Developing a long-term human resources plan that is aligned with the *Strategic Plan's* long-term goals of the college and the District;
- Developing an annual assessment of the college's human resources needs in light of retirements and separations, and anticipated areas of problem growth or decline;
- Developing an annual forecast of employee retirements and separations and using the results of the forecast to assist the Budget Planning Committee in planning efforts;
- Periodically assessing the college's classified staffing structure, instructional staffing structure, and administrative structure to ensure that these structures are aligned with current and future college needs;
- Consulting, as needed, with the Budget Planning Committee to identify human resources impact within the Program Improvement and Viability (PIV) process;
- Consulting, as needed, with the Academic Senate, CSEA, Management Council, the Technology Committee, and the Diversity in Action Group to assess institution-level professional development needs in accordance with the college's *Educational Master Plan*;
- Making recommendations to the Institutional Planning Committee with respect to human resource needs; and
- Periodically assessing the effectiveness of the Human Resources Committee.

Technology Committee (TC)

The mission of the Technology Committee is to ensure that the college provides and maintains adequate technological resources to support student learning in accordance with the college's *Strategic Plan*, *Institutional Priorities*, and annual College Goals.

The Technology Committee accomplishes its mission by doing the following:

- Developing a long-term technology plan that is aligned with the long-term goals of the college and the District;
- Developing an annual assessment of the college's future technological needs in light of advances in technological capabilities and technological needs created by new pedagogical approaches;
- Working with the Budget Planning Committee to create and to finance a Total Cost of Ownership model, which includes identifying funding sources for the replacement of outdated technology;
- Working with ITS staff to set and maintain minimum technological standards;
- Working with the Human Resources Committee to determine professional development needs with respect to the use of technology;
- Working with the Distance Education Committee to ensure that adequate technological resources exist to support the college's distance education and other technology-mediated efforts;
- Ensuring that both long-term and short-term technology planning is integrated into institutional planning at all levels;
- Participating in the creation of policies concerning appropriate use of technological resources at both a college and District level; and
- Making recommendations to the Institutional Planning Committee with respect to technological needs.

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, and Vice President of Student 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; Academic Senate President (or designee); Classified Staff representative; Associated Students President (or designee); Public Information Officer; KCSM General Manager; Dean of Planning, Research, and Institutional

Effectiveness; and Coordinator of Planning, Research, and Institutional Effectiveness. Meetings are held with President's Cabinet on alternating Wednesdays.

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, Directors, General Manager of KCSM, and Director of College Community Relations and Marketing. Meetings are held on the first Wednesday of each month.

Instructional Administrators Council

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 and Learning Services, Director of the Learning Center, and Dean of Counseling, Advising, and Matriculation (ex-officio); meets the second and fourth Tuesday of each month.

Student Services Administrators Council

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 student services across programs and services; advises the Vice President of Student Services.

Membership

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

ADDITIONAL COLLEGE OF SAN MATEO 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 of 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.

Accreditation Oversight Committee

Purpose

Coordinates College of San Mateo's ongoing activities related to its accreditation and provides open communication between the Accreditation Oversight Committee and the college community.

Membership

Representation from faculty, students, administration, and classified staff. CSM's Accreditation Liaison Officer serves as the chair. Meets once a month.

Classified Staff Planning Committee

Purpose

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.

Membership

President and members of Classified Staff meet as members' schedules permit.

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 (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.

Membership

College President, Vice President of Instruction, Vice President of Student Services, President of the Academic Senate, President of the 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 of 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 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 Owner of Pacific Dining and the 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 and administrative members 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 Vice President of Student Services, the committee is composed of representatives from classified staff, faculty, students, and administration. Meetings are held as needed.

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 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 Board of Trustees (the 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 of the Senate. (See Appendix C.) All full-time and part-time faculty in the college are members of the Senate.

Officers of the Academic Senate elected to serve during 2011-2012:

President	James Carranza
Vice President	David Laderman
Secretary	TBD
Treasurer	Rosemary Nurre

Governing Council

Purpose

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

Membership

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

Committee On Instruction (COI)

Purpose

Advises the Vice President of Instruction and makes recommendations to the Board of Trustees concerning curriculum and instructional procedures, long-range educational priorities, and curriculum planning. Reviews and approves new courses and programs after consideration of the effect on the overall college curriculum. Reviews and approves proposals to drop courses from the curriculum. Based on recommendations, follows the Program Improvement and Viability (PIV) process to review programs considered at risk. 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 each month during the fall and spring semesters.

Library Committee

Purpose

Advises the Vice President of Instruction, the Director of Library and Learning Services, 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 Academic 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 Associated Students for two-year terms. Meets as needed.

College Assessment Committee

Purpose

The College Assessment Committee (CAC) is an independent committee of the College of San Mateo Academic Senate and, therefore, reports to the Academic Senate's Governing Council.

Membership

Because of the extensive nature of assessment, the CAC's membership includes broad representation comprising faculty from various disciplines, administrators, classified employees, and students. Ideally, one member of the CAC is also on Governing Council and another on Committee on Instruction (COI).

PART II • SPECIAL SERVICES

LIBRARY SERVICES

Library Hours for the 2011-2012 Academic Year

Monday through Thursday	7:45 a.m. to 7:00 p.m.
Friday	7:45 a.m. to 3:00 p.m.
Saturday	11:00 a.m. to 2:00 p.m.
Sundays, holidays, semester breaks, and recesses	Closed

Library Information: <http://www.collegeofsanmateo.edu/library/>

Phone: (650) 574-6100

TTY: (650) 574-6354

Fax: (650) 574-6497

csmlibrary@smccd.edu

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, an organizational unit under the Vice President of Instruction, provides a responsive matrix of human and material resources that support the mission, vision, and values of College of San Mateo. The Library collections include a well-balanced selection of print, electronic, and microform resources that have been specifically selected to support the college curriculum and lifelong learning.

All student computer workstations provide access to the Library's online catalog and subscription-based electronic information resources, which are available 24 hours a day from any computer connected to the Internet. Most Library computers run the Windows operating system. All Library computers are loaded with Microsoft Office and Adobe Reader. Additionally some computers offer web-authoring and advanced graphic programs from Adobe including Dreamweaver, Photoshop, Illustrator, and InDesign. The Library has an HP scanner available for public use.

Faculty, students, and staff must have a library card to take full advantage of electronic Library resources on site and remotely. Faculty, students, and staff can access the majority of the Library's scholarly and popular journal databases from any computer on campus. All should have a Peninsula Library Card to take full advantage of the Library's online resources while off campus. A small number of in-house computers provide 30-minute access to the Library's resources without a library card.

Public Services

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

- Computer workstations with Internet access
- Computer workstations with Microsoft Office and graphic design software
- Open Wi-Fi network for laptop computers and mobile devices
- Laptop computer printing services
- Wireless laptop computers for library use only
- Adaptive equipment and software to support visual or auditory challenges
- U.S. Government Documents
- College archives
- SMCCCD Colleges' Photographic History Collection
- Photocopiers

Library Orientations to Support Classroom Instruction

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. Library faculty are available to collaborate with all faculty to design learning activities that help students gain valuable information competency skills, thus giving students the ability to succeed in today's changing information climate. Orientations take place in the Library classroom, which is equipped with computer workstations and a projection unit. To schedule an orientation, contact the Library Reference Desk at ext. 6232 or fill out the form on the Faculty Services page on the Library Web site.

Librarian/Faculty Collaborations

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

Library Courses and Tutorials

The Library offers for-credit courses and tutorials that promote student success through information competency. Information about classes and Library tutorials are available on the Library Web site.

Library Collections

- Reference Collection: Indexes, encyclopedias, directories, etc. These items cannot be checked out for home use.
- Circulating Collection: About 70,000 items organized into the Library of Congress classification scheme are available for checkout.
- Electronic Information Resources: Almost 30 specialized online subject databases and resources are purchased or subscribed to by the Library. These resources focus on business, health, general science, social science, humanities, literature, literary criticism, biography, computer technology, government documents, image collections for the arts, social sciences, biological sciences, and other subjects. They are accessible in the Library and from remote locations, and most are available as full-text and/or PDF documents. In addition to the Library's article databases, the Library also subscribes to online encyclopedias, dictionaries, eBooks, and downloadable audio books. A PLS Library Card number must be entered for off-campus access to subscription-based Library resources.
- Periodicals Collection: Magazines, journals, and newspapers. The Library currently receives a selection of magazines, journals, and newspapers in print format. Additionally, the Library provides access to more than 500 back issues with some back issues available in microformats.

- U.S. Government Documents: The College of San Mateo Library is a partial Federal Government Depository. Much of the collection is available online through the Library's catalog.
- Special Literature/History/Culture Collections: Two special microfiche collections offer unique resources; specifically 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 College of San Mateo and the San Mateo County Community College District from 1923 to the present are available online through this project.

Library Privileges and Services for Faculty

- Faculty Borrowing Privileges: The Library extends a special loan privilege to classroom faculty. Faculty members may borrow most books in the circulating collection for an extended loan period of up to one semester. Extended loan requests must be made in person. Faculty must present a PLS Library Card to borrow all Library materials.
- College Reserves: To improve student access to supplementary material or materials with limited availability, the Library maintains the College Reserves Collection. The College Reserves Program helps students by enabling instructors to place copies of textbooks, past exams, quizzes, solution manuals, article reprints, etc., in a restricted access collection held behind the circulation desk. Borrowing limits for these materials are set by classroom instructors.

The Library encourages faculty to request copies of textbooks from publishers for the Library's College Reserves Collection. To learn more about placing materials "on reserve," please contact the Loan Desk at ext. 6548 or email gerbig@smccd.edu.

- Inter-Library Loan (ILL): The online Library Catalog enables easy access to materials available at all public libraries within San Mateo County. Through interlibrary loan processes the Library can also borrow materials from other public and academic libraries throughout the world. Please contact the Reference Desk at ext. 6232 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 Director of Library and Learning Services or visit the Library Web site to make a purchase recommendation.

Note: Library hours may vary during finals and the summer session. While the Library is closed to the public during semester breaks, some Library classified staff are generally available. Faculty who are interested in coming to the Library during semester breaks should first call the Library Loan Desk at ext. 6548.

LEARNING SUPPORT SERVICES

Business and Technology Centers

The **Accounting Lab** offers assistance to students enrolled in any of the Accounting Department classes. This lab provides the student with an opportunity to meet Accounting faculty in a one-on-one environment for instructional support outside the classroom. The Accounting Lab posts hours at the beginning of each semester based on the teaching schedule of the instructors. (South Hall [Building 14], room 204)

The **Business Computer Labs** provide both classrooms for the Microcomputer Applications classes and for open lab sessions for Business, Business Computer, and Accounting students to use in improving their computer skills in a variety of applications (e.g., MS Word, Excel, PowerPoint, Access, etc.). (South Hall [Building 14], rooms 101, 103, and 105; 574-6489)

The **CIS Lab** is available for any student registered at CSM. The lab offers students an opportunity to meet with faculty one-on-one or to receive assistance from instructional aides or peer tutors. The software taught in the CIS courses is available at this location to support the students working on problems or working to improve their skills. (Emerging Technologies Building [Building 19], rooms 124 and 126; 574-6327)

Creative Arts and Social Science Centers

The **Digital Media Lab** is available for any student registered at CSM. Priority is given to Digital Media (DGME) and Electronic Music students. The lab offers students an opportunity to meet with faculty one-on-one or to receive assistance from instructional aides. The software taught in DGME and Electronic Music courses is available at this location to support the students working on problems or working to improve their skills. (College Center, room 161; 574-6446)

The **Open Art Studio** offers assistance to students enrolled in any of the 2D Art classes offered by the Department, including drawing, painting, and mosaic mural. This lab provides the student with an opportunity to meet art faculty in a one-on-one environment for instructional support outside the classroom. The equipment used to support students working on class projects or working to improve their skills is available at this location. The Open Art Studio posts hours at the beginning of each semester based on the teaching schedule of the instructors. (Art [Building 4] room 139; 574-6291)

Language Arts Centers

The **Communication Studies Resource Center** offers one-on-one, individualized attention for students enrolled in Communication Studies courses. Students receive assistance in topic selection and development, outlining, delivery, and critiquing of presentations. Videotaping and playback of speeches are available for students requesting instructor feedback. Speech books, journals, videos, CDs, and computers are available as resources. (Learning Center, College Center, room 220; 574-6257)

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

The **Foreign Language Center** offers students videos, DVDs, dictionaries, textbooks, other printed materials, and computers providing Internet access and loaded with language-learning software. Also, students enrolled in Spanish have an opportunity to meet with Spanish faculty on a one-on-one basis

and to practice conversation in an informal atmosphere. (Learning Center, College Center, room 220; 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. (North Hall [Building 18], room 101; 574-6437)

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 composition class. (North Hall [Building 18], room 104; 574-6436)

Learning Center

The **Learning Center (LC)** at CSM provides a variety of services and resources to assist students in acquiring the skills and knowledge to achieve academic success. To support instruction, the center offers peer tutoring, electronic resources, computer programs, study skill workshops, traditional instructional support, and access to computers. Additionally, the Communication Studies Resources Center and the Foreign Language Center are housed in the Learning Center. (College Center, room 220; 574-6385)

Math and Science Centers

The **Anatomy 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 and schedule additional hours for supplemental student instruction. (Science Building [Building 36], room 217; 574-6245)

The **Integrated Science Center (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. (Science Building [Building 36], room 110; 574-6688)

The **Math Resource Center (MRC)** provides assistance to students enrolled in any Math class or with any math-related question. The MRC is staffed by Mathematics faculty and student peer tutors. 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. (North Hall [Building 18], room 202; 574-6540)

The **Nursing Skills Lab** provides instructional space for all of the nursing lab courses. In addition, Nursing 808, Open Skills Laboratory, is offered during designated hours each week. Hours are posted in and outside of the lab. The lab houses 8 patient suites, including 2 designated simulation suites. Students have the opportunity to practice skills, demonstrate competencies, complete simulation scenarios, view media, study, and complete a variety of other assignments. Information can be obtained from the Nursing Department at 574-6218. (Health and Wellness Building [Building 5], rooms 360 and 380; 574-6213)

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 a faculty member needs business cards, he or she should submit a request to the Division Dean.

CSM Campus Copy & Post

Located on the first floor at the east entrance of College Center (Building 10). The hours of operation are 8:00 a.m. to 4:00 p.m.

Campus Copy & Post services include the following:

- Copying and Producing: One may copy and produce anything from a single-sided, black-and-white page to a colorful custom-bound booklet.
- UPS Shipping: UPS labels can be created for one's own packaging. One may also purchase packing materials in the store. Copy & Post offers ground, 3-day select, and next-day air.
- Name Badge Engraving: Blue badges with white lettering or white badges with blue lettering are currently available. The fasteners are pin-on or magnetic.
- Office Stationary Supplies

Copier/Duplicator Machines at College of San Mateo

High speed copier/duplicator machines are located in Building 1, College Center, Building 15, Building 17, and Building 19. 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. CSM Campus Copy & Post may be used for unusually large quantities or materials which require special paper or inks. **College of San Mateo encourages faculty to "go green" by posting appropriate handouts, instructional materials, and other information online.**

Copyrighted Materials

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 Building 34, where it will be stamped and dispatched. 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 interleaved secure the envelopes with rubber bands. Extra thick legal size and large flat envelopes must be sealed by hand because they are too bulky to be run through the machine.

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

CSM's address is 1700 West Hillsdale Boulevard, San Mateo, CA 94402.

Schedule of Intra-District Mail Runs

There will be two mail runs daily to and from the District Office, Skyline College, and Cañada College.

9:00 a.m.	Leaves CSM Mail Room for the District Office.
9:30 a.m.	Leaves CSM Mail Room for Cañada and Skyline.
2:00 p.m.	Arrives at CSM Mail Room; leaves CSM for the District Office.
2:15 p.m.	Leaves CSM Mail Room for Cañada and Skyline.

Distribution to CSM Locations

Building 1

Buildings/Grounds
Health Center
Psychological Services
Public Safety Office

Art (Building 4) - Faculty with offices in Buildings 2 and 4 will receive their mail in Building 4, room 125.

Health and Wellness Center (Building 5)

Kinesiology, Athletics, and Dance Division; Cosmetology, Dental Assisting, and Nursing Departments

Library (Building 9)

Library, KCSM-TV, and KCSM-FM

College Center (Building 10)

Administrative Offices
Admissions and Records
Assessment/Placement Testing Center
Career Services
Counseling
DPS
EOPS
Financial Aid
Multicultural Center
Transfer Services

Faculty with offices in Building 10 will receive their mail there.

East Hall (Building 12) - Administration of Justice, Fire Science, and the Center for the Scholarship of Teaching and Learning (SoTL Center)

Building 15 - Faculty with offices in Building 15 will receive mail there.

Building 17 - Faculty with offices in Building 17, Middle College High School, and The Office of Student Life and Leadership Development will receive mail there.

Emerging Technologies Building (Building 19) - Faculty with offices in Building 19 will receive mail in Building 19, room 117.

Child Development Center (Building 33)

Faculty and staff in Building 33 will receive mail there.

Science Building/Planetarium (Building 36)

Faculty with offices in the Science Building will receive mail in Building 36, room 311.

MEDIA SERVICES

For instructions and reserving media equipment, visit <http://www.smccd.edu/media> or call 650-358-6717.

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 the Division Assistant.

TELEPHONE SERVICE

To enter the Xpressions voicemail system for the first time and/or to check your messages, follow these instructions.

1. Off campus, dial (650) 378-7300 (or if you are calling from campus, just dial the extension 7300).
2. Enter in your extension followed by # (pound sign).
3. Enter your password (Default password is 11111) followed by # (pound sign).
4. If it is your first time accessing your Xpressions mailbox, the voicemail system will ask you to change your password. Enter in a new numerical password followed by # (pound sign).
5. If it is your first time accessing your Xpressions mailbox, the voicemail system will ask you to record your name. Follow the prompts to complete your recording.
6. To listen to your messages, press 3.

To leave a message, follow these instructions.

1. Off campus, dial (650) 378-7301 (or if you are calling from a campus phone, just dial 7301).
2. The voicemail system will ask you for what extension you want to leave a message. Enter in the extension followed by # (pound sign).
3. The voicemail system will play your recorded name to make sure you have the correct Xpressions mailbox. Push # to confirm you have the correct mailbox.
4. The voicemail system will play your recorded name or greeting if you have recorded one. This can be bypassed by pressing 1 to start the voice message.

For further instructions on how to use the telephone system, go to the following link:

<http://www.smccd.edu/accounts/smccd/departments/its/phone>.

If you need further assistance with the phone system, contact the Help Center at (650) 574-6543 or complete an IT Services Request Form by going to the District Portal Page:

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

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

Hallway courtesy phones are available for District business. Courtesy phones can be used in an emergency by calling Campus Public Safety (ext. 6415) or 9-911. Courtesy phones may also be used to contact faculty and staff at Skyline, College of San Mateo, or Cañada College. Following is a list of hallway courtesy phone locations.

BLDG 01: 130; OUTSIDE DOOR
 BLDG 01: 1ST FLR UNDER STAIRS
 BLDG 01: 2ND FLOOR LOBBY
 BLDG 03: THEATER
 BLDG 04: 2ND FLR*
 BLDG 04: OUTSIDE NEXT TO SODA MACHINE*
 BLDG 05: COLUMN OUTSIDE SAN MATEO ATHLETICS CLUB*
 BLDG 05: 3RD FLOOR NEXT TO ELEVATORS
 BLDG 05: 1ST FLOOR POOL AREA
 BLDG 05: MEN'S LOCKER RM.
 BLDG 05: WOMEN'S LOCKER RM.
 BLDG 07: 102*
 BLDG 08: 2ND FLR NEXT TO BASKETBALL COURTS
 BLDG 08: WOMEN'S LOCKER RM.
 BLDG 08: MEN'S LOCKER RM.
 BLDG 09: KCSM LEVEL; ACROSS FROM 09-103
 BLDG 09: COURTESY PHONE IN HALLWAY
 BLDG 09: LOADING DOCK ON SOUTH SIDE*
 BLDG 09: MINI HALLWAY TO KCSM OFFICES ACROSS ELEVATOR
 BLDG 10 OUTSIDE WALL EAST ENTRANCE*
 BLDG 10 FIRST FLOOR LOADING DOCK*
 BLDG 10 SECOND FLOOR WEST ENTRANCE
 BLDG 10 3RD FLOOR NEAR RESTROOMS
 BLDG 10 4TH FLOOR NEAR RESTROOMS
 BLDG 12: NEAR RM. 105 HALLWAY
 BLDG 12: NEAR RM.181 HALLWAY
 BLDG 14: NEAR RM. 106 STUDENT LOUNGE
 BLDG 14: 2nd FLR ACROSS FROM WOMEN'S RESTROOM
 BLDG 15: 169; HALLWAY
 BLDG 16: 1ST FLR
 BLDG 16: 2ND FLR
 BLDG 17: HALLWAY NEAR RM.110
 BLDG 17: HALLWAY NEAR 150
 BLDG 18: 1ST FLR; ACROSS FROM 18-110
 BLDG 18: 2ND FLR; ACROSS FROM 18-206
 BLDG 18: 3RD FLR; ACROSS FROM 18-308
 BLDG 19: 113; NEXT TO TECHNOLOGY DIVISION OFFICE
 BLDG 20: 109*
 BLDG 30: HALLWAY
 BLDG 33: CHILD DEVELOPMENT CENTER*
 BLDG 35: 105A*
 BLDG 36: 1ST FLR
 BLDG 36: 1ST FLR; NEAR 36-109
 BLDG 36: 1ST FLR; NEAR CHEMICAL STORAGE ROOM

- BLDG 36: 2nd FLR MAIN ENTRY
- BLDG 36: 2nd FLR NEAR 36-221
- BLDG 36: 2nd FLR; NEAR 36-205
- BLDG 36: 3RD FLR HALLWAY NEAR 36-305
- BLDG 36: 3RD FLR; NEAR 36-311
- BLDG 36: 3RD FLR; NEAR 36-321
- BLDG 36: 400, 4TH FLR OBSERVATION DECK

* Indicates courtesy phones that are on the outside of buildings, not in hallways

One pay phone is available on campus. Consult the map in the *Schedule of Classes* for its current location.

BOOKSTORE (College Center)

The Bookstore staff looks forward to working with faculty to increase services for the campus community and has compiled ideas to assist faculty in working with the Bookstore. Contact the Bookstore Manager. (Phone 574-6367; Fax 574-6410; Web site: <http://bookstore.collegeofsanmateo.edu>)

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 2:00 p.m.
Saturday	9:00 a.m. to 2:00 p.m.

Thereafter, while school is in session (holidays excepted)

Monday through Thursday	7:45 a.m. to 7:00 p.m.
Friday (closed Fridays during summer session)	7:45 a.m. to 2:00 p.m.
Saturday and Sunday.....	closed

Full Refund Policy

For the first week of school, full refunds will be given with a receipt if the book is in its original condition. Books purchased new and returned in used condition will be refunded at the used price. Thereafter, a 48-hour return policy will take effect. All sales made during the last half of each semester are final.

Book Buyback

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

Desk Copies

College of San Mateo is unable to order desk copies. If requested, the Bookstore can happily provide the contact information for publishers so faculty can request complimentary copies. In the event that said copies will not arrive in time for the semester to start, the Bookstore offers copies on an emergency basis by charging for the copy and refunding the money when the book is replaced with a new copy, provided the copy is not marked in any way other than the original and the book is returned in the same semester.

Classroom Materials

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.

Check and Charge Card Policies

1. Check Policy (Travelers checks and Money Orders included)
 - a. Checks must be imprinted with purchaser's name. (Travelers checks excluded).
 - b. Checks must be dated with the date the purchase is made.
 - c. A student ID number and one of the following must be presented:
 - i. Valid state issued ID or driver's license or
 - ii. Government issued ID (e.g., military ID).
 - d. A service/handling charge will be assessed for any returned checks.
2. Charge Card Policy
 - a. The card user should be the same as the name appearing in the authorized signature space on the back of the card, or
 - b. A person wishing to make a purchase on another person's card must present a letter of authorization bearing the signature of the cardholder. (American Express Cards can only be used by the cardholder. No exceptions.)
 - c. Identification must be presented for the use of any card. These include
 - i. Valid state issued ID or driver's license or
 - ii. Government issued ID (e.g., military ID).
 - d. Cards may be used only for the exact amount of purchase (Debit/ATM cards excluded).

How Do Textbook Rentals Work?

What do students get from renting?

- Rental books cost 25% of the new book price (students save \$75 on a \$100-book!).
- Students are allowed to rent a book for one full semester and return it during finals week.

How do books qualify as rentals?

- The Bookstore picks books that are new editions. The Bookstore needs to be able to replace copies not returned, and old editions are often not available from publishers.
- The classes the books are used in cannot be continuation courses. (The Bookstore would have to rent the book to the same student twice. There is no way to know which students are which.)
- Currently the Bookstore adds titles as our budget permits.
- Workbooks are discouraged because students write in them.
- Some books come with one-time access codes. These books are not available for rent.

How can the Bookstore add more books to its rental program?

- The Bookstore needs you!
- If you are willing to use the same book(s) for four (4) semesters, the Bookstore will target those books for its rental program!
- Excellent additions to the rental program include core textbooks used in transferrable and degree-fulfilling courses including, but not limited to, Accounting, Biology, Chemistry, Health Science, Math, Psychology, and Political Science.

Contact James Peacock at the bookstore: (650)-574-6367 or peacock@smccd.edu.

College of San Mateo

Textbook Requisition Form

SUBJECT AND COURSE NUMBER:	SEMESTER:	INSTRUCTOR'S NAME:	INSTRUCTOR'S PHONE NUMBER:
CRN(S):	NUMBER OF SECTIONS:	INSTRUCTOR SIGNATURE:	INSTRUCTOR'S EMAIL:

AUTHOR	TITLE	EDITION	PUBLISHER	ISBN NUMBER	RE-REQUIRED	OPTIONAL
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>

SUBSTITUTE NEW EDITION(S) IF AVAILABLE? YES <input type="checkbox"/> NO <input type="checkbox"/>	ALL PACKAGE COMPONENTS REQUIRED? YES <input type="checkbox"/> NO <input type="checkbox"/>
---	--

Comments? _____

COLLEGE OF SAN MATEO BOOKSTORE
1700 W. HILLSDALE BOULEVARD
SAN MATEO, CA 94402
PHONE: (650) 574-6367
FAX: (650) 574-6410
EMAIL: PEACOCKJ@SMCCD.EDU
WEBSITE: BOOKSTORE.COLLEGEFOSANMATEO.EDU

Textbook Requisition Form

The textbook requisition form is on page 26. Instructions are on the form.

FOOD SERVICES

The Terrace Grill, located in College Center, offers food, beverages, and Bay views. A diverse selection of freshly prepared cuisine from around the world and a large variety of Grab n' Go items are available Monday through Thursday from 7:30 a.m. to 7:00 p.m. and Friday from 7:30 a.m. to 2:00 p.m.

Event catering services are available daily. Contact Rick McMahon at Rick@Pacific-Dining.com or 650-574-6582.

PAWS for Coffee is located on the second floor of College Center.

The Market is located on the second floor of College Center.

Le Bulldog, located in the Health and Wellness Center (Building 5), features Weaver's Fair Trade Organic Coffees as well as freshly prepared salads, sandwiches, and a selection of healthy snacks and beverages. Hours are Monday through Thursday from 7:30 a.m. to 5:00 p.m. and Friday from 7:30 a.m. to 2:00 p.m.

Vending machines are available in a variety of locations on campus.

STUDENT SERVICES

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

CalWORKs PROGRAM

CalWORKs assists students receiving cash aide (TANF) with a variety of coordinated support services such as academic and personal counseling, work-study, priority registration, assistance purchasing required textbooks and supplies, assistance applying for financial aid and scholarships, help with child care costs, transportation assistance, enhanced job skills, workshops, training, and computer access as they pursue training to increase employment opportunities that lead to self-sufficiency. For more information or to make a referral, visit College Center, room 120K, or call ext. 6155.

CHILD DEVELOPMENT CENTER

The Mary Meta Lazarus Child Development Center at College of San Mateo provides a high quality early care and education program for children 2½ to 5 years old in a warm, responsive, safe environment. The Child Development Center fosters children's competence in all aspects of their development. Their social, emotional, physical, intellectual, and creative capacities are nurtured by a dedicated staff of early childhood professionals who have a commitment to developmentally appropriate practice. Rich, engaging learning experiences are offered in the areas of literacy, math, science, art, and music. The Child Development Center's outdoor environment is filled with a variety of opportunities for learning through gross motor play, gardening, and sand and water play.

The staff believes family members are the most important people in children's lives, and they strive to respect and support the diverse values of the families enrolled for the benefit of each child.

The Center offers subsidized child care to eligible student-parents, and college staff and faculty may also enroll and pay a full tuition fee as space is available.

The Center is open Monday through Friday from 7:30 a.m. to 5:00 p.m. During fall and spring semesters, the Center operates on the College calendar and serves children on the days classes are in session. The Center is also open for a 6-week summer session. Breakfast, lunch, and an afternoon snack are provided. Meals meet the nutritional guidelines of the USDA and the California Department of Education Child Nutrition Services. For additional information, contact the Child Development Center at (650) 574-6279.

COUNSELING SERVICES

(Located in College Center, room 340)

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

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

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

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

Frequently Asked Counseling and Counseling-Related Questions Addressing the Following:

- Enrollment Management: Classroom Enrollment, Wait Lists, Census, Positive Attendance, Incompletes, Grades, and additional areas
- Prerequisite Information
- CSM Placement Test Program
- Student Success, Student Service Programs, and the EARLY ALERT System
- Behavioral Problems or Disruptive Students
- WebSMART Glossary

Enrollment Management: A Faculty Responsibility

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

Students who do not appear on your WebSMART Official Class Roster are not officially enrolled in your class and cannot remain in your class. As faculty, it is your responsibility to make sure all students sitting in your classes are officially registered by the published deadline date. To assist you with this responsibility, take the following actions:

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

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

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

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

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.

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's wait list. The wait list works in this way. If a registered student drops the course and a space becomes available, the first person on the wait list is notified of an opening by email (the student's MY.SMCCD email). The student has 72 hours to register for the section. If the student does not respond in the time frame, his/her name is dropped from the wait list and the next student on the list receives the email 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, first use the wait list to fill spaces. 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 other students who are present in the classroom 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 an end-of-semester evaluation?*

A professor should consider issuing an incomplete only if the student has successfully completed at least 80 percent of the course requirements and has only 1 or 2 outstanding assignments to complete and there are documentable extenuating circumstances that have come up (hospitalization, death in the family, work schedule change, or an unanticipated serious illness or problem that limits time to devote to academics) that make it impossible for the student to complete the course within the 17-week semester (or 6- or 8-week summer session).

- It is solely up to the professor to determine whether he/she will award an incomplete. (A student may request an incomplete, but it is up to the professor to determine whether it is warranted or **whether the professor wants to take on the added responsibility of monitoring the incomplete process.**)
- If the incomplete is determined to be appropriate, the professor and student must develop a contract describing how the incomplete will be resolved. The contract should be very specific and include student expectations and timelines. This contract is sent to the Admissions and Records Office, the professor maintains a copy, and the student receives a copy.
- The contract includes a default grade. If the incomplete is not completed, then the default grade becomes the final grade after one year. If a student will successfully complete the course with a grade of C or higher regardless of the extenuating circumstances, in most cases, the student should receive the grade (A, B, or C) and the instructor should not issue an incomplete. Never issue an incomplete and list a default grade of A.
- 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," one who has officially withdrawn from the course, or one who has been dropped from the course. As further noted in Title 5, "a student shall be dropped if no longer participating in the course, except if there are extenuating circumstances." No longer participating includes, but is not limited to, excessive unexcused absences. (Title 5, 58004, Application of Census Procedures)

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 final grades be submitted by the deadline date?*

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

Prerequisite Information

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

If the course description (found on the official course outline, in the *Catalog*, or in the *Schedule of Classes*) includes a prerequisite course or skill level, the prerequisite must be achieved and documented for the student to remain in the class. A corequisite course is one in which the student must maintain concurrent enrollment. Prerequisites and corequisites are mandatory. **A faculty member cannot ignore or waive a prerequisite.** 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 whether a course has a prerequisite requirement?*

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

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

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

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

Go to www.collegeofsanmateo.edu/prerequisites/ for complete information about prerequisites, computerized prerequisite checking, and a list of course with computerized prerequisite checking in place. At this site, you can find forms that students use to apply for prerequisite equivalencies.

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

Ask your Division Dean.

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 or remain enrolled in the course.

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

For Mathematics or Mathematics prerequisites, no. For the purpose of meeting prerequisite skill level requirements, Math placement test results are valid for up to 2 years only.

There are not limitations on English or ESL placement tests. Although we suggest students retest if test results are 2 or more years old, they are not required to do so.

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?

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 to the Assessment/Placement Testing Center, College Center, room 370, 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 request for prerequisite equivalency is denied?

If the request for prerequisite equivalency 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 equivalency 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 reasonably 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/Placement Testing Center, College Center, room 370, 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 who intend to complete a vocational certificate, and/or associate degree, and/or university transfer, or
- any student who intends to enroll in an English, ESL, Reading, or Mathematics course, or
- any student who intends to enroll in a class that has an English or Mathematics prerequisite.

The Assessment/Placement Testing Center, College Center, room 370, administers computerized placement tests year round by appointment. Test results place the student in the appropriate-level course. Students retrieve test results on WebSMART and are encouraged to discuss test results and course placement with a counselor.

22. *How does placement testing affect enrollment?*

Since CSM placement test 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?*

Math placement test results are valid and can be used to meet prerequisite skill level requirements for 2 years. If a student does not take a Math course within the 2-year window, then tests must be repeated. English and ESL tests do not.

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 1 time within a 2-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 information that describes course goals, learning outcomes, evaluation processes, student expectations, a course calendar of activities, a study schedule, and the like. Encourage all students to meet with you during office hours at least once during the semester.

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

- a. Using student support programs to improve your college success (counseling services, transfer services, career services, basic skills services, and more)
- b. Planning for college—the comprehensive student educational plan
- c. Using study skills for college-level academics
- d. Using time management for personal and academic success
- e. Understanding the system—college planning
- f. Understanding the system—university transfer process
- g. Choosing a college major
- h. Selecting 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 students' 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 for your students to understand how the course helps them achieve educational goals. We strongly recommend you include on your course syllabus exactly how the course is applied to the following educational goals.

- 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 (IGETC) 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 Dean of Counseling. 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 Marsha Ramezane, Dean of Counseling, Articulation Officer, at (650) 574-6440 for information and advice.

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

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

- FIRST TWO WEEKS OF SCHOOL IS THE LATE REGISTRATION PROCESS. All semester-length courses need to be added within this period.
- STUDENTS MANAGE THEIR OWN ENROLLMENT ON WebSMART. Check the schedule summary to make sure enrollment is complete. Pay fees on WebSMART. Keep personal information (address, phone, email) up to date on WebSMART.
- STUDENTS USE WebSMART to select the PASS/NO PASS option.
- KNOW THE LAST DAY TO WITHDRAW FROM CLASSES.
- ALL STUDENTS WITH EDUCATIONAL GOALS SHOULD MEET WITH A COUNSELOR at least once a year to evaluate progress.
- 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 with 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.**
- USE SUPPORT SERVICES that help students succeed.

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 *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 2 main components:

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

Courses used to meet general education and basic competency requirements can be used for multiple degrees. A student needs to complete only 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 they think about it in terms of 3-unit classes, 60 units is about 20 classes.
- 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 earn more than one degree or certificate to enhance employment opportunities.
- University transfer students should leave CSM with an associate degree. CSM offers a number of associate degree majors that contain 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 does not give a student a second opportunity at education. It is important for students to make the best use of time at CSM. Students should complete a certificate and/or degree now so that they can enjoy more career options and opportunities in the future.

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

Counseling is an essential service for students who intend to complete a certificate, associate degree, or transfer to a university. Because of budget cuts, far fewer counseling hours are available to students. As a result, we have modified our service delivery to serve students.

Level 1 Services - Group Counseling

We offer Focus Group Counseling to provide groups of students with foundation information about targeted educational goals. Focus Group Counseling includes topics on university transfer, how to complete an associate degree or certificate, how to select a college major and educational goal, and more. We also encourage students to take a CRER class related to their educational goals.

Level 2 Services

Students who complete a College Orientation and Course Selection Workshop are eligible to schedule a counseling appointment to further explore their educational interests and to develop a comprehensive Student Educational Plan (SEP).

At College of San Mateo, students are not assigned a counselor but select the counselor with whom they wish to work. Appointments for focus groups and counseling appointments can be made in College Center, room 340, or by calling 574-6400. Students are encouraged to develop a comprehensive SEP with a counselor and to meet with a counselor at least once a year to monitor progress toward goals.

Counselors help students to

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

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

- **Counseling Services** offers essential service for all students who plan to complete a vocational certificate, associate degree, or university transfer program. (College Center, room 340)
- **Transfer Services** provides students with support and resources as they research and determine university transfer plans. (College Center, room 340)
- **Career Services** helps undecided students research and determine college majors, educational goals, and career interests and goals. For students who have identified a college major, Career Services helps students look at what their education can yield in the world of work. (College Center, room 340)
- **Disabled Students Programs and Services (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 online for a detailed summary of DSPS (<http://www.collegeofsanmateo.edu/dsps/>). (College Center, room 120)
- **Financial Aid Services** provides students with information about how to fund a college education. (College Center, room 360)
- **Health Services** provides students with a broad range of free medical and dental services and health education opportunities. (Building 1, room 145)
- **Veterans' Services** assists veterans to apply for VA benefits and services. (Central Hall [Building 16], room 150)
- **Multicultural Counseling Center** provides bicultural and bilingual counselors to students upon request. (College Center, room 112)
- **Extended Opportunity Program and Services (EOPS)** provides a broad range of services and support to students who qualify for this program. (College Center, room 110)

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

First, speak to the student before or after class or schedule a student appointment during your office hours. Remember, there are many students who are unaware of study skills, behaviors, and habits that are essential for college success.

Secondly, use the electronic Early Alert Program that is on faculty WebSMART. This quick and easy-to-use system allows you to send an email to any student in your class who is experiencing difficulty.

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

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

- Early Alert is a computerized program that allows faculty to alert students enrolled in their classes of any deficiencies that are affecting their progress and success in the class.
- Early Alert is designed to provide a consistent and efficient method to alert students.
- Early Alert is available in faculty WebSMART on the class roll page and is easy to use.
- Early Alert can be used from the beginning of the semester but is not available on or after the last day to withdraw.
- Early Alert can be one method to communicate with your students and let them know how they are doing in your class.
- A number of alerts can be sent to one student.

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

1. On your class syllabus, consider including the following information.
 - 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. (College Center, room 320)
 - Include information about Early Alert. Tell students up front about this system and how you will use it as a tool for 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 the Early Alert program 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 to 2 classes or has missed the first assignment or has done poorly on the first test.
3. At about 6 to 8 weeks into the semester, consider asking one of our Student Services representatives to come into your class to talk about success tools and how to use campus resources.
4. Before sending an Early Alert notice, talk individually to a student. This allows you 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, to a counselor, a message that the student will not see. We have seen messages that ask the counselor to "please encourage this student to drop since I don't think he can be successful without"

34. *What are 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 transfer to a university successfully.
- 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, and 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, and motivations and to relate the results to college majors and career fields.
- CRER 127- short course - .5 unit – JOB SEARCH STRATEGIES
Students learn how to conduct a job search and apply for employment efficiently and effectively.

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 *Catalog* under Student Rights and Responsibilities, Student Conduct, Disciplinary Actions, and Student Grievances and Appeals. Psychological Services is a resource for you. 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.

WebSMART GLOSSARY

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

- Go to WebSMART and log in.
- User ID is your G#; your PIN code is your 6-digit birth date. June 6, 1950, would be 060650.
- Find the tab that says faculty.
- Find faculty WebSMART FAQs to assist you as needed. Follow the steps on this page to identify the semester and the course.
- Find class list / Wait List /Attendance. Print this list to verify students registered in your class and waitlisted in your class. This form may also be used to record attendance throughout the term.

- Find List Authorization Codes.
 1. Print this list on the first day of your class.
 2. If you want to add students to your class, a student will need an authorization code to use with the section CRN (course reference number) to register for the class officially.
 3. See Enrollment Management (pages 29 to 31) for more information.
- Find Detailed Class List and Early Alert.
- Find Census/Enrollment Verification.
 1. Drop students who have not attended your class before the census deadline.
 2. See the Enrollment Management FAQs for more information about census reporting.
 3. View this screen prior to the first day of class.
 4. Every faculty member is responsible for submitting census reports by the course census deadline.
 5. There is a census deadline date for semester length courses.
 6. For census deadlines for courses that are not semester length, contact your Division Office.
 7. Census reporting must be done by the deadline date. Census reporting results in state funding.
- Find Final Grades and Positive Attendance.
 1. Report final grades by the deadline.
 2. Report positive attendance by the deadline.

CRISIS INTERVENTION ASSISTANCE

See Appendix N.

DISABLED STUDENTS PROGRAMS & SERVICES (DSPS)

Special services are provided to students with verified disabilities. These services may include disability management counseling, liaison with faculty, registration assistance, campus orientation, special parking, reader services, note takers, and test accommodations. The Disability Resource Center is located in College Center, room 120, ext. 6438, (<http://www.collegeofsanmateo.edu/dsps/>).

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 College Center, room 120, 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 College Center, room 120, 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 the Health and Wellness Center, room 170; 378-7219.

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 College Center, room 120, ext. 6487.

EOPS/CARE

Extended 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. Contact staff in College Center, room 110, ext. 6154.

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 contact the Office of Counseling, Advising, and Matriculation at 574-6413 for assistance.

FINANCIAL AID

The financial aid program provides assistance and advice to students who would be unable to attend CSM 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, College Center, room 360, or by calling ext. 6146.

HEALTH SERVICES CENTER

The Health Services Center is located in Building 1, room 145, 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; birth control; blood work; physicals; and prescription medications.

Accidents on campus should be reported to the Health Center and to Business Services, located in College Center, room 439, 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 specialized services related to their student visa status; assistance in locating housing; adjustment to living in the United States; 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 College Center, room 310.

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 College Center, room 320. The matriculation steps include

1. Application,
2. Assessment placement tests for English and Math,
3. College Orientation and Course Selection Workshop, and
4. 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 who are 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 College Center, room 112, ext. 6160.

PLACEMENT TEST INFORMATION

Placement tests are designed to assess students' current academic skills and used to determine course placement in English, ESL, Reading, Mathematics, and other courses with English or Math prerequisites. Placement test information is available on the College Web site, www.collegeofsanmateo.edu/testing, in the Testing Office, College Center, room 370, or at ext. 6175.

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

Math Placement Test results are considered current and valid for 2 years. English and ESL test results do not expire. Students may repeat English, Reading, and Mathematics tests only once within 2 years. For Mathematics, or courses with Mathematics prerequisites, once the 2 years have expired, the score may no longer be used to meet course prerequisites, and, if a student has not successfully completed courses in Mathematics, he/she will be required to take the placement tests again.

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 Services Center, located in Building 1, room 145, or call ext. 6396.

SCHOLARSHIPS

The Scholarship Office is located in College Center, room 360, ext. 6146 (the Financial Aid Office). Through the San Mateo County Community Colleges Foundation, 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 LIFE AND GOVERNMENT

An important aspect of college life is student participation in out-of-class activities such as Associated Students (Student Senate) and other student government committees and related functions. The Associated Students serve as the official representatives of the students in shared governance matters. In addition, the college has a broad selection of clubs and organizations in which students can participate. A list of these, along with the faculty advisors associated with them, may be obtained in the Office of Student Life and Leadership Development, located in Building 17, room 112, or by calling ext. 6141. Any faculty member interested in serving as an advisor to a student group can also contact the Office of Student Life for additional information.

TRANSFER SERVICES

Transfer Services assists students in planning 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 that can guarantee transfer admission in a specific major with a number of four-year institutions. For further information, call ext. 6662.

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 the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area. SLOs describe a student's ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities." – SLO Terminology Glossary: A Resource for Local Senates, The Academic Senate for California Community Colleges.

Through collegial dialogue, faculty and staff 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, certificate/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 associate degree requirements? GE SLOs should tie into the set of course SLOs from those courses students can take to complete their associate degree or to meet CSU-GE or IGETC requirements for transfer.

2. Programs leading to certificate assessment. Upon completion of a program leading to a certificate, what knowledge, skills, or attitudes should a student possess? The program SLOs should tie into the set of course SLOs from those courses students can take to complete the requirements for that certificate. Changes in accreditation standards will require expansion of this locus to include programs leading to a degree. Faculty will be developing program SLOs for degrees during Fall 2011.

3. Course assessment. What knowledge, skills, or attitudes should a student possess 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 knowledge, skills, or attitudes should a student possess when they successfully complete the utilization of instructional/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 CSU-GE or 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 or degree.
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, 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 participate actively in the initiative and in the implementation of the assessment plan. The Dean of Planning, Research, and Institutional Effectiveness has provided relevant data to support the committee's efforts. The committee worked with the 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 institutional priorities, 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 required faculty to include SLOs in new and revised official course outlines, and the College Assessment Committee has required faculty members to include SLOs in their course syllabi.

Many 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 (now the Dean of Planning, Research, and Institutional Effectiveness) 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; and
- 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; and
- 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; and
- 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; and
- 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; and
- Demonstrate ethical behavior in working with students, instructors, and the campus community.

Additional Resource

A CSM SLOAC Web site (<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, TracDat now provides a means for documenting and archiving the development and implementation of SLOs and for recording ongoing assessment efforts.

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 basic skills students who represent a significant number of students entering the California Community College System. It provides focus, training, and funding for colleges to improve and develop programs to address these needs.

The Purpose of the Initiative

In 2007, The Center for Student Success, Research and Planning (RP) Group for California Community Colleges published the following report, *Basic Skills as a Foundation for Student Success in California Community Colleges*, also known as the "poppy copy." As outlined in the report, the Basic Skills Professional Development Initiative—Academic Fundamentals is being proposed given 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; to 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 to attend to the professional development needs of community college faculty who seek to enhance student success. 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 it applies to the broad basic skills area, including appropriate English, mathematics, reading, writing, and ESL instruction.

In addition, the "poppy copy" includes a literature review of data-supported effective practices in California community colleges regarding institutional practices and a self-assessment tool to improve the success of basic skills students through the focus of four institutional areas: organizational and administrative practices, program components, staff development, and instructional practices.

Basic Skills Initiative at CSM

The mission of CSM's BSI committee is to "honor College of San Mateo's developmental students by providing comprehensive instruction and services integrated throughout the institution to nurture the whole student and bridge basic skills with college competencies while they achieve their educational and career goals." In support of this mission, BSI funds are directly supporting coordination, counseling, faculty and staff professional development activities and training, new student orientations, and a Summer Bridge and First-Year Experience—all of which support the specific needs of College of San Mateo's basic skills students.

THE SoTL CENTER (Center for the Scholarship of Teaching and Learning)

The SoTL Center, located in East Hall (Building 12), serves as a hub for dynamic, interactive conversations, workshops, and presentations focusing on a variety of academic, intellectual, and pedagogical topics. All areas of the college including transfer, career and technical education, and basic skills are invited to give presentations in the SoTL Center. Collaboration between instruction and student services is especially encouraged. Flex credit will be given for presenters and attendees following established guidelines: 2011-2012 Flex Obligation Form at <http://www.smccd.edu/accounts/smccd/committees/academicssenate/resources.shtml#documents>. Please contact either James Carranza or Susan Estes to discuss ideas for presentations and workshops.

In addition, the SoTL Center may be used for committee and department meetings, and there is a growing library of books and other materials available. The Academic Senate will administer the SoTL Center. To reserve the Center or one of the rooms in the Center, contact James Carranza at carranza@smccd.edu.

The SoTL Center provides a comfortable setting for bringing our academic community together.

CSM iTUNES UNIVERSITY

Apple provides CSM web space on their iTunes server to host instructor educational content in podcast or pdf format. Based on the same easy-to-use technology of the iTunes Store, iTunes U allows students to download, listen to, and view content on their Macs, PCs, or iPods, for listening or viewing on the go, regardless of location.

Start Posting to CSM's iTunesU

You must request an iTunesU account via the ITS Request Form: <http://www.smccd.edu/portal>.

If you already have an account, then you can access the iTunesU admin interface here: <http://www.smccd.edu/cgi-bin/itunesu/youremailusername.pl> (replace the text in bold with your own email user name).

Username: your email address including @smccd.edu

Password: your email password

A quick start guide is available on the CTL Web site: <http://www.ctlonline.net/>. Please note, while the Center for Teaching and Learning is no longer at College of San Mateo, its Web site is still available and provides online resources for faculty and staff.

DISTANCE EDUCATION

SMCCCD Recommended Requirements

To ensure that our course delivery is more consistent, student-friendly, and integrated, deans and faculty should review the following "Recommended Requirements for Teaching Online" before a faculty member is assigned to design, adopt, or teach an online course.

(Note: the following guidelines do not apply to hybrid courses—courses with more than 51% contact hours delivered at a distance and mandatory on-campus meetings. Hybrid courses are not by definition "online" courses.)

Recommended Requirements for Teaching Online

- The course has gone through appropriate Committee on Instruction approval.
- The faculty member seeking to teach online has had experience teaching online or has obtained training through SMCCCDs Structured Training for Online Teaching or an equivalent program.
- The faculty member agrees to use SMCCCD email as his/her primary student contact email.
- The faculty member posts the URL to his/her online courses on WebSmart by logging in, clicking on Faculty Services > Faculty Website and Syllabus. The URL can be the login page for the course, or 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.).

Modified 7/12/10 from: San Mateo County Community College District
Distance Education Status & Guidelines
Draft DEAC 4/30/2008

CSM's Distance Education office is located in College Center, room 437. Information about Distance Education courses, programs, and resources can be found at www.collegeofsanmateo.edu/distancelearners.

COASTSIDE

CSM has an off-campus site in Half Moon Bay. It offers courses in basic skills, general education, and job training. For more information go to: <http://www.collegeofsanmateo.edu/coastside/>.

PART IV • ACADEMIC PERSONNEL

DUTIES AND RESPONSIBILITIES OF FACULTY

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.

Faculty Schedules

Faculty are to complete the online Faculty Door Card for each semester by using the District portal page. Each faculty member will post an office door card showing scheduled 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.

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

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

Academic Integrity of Courses

The Board of Trustees—on the recommendation of the Chancellor, President, and Vice President of Instruction and the advice of the Academic Senate's Committee on Instruction—approves all courses.

The administration, through the Division Deans and the Office of the Vice President of 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.

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 CSM 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. An instructor who knows he/she will be late should contact the Division Office as soon as possible.

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

Contact your Division Dean for specific information about reporting absences and other procedural expectations.

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 must be approved in writing in advance by the Vice President of Instruction.**

Substitute Instructors

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

A. Sources of Substitutes

1. Part-time day or evening faculty who are available
2. Full-time faculty
3. Retired faculty members

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

C. Faculty members should notify the Division Dean as soon as possible so that necessary arrangements for a substitute can be made by the Division Dean. This includes absence from one or more classes as well as absence for a full day. If not present in class, the assigned instructor is presumed to be either absent or on leave. Note: After 4:30 p.m., notify the evening supervisor for evening classes. The evening supervisor is located on the first floor of Building 1.

The Division Office must record an absence and charge it to one of the types of absence or leave listed in the academic employees' contract.

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 (Contact your Division Dean to get an office, phone number, and District e-mail account.)
 1. CSM office location and office hours
 2. CSM phone number
 3. SMCCD e-mail address
- Course description (See the official Course Outline on file in the Division Office.)
- Official course SLOs (as listed on the official course outline in the Division Office or in TracDat)
- Assignments

- Grading policy including specific information about how the final grade will be determined
- Required textbooks
- Information about how to fulfill hour(s) by arrangement, if appropriate, and the campus location (e.g., specific lab, building, and room number) where the hour-by-arrangement requirement is met.
- Language concerning accommodations for students with disabilities

Examples:

If you have a documented disability and need accommodations for this class, please see me as soon as possible or contact the Disability Resource Center (DRC) for assistance. The DRC is located in College Center, room 120; 574-6438.

-or-

Students requiring accommodations for a verified disability that may affect class performance are requested to schedule an appointment during the first week of the semester with a staff member at the DRC so that appropriate arrangements can be made. The DRC is located in College Center, room 120; 574-6438.

Audit Policy

Below is College of San Mateo's Audit Policy.

The colleges of the District allow auditing of courses with the exception of courses in programs that require special preparation and/or program admissions on a limited basis. A student may audit a course only under the following circumstances.

1. The student must have previously enrolled for credit for the maximum number of times allowed for the particular course.
2. The instructor of record for the course must approve the enrollment as an auditor.
3. The student must be in good academic standing.
4. If the course is a variable unit class, the student must enroll for the maximum number of units available.
5. The student must enroll as an auditor immediately following the published late registration period and pay the auditing fee.

A student may enroll as an auditor the week after the late registration period is concluded because those students taking the course for credit have first priority for all classroom space. Enrollment as an auditor is a manual process and the student should obtain a Permit to Enroll as an Auditor form from the Office of Admissions and Records. No student auditing a course shall be permitted to change his or her enrollment to receive credit for the course. An auditing fee as established by California Education Code is payable at the time of enrollment as an auditor, with the exception of students enrolled in ten (10) or more semester units.

Catalog, 2011-2012, page 9.

See the next page for the Permit to Enroll as an Auditor form.

INSTRUCTIONAL AIDES

Qualifications and Duties

Instructional aides are used for a wide range of services. Assignments range from semi-clerical duties to special, license-required instructional positions. All work is 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 personnel 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; or
- b. 2 years of college and 2 years of related training or experience; or
- c. 4 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 and Clerical Salary Schedule.

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

The Education Code 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 (Education Code 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 of Instruction by the Division Dean and will include the following:
 1. Name of instructor making the request, the class, and 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; and
 4. A completed form, Agreement with an Independent Contractor.* (To download the form, go to <http://www.smccd.edu/accounts/portal/> and type "IC Forms" in the downloads search, or click on Purchasing/General Services under downloads, then click on Independent Contracts.)
- B. Requests must be submitted at least 2 weeks in advance of the suggested date of the presentation because all agreements for independent contractors are made on the part of the San Mateo County Community College District and must be submitted for the Chancellor's or designee's approval prior to date of service.
- C. The Vice President of Instruction notifies the Division Dean regarding disposition of the request; the Division Dean, in turn, notifies the instructor.
- D. If the request is approved, the Division Dean will initiate the form, Authorization for Payment of Services, and submit it to the Vice President of Instruction for approval.
- E. Payments will be made to the independent contractor by the District Accounts Payable Department 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.

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 2 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.

A 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.
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 of 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. See page 56 for sample Field Trip Form.

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 scholarly research and discussion in a specific discipline, to new classroom strategies, to current research in community college education, and to stimulating interaction with other educators.

Travel requests 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 the following:

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 issue 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 advances 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 require the 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.

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REQUEST FOR FIELD TRIP APPROVAL**

College of San Mateo _____ Canada College _____ Skyline College _____

This request must be filed with the Instruction (or Continuing Education) Office in order to establish recognition of the proposed field trip as an official college activity. This is essential to assure student/staff protection under liability and student accident insurance.

Instructor _____ Ext. _____ Date of Request _____

Class _____ Destination _____

Purpose _____

Date of Departure _____ Time _____ Date of Return _____ Time _____

Number of Participating _____ Departure Point _____ Est. Round Trip Mileage _____

Will instructor claim mileage expense? Yes _____ No _____

Type of Transportation:

_____ **INDIVIDUAL ARRANGEMENT (FIELD TRIP CONVENING AT DESTINATION).**
Instructor and District assume no responsibility for the "commute to class."

_____ **CHARTER OR PUBLIC TRANSPORTATION.** This is preferred if economically feasible since it transfers to professionals all risks and logistical problems. Arrangements **must** be made by Buildings and Grounds but according to your preference.
Bus Line _____ *Driver* _____

_____ **DISTRICT-OWNED VANS.** You must make reservations for van (it doesn't happen as a result The usual form (Transportation Request Form) listing driver's license numbers is required.

_____ **PRIVATE CARS UNDER SUPERVISION.** This arrangement is least desirable since insurance becomes jeopardized. Student accident coverage requires supervision. Automobile liability follows the car so it is essential that private insurance policy number (as well as driver's license number) for each car be listed on a separate sheet.

Special Requests or Comments _____

Approved _____ Date _____
Division Dean

NOTE: Please complete and submit to Division Dean at least two weeks prior to date of departure. Division Office will forward a signed copy to Instruction Office.

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 Human Resources can provide information to help in making this choice.

Disposition of paychecks is coordinated through the college Payroll Office (College Center, room 351). Direct deposit of paychecks is available for all faculty, and faculty are encouraged to use this option. Contact the District Payroll Office at 358-6747 for more information. 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 Assistant and will be available in the Division Office. For information on this process, call ext. 6216.

Deductions will be made from gross salary for 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. Tax-sheltered annuities, and
4. 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

Full-time 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 and Protection," of the Board-approved District Rules and Regulations. The official Personnel Records for all full-time employees are those maintained at the District Office of Human Resources.

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 appropriate 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 maintained only in Division Offices.

EMPLOYEE PERSONNEL RECORDS

CONTENTS	DISTRICT HUMAN RESOURCES	COLLEGE BUSINESS SERVICES
I. Salary Data 1. Initial Placement 2. Annual Statement 3. Reductions for Leave Without Pay 4. Voluntary Deductions	X X X X	
II. Employment Information 1. Applications* 2. Leaves 3. Personal Data 4. Seniority Number and Date 5. Documents of Employment	X X X X X	X X X
III. Sick Leave Accounting Records	X	
IV. Board Action 1. Appointment 2. Change in Status	X X	X X
V. Miscellaneous 1. Loyalty Oath 2. Freedom from Tuberculosis Information 3. Fringe Benefit Insurance Information 4. Retirement Information 5. Fingerprint Information 6. Dependent Adult Abuse Form	X X X X X X	
VI. Performance Evaluations**	X	

* Confidential information is 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 2 or 3 of District Rules and Regulations (R & R) or in the academic employees contract. Copies of these documents are on file in each Division Office, the Library, administrative offices, or online.

R & R	Faculty Contract	Subject	
2.06	Art. 8	Academic Senate	
3.05		Pay and Allowances	
3.50		Designation of Faculty	
2.13	Art. 9	Suspension and Dismissal	
2.12		Dissemination of Employee Information	
2.15		Health and Welfare Benefits	
3.15		Employee Rights and Protection	
3.20		Collective Bargaining	
3.20	Art. 15	Employment Requirements	
		Evaluation of Faculty	
		Retirement	
		Hours of Employment	
	Art. 7	Workload	
		Leaves of Absence	
2.14	Art. 11	Outside Employment	
3.30		Pay Period for Faculty	
3.35		Payroll Deductions	
3.90		Post-Retirement Contract	
2.60		Resignations	
3.80		Art. 18	Summer Session Employment

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 2011-2012 edition of the *Catalog*:

<u>2011-2012 Catalog page(s)</u>	<u>Subject</u>
14-15	Absence (Extended)
14	Academic Renewal Policy
14	Academic Standards Policy
14	Attendance Regulations
15-16	Course Repetition
14	Dismissal
12	Grades and Grade Points
8-9, 12	Withdrawal Procedures from Classes

REPORTS REQUIRED OF FACULTY

1. Enrollment verification, final grades, and positive attendance reports are submitted online via WebSMART for faculty. To guarantee accuracy, faculty must keep meticulous positive attendance records. These reports are subject to audit, and faculty must have back-up documentation.
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. Submission of a copy of the class syllabus to the appropriate Division Office at the beginning of the semester and a copy of the grade sheet for each class and positive attendance reports for each class using this attendance method to the Division Office at the end of each term.

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

Any staff parking permit is valid in any staff parking lot on a space-available basis. Staff parking permits are also valid at all 3 colleges in the District in any student-designated parking lot. Permits must be displayed on the inside of the rearview mirror with the permit number visible.

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

Violation of parking regulations may result in a citation or possible revocation of parking privileges. Short-term permits are available in the Public Safety 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.

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 Public Safety Office in Building 1, room 100. 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 Public Safety Office immediately by telephone in the event prior parking arrangements have not been made. Do not wait until the person receives a citation.

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

The campus Public Safety Office solicits your suggestions in matters covering parking, traffic control, or security. If you have any questions, please contact the Public Safety 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 Public Safety 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.

USE OF VEHICLES ON CAMPUS

Driving on the Interior of Campus

An increased number of vehicles on the interior of the College Campuses has created an increased risk to pedestrians and has damaged walkways and turf areas. Campus Administration and District Administration have met to discuss ways to control this problem and have developed the following guidelines. Because there are many campus organizations responsible for both off-campus and on-campus drivers, each group will be addressed separately following the general guidelines.

General Guidelines

- The interior of the campus is defined as the area bordered and enclosed by bollards, gates, chained-off areas, and any area that is not a roadway, excluding parking lots, loading docks and loading dock access roads.

- The interior of the campus will be closed to ALL unauthorized vehicles 24 hours per day, 7 days a week. Facilities vehicles and carts are permitted on the interior of the campus for day-to-day operations. Public Safety vehicles are permitted on the interior of the campus for emergency response only. Supervisors will be responsible for enforcing driving regulations.
- Speed limit for vehicles and carts may not exceed 5 mph.
- Private and vendor vehicles are restricted at all times. Vehicles requiring access to the interior quads must obtain authorization from Campus Public Safety and obtain escorts.
- Student groups conducting events in the campus interior must first obtain approval from the Campus Administration.
- All private and vendor vehicles requiring access must be escorted by either Public Safety or an individual or group designated by Campus Public Safety if driving on the interior of the campus.
- Disciplinary action may be imposed on anyone violating Public Safety and College regulations.
- Private and vendor vehicles may be subject to California Vehicle Code citations.
- Vehicles may not be driven across campus turf/lawns or over campus curbs except at driveways.

Machine Vendors

- Loading dock parking only.

Associated Students Events or Other Campus Events

- Obtain escorts from Campus Public Safety or Designee.
- Parking at the event is for setup only.
- Students or student groups violating this policy will be referred to the Associated Students for disciplinary action. Sanctions may include cancellation of the event and/or restriction of future space reservations on campus property.

Contractors

- Subject to general guidelines.
- Obtain authorization from Campus Public Safety, if necessary.
- Design and Construction and Project Management are responsible for informing contractors of the guidelines by means of the contract’s general conditions and job start meetings.

For any questions or concerns regarding the above procedure, contact the Public Safety Office.

College of San Mateo	Chief John Wells	650-574-6415
Skyline College	Chief Brian Tupper	650-738-4199
Canada College	Chief Gary Hoss	650- 306-3420
District Office	Director Mike Celeste	650-358-6840

Process to Request Use of College Vans

The college currently has six 12-passenger vans in its fleet (five in the fall). In order to request use of a van, the following procedures must occur:

- A request for the vehicle(s) must be reserved through the Kinesiology, Athletics, and Dance office by calling (650) 574-6461. Scheduled athletic events will have priority for use of the vehicles.
- A DMV pull-notice must be completed and returned prior to the requested date. This process may take up to three weeks, so please plan in advance. All drivers must complete a pull-notice. Contact the Kinesiology, Athletics, and Dance Division for the form.
- The pull-notice must be returned to the District Office and the driver(s) approved.

- The defensive driver training video must be reviewed prior to operation of the vehicles. This can be viewed from a link on the District downloads.

EMERGENCY AND FIRE PROCEDURES

In case of an emergency such 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. Further information about responding to various types of emergencies can be found on the District Department of Public Safety Web site at <http://smccd.edu/publicsafety/>.

In such matters as thefts, vandalism, student behavior problems, accidents, etc., faculty and staff members should report these incidents to the Public Safety Office, ext. 6415. In matters of student behavioral issues, faculty should report these to their Division Dean and the Vice President, Student Services, ext. 6118.

Fire alarm pull stations are located in all campus buildings. The fire alarm system's control panels, which communicate an alarm event to the monitoring company, are located in the following buildings:

- Building 1 — Medical and Safety Services
- Building 3 — Theater (Includes Buildings 2 and 3)
- Building 5 — Health and Wellness Center
- Building 7 — Facilities Maintenance Center
- Building 8 — Gymnasium
- Building 9 — Library
- Building 10 — College Center
- Building 12 — East Hall
- Building 16 — Central Hall (Includes Buildings 14 [South Hall], 15, and 17)
- Building 18 — North Hall
- Building 19 — Emerging Technologies
- Building 30 — Team House (Includes Track/Football Press Box and Concession Building)
- Building 33 — Child Care Center
- Building 34
- Building 35 — Regional Public Safety Center
- Building 36 — Science Building

1. A fire alarm is relayed to the San Mateo Fire Department and CSM Public Safety Department, and the fire alarm station is identified so that fire equipment can proceed directly to the area of trouble. Alarms can 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. Horns and strobes will be activated in the corridors and restrooms of most buildings and inside certain large spaces such as the Gymnasium and Theatre. When the automatic sprinkler is activated, a continuous bell will also sound. When the fire alarm sounds, the buildings will be evacuated at once. Permission to 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 of emergency personnel.
5. The first responsibility of all staff is that of saving lives, 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 given below.
 - a. Activate the nearest pull box.
 - b. If time and circumstances permit, follow this action with a phone call to Public Safety by dialing 6415 to provide the staff 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.
7. Information should be relayed to the Public Safety Office, ext. 6415, or directly to the Fire Department by dialing 9-911 from a campus telephone or 911 from a public telephone.
8. All staff should be familiar with the location of fire extinguishers in areas which they frequent. In general, fire extinguishers contain water under pressure; there are some carbon dioxide extinguishers in laboratories and other special areas.
9. Do **not** activate a pull box in the event of an automobile fire in a parking lot. Phone the Public Safety Office, ext. 6415; Admissions Office, ext. 6165; or Fire Department direct, 9-911 from a campus telephone or 911 from a public telephone. Give the parking lot name and number.

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 because 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 a Public Safety Officer 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 a Public Safety Officer 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.

APPENDICES

Appendix A

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

2011-2012

Effective August 20, 2007

Grade	1	2	3	4	5
Step	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.

**San Mateo County Community College District
Regular Faculty Overload Salary Schedule
2011-2012**

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
2011-2012**

Effective August 20, 2007

<u>Step</u>	<u>Lecture</u>	<u>Laboratory</u>	<u>Special</u>
1	53.15	45.55	32.94
(Inactive as of 9/1999 per AFT Contract)			
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.

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.

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.

**CHART OF ACADEMIC TITLES
REGULAR FACULTY**

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

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

References: Education Code Sections 87400 et seq., 87419.1, 87600 et seq., 87482.8
Title 5, Section 51025

(Revised 11/10)

- 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.

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 ten 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.

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

Request for Use of Off-the-Air Videotaping

Date: _____

Permissions Department Network

Dear Permissions Department:

I, the undersigned, have videotaped the following program and need to use the program more extensively than the "fair use" guidelines adopted by the San Mateo County Community College District (see reverse) permit. Therefore, I respectfully request permission to use the videotaped materials in the following manner:

Title of Program: _____

Date of Program: _____ Time: _____

Station or Channel: _____ Length: _____

Intended Use of Program: _____

A self-addressed, stamped envelope is enclosed for your convenience in replying to this request. If you are 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): _____

Appendix E

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 1/2 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.

Change	Vice President	Instruction Committee	President	Board of Trustees
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

R = Approval required

I = For information only

Appendix G

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)¹.

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

SUBJECT	FIRST LEVEL FOR DECISION OR ACTION	SECOND LEVEL FOR APPEAL OF DECISION OR ACTION
Academic Matters	Instructor Division Dean	Division Dean Vice President, Instruction
Academic Probation or Dismissal	Dean, Counseling, Advising	Vice President, Student Services
Admissions	Dean, Enrollment Services	Vice President, Student Services
Attendance	Instructor	Division Dean
Discipline	Vice President, Student Services Disciplinary Committee	President
Discrimination Matters	Vice Chancellor, Human Resources & Employee Relations	Chancellor
Fee Payments or Refunds and Non-Resident Tuition	Dean, Enrollment Services	Vice President, Student Services
Financial Aid	Director, Financial Aid	Dean, Enrollment Services
Matriculation	Dean, Counseling, Advising	Vice President, Student Services
Registration	Dean, Enrollment Services	Vice President, Student Services
Residency Determination	Dean, Enrollment Services	Vice President, Student Services
Security and Parking	Supervisor, College Public Safety Department	Director, District Public Safety Department
Sexual Harassment	Vice Chancellor, Human Resources & Employee Relations	Chancellor
Student Records	Dean, Enrollment Services	Vice President, Student Services
Time, Place, and Manner	Coordinator, Student Activities	Vice President, Student Services
Waiver of Academic Requirements	Coordinator, DSPS	Vice President, Student Services
Withdrawal (Late)	Dean, Enrollment Services	Vice President, Student Services
Matters Not Listed	Appropriate Staff	Vice President, Student Services

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 or 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.

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*.

**Notice of Student Violation
of Guidelines Addressing Cheating and Dishonesty**

[] For information only

[] For possible College discipline

Name of student _____
 First Name Middle Initial Last Name

Student I.D. No. _____

Course Title _____ CRN# _____

Specific nature of violation _____

Date of occurrence _____

How the violation was determined _____

Sanction imposed by instructor _____

Additional instructor comments _____

Instructor Name _____

Signature _____ Date _____

cc: Vice President of Student Services
Division Dean

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.

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 parking lots only.

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.
7. College of San Mateo has restricted smoking to parking lots only. No student smoking is allowed in the Socrates lot (Lot 4). Please refer to the CSM Web site for a map of all parking lots.

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)

Appendix M

Development Grants Available to Faculty

INNOVATION GRANTS (MEASURE G FUNDS)

Measure G funds have been allotted for Innovation Grants. Note: These special Innovation Grant funds are distinct from the President's Innovation Funds.

The existing Trustees Grant Committee has been charged by the President with soliciting and reviewing proposals for Innovation Grant Funding. At present, \$15,000 is available to fund selected projects:

- Preparing students to transfer to four-year colleges and universities.
- Preserving job training programs in nursing, healthcare, computers, engineering, green technology, police and fire fighting.
- Attracting and retaining qualified instructors.

Eligibility

Full-time and part-time (co-sponsored by full-time) faculty.

Applications

Please send an electronic copy of your completed proposal to Dean Kevin Henson at hensonk@smccd.edu and cc your Division Dean.

Please include a cover sheet with the following information:

- Project Title
- Abstract (200-300 words)
- Primary contact, phone number, and smccd.edu email address
- Co-applicants, phone number, and smccd.edu email address
- Note if your proposal is in conjunction with a Professional Development application (e.g., "In conjunction with Professional Development" or "Not in conjunction with Professional Development")
- Narrative Section (approximately 2-3 pages). Project Description, Project Objectives, Proposed Time Line, Specific Outcomes or Deliverables, Evaluation. Sections may vary based on your specific project.
- Proposed Budget

Expenditures beyond the limits of the grant will not be allowed.

Application deadlines are the **fourth Friday of October** and the **fourth Friday of February**.

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.

Extended Long Term (sabbatical): Full release from regular academic duties for a semester, or academic year, to pursue retraining, advanced study and research. Participants receive full pay and benefits for semester-long sabbaticals and 80% compensation for a year long extended leave.

Appendix N

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 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 Public Safety, (650) 574-6415. If you choose to exercise this option of dismissing the student, you must immediately report this action to Makiko Ueda 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 and your Division Dean.

Makiko Ueda 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 Public Safety (650) 574-6415 and/or dial 9-911 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

STUDENT SERVICES:

		Phone ext.	Location
Jennifer Hughes	Vice President, Student Services	x 6118	10-482
Makiko Ueda	Psychologist	x 6125	1-125

DIVISION DEANS:

Kathleen Ross	Business and Technology	x 6228	19-113
Kevin Henson	Creative Arts and Social Science	x 6494	10-413
Andreas Wolf	Kinesiology, Athletics, and Dance	x 6461	5-343
Sandra Stefani Comerford	Language Arts	x 6314	15-168
Charlene Frontiera	Math and Science	x 6268	36-311
Marsha Ramezane	Counseling	x 6413	10-320

PUBLIC SAFETY:

	Main Office	x 6415	1-100
John Wells	Chief Public Safety Officer	x 6200	1-100

The prefix for all phone numbers listed above is 574, and the area code is (650).

Appendix O

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 conduct (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, College Center, room 482.
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, College Center.

3. Challenge any prerequisite, filing a petition in the Division Office of the course to be challenged (e.g., Math and 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 the Disability Resource Center, College Center, room 120 or call 574-6438.
2. Students who speak English as their second language may contact the Multicultural Center, College Center, room 112, or call 574-6154.

Any student who wishes to challenge any requirement of Matriculation should contact the Office of the Vice President, Student Services, College Center, room 482.

Appendix Q

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.

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.

Appendix S

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.

