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INSTRUCTION, PROCEDURES & INFORMATION

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PROCEDURAL INFORMATION

This section contains general information on College policies and procedures. The information is presented in alphabetical order except for the first section on emergency procedures, first aid and safety.

EMERGENCIES (IMMEDIATELY THREAT TO LIFE OR PROPERTY)

IMMEDIATELY CALL 9-1-1 – Also call 9-1-1 for severe illness or accident
Dial 9-1-1 from any campus phone. Dial 9-1-1 from any pay phone.
In the event of an illness accident follows with a call to the Student Health Services (ext. 5140) to obtain nurse assistance when the Student Health Services is open.
AED’s (Automatic External Defibrillators) are located in the Student Health Services Center, Main Building Welcome Center, Main Building – W2-402, Weight Room – W1-302, Campus Center – by Information Desk, Science Building – First Floor by elevator, Science Building – Second Floor by elevator, Library, Gymnasium, Hospitality Management and IS Building.

In the event of a non-emergency injury to an employee, the District has specific policies regarding work-related injuries and workers' compensation. These policies require that all non-emergency treatment be provided by:

<table>
<thead>
<tr>
<th>Cupertino Medical Clinic</th>
<th>OR</th>
<th>Alliance Occupational Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>10050 Bubb Road</td>
<td></td>
<td>2737 Walsh Avenue</td>
</tr>
<tr>
<td>Cupertino, CA 95014</td>
<td></td>
<td>Santa Clara, CA 95051</td>
</tr>
<tr>
<td>(408) 996-8805</td>
<td></td>
<td>(408) 228-8400</td>
</tr>
</tbody>
</table>

These facilities are geared toward providing comprehensive, consistent treatment, with same day appointments if needed. They will automatically bill our Workers' Compensation Administrator, instead of you, and provide the District with a return-to-work date. This benefits both the District and the injured employee.

Since the District made these arrangements, all employees are required to receive care for the work-related injuries at this facility, for at least the first thirty days after reporting the injury. You may choose your personal physician only if you have notified the District in writing prior to the injury.

Use of these facilities will provide you with prompt, competent medical care with no worry about bills. It will provide the District with good communication regarding your return-to-work date so timely benefits will be provided to you.
Child Abuse Mandated Reporting

Per penal code PC 1165, all teachers and school administrators are Mandated Child Abuse Reporters. Mandated Reports must report known or suspected child abuse to the appropriate authorities immediately by phone and follow-up with a written report to the same agency within 36 hours. To file the required verbal and written reports, contact the District Police Department. The West Valley-Mission Community College District provides Child Abuse Mandated Training in the form of both classroom and self-study. To enroll or obtain additional information about Child Abuse Mandated Reporting, contact Human Resources or District Staff Development.

Protocols for Locked Doors:

The following protocols for having locked doors opened have been approved by the Mission College Facilities/Safety Committee (10/11/01).

Assumption: Not all doors are unlocked prior to class meetings. The lists are prioritized, that is, try (a) first, then (b), etc.

For Monday through Friday, 8.00 a.m. to 5.00 p.m.:

a. All division Senior Office Coordinators have keys to classrooms
b. VP of Administrative Services (E1-604)
c. Office of Instruction (S1-301)
d. Contact District Facilities ext. 4121

For Monday through Friday, 5.00 p.m. to 10.00 p.m.:

a. Try division Senior Office Coordinators
b. Evening/Weekend Administrator (E1-001) at cell phone (408) 590-2657

Saturday, 8.00 a.m. to 4.00 p.m.:

a. Contact Evening/Weekend Administrator (E1-001) at (408) 590-2657

Saturday, after 4.00 p.m.:

b. No one

Sunday: No one
SAFETY COMMITTEE

Statement of Philosophy
It is the intent of Mission college to provide an environment for its students, faculty, staff and visitors that will ensure their health and safety and will not subject them to avoidable risk or accidental injury. Appropriate health and safety standards as established by Federal, State and local agencies will be implemented. Safety is everyone’s responsibility and basic safety precautions should be practiced.

Charge of the Safety / Facilities Committee
1. Recommend, monitor and review policies and procedures that affect the health and safety of the college community to the President.
2. Continually evaluate the effectiveness of the policies and procedures which affect the health and safety of the college community.
4. Identify and prioritize facility and grounds maintenance, repairs, modification and signage projects for funding by CBAC or District Facilities.
5. Identify and prioritize Americans with Disabilities Act facility and grounds projects that make Mission College more accessible to students with disabilities.
6. Conduct regular inspections of our facilities and grounds and make recommendations to correct deficiencies noted to District Facilities or develop budget proposals to submit to CBAC.
7. In consultation with District staff, identify ergonomic furniture needs.
8. Identify and prioritize the upgrade of existing office furniture.
9. Receive and resolve complaints about facilities and grounds from the college community.
10. Keep the college informed about facility and grounds issues.
11. Review safety related incidents and accidents as reported by Student Health Services and Public Safety.

Composition of the Committee
Voting Members:
2 Classified 1 Science 1 General Faculty
1 District Police 1 Health Services 2 ASB
1 District Facilities 2 Administrative Staff 1 MC Communication Center
1 Facility/Space Reservation 1 Disabled Students Program 1 Fire Science/Environmental Tech

Non-voting Members:
2 JPA Safety Consultants
1 Human Resources Specialist

- Chair to be selected from the membership.
- From time to time members from the community will be invited to provide support and expertise to the committee.
- Appointment - The President shall appoint the members with the recommendation of the current safety committee.
- Length of Service - Two year term with opportunity for reappointment.
- Voting - Each committee member shall have one vote.
- Attendance - Members must be present at all meetings. If a member is unable to attend a meeting, he/she must contact the chair prior to the meeting.
- Meetings - The committee shall meet once a month. Special meetings may be called as necessary

**ABSENCES**

**Instruction Office Absence Line Procedure (Faculty):**

Faculty are expected to meet their classes as scheduled, hold scheduled office hours, and give final examinations at the designated time during the final examination period. Absences must be reported as specified in the current ACE Contract.

In the event you must be absent, the absence reporting procedure is as follows:

1. Faculty are expected to call the Absence Line (408) 855-5148 at least 3 hours prior to their class meeting. Leave the following information:
   a. Your Name,
   b. Course (ex: ENGL 905)
   c. Section #
   d. Class Time
   e. Room #

2. Additionally, faculty are encouraged to call their SOC/Department Chair. If you are missing a lab class with setup (e.g. Biology lab), you must notify the appropriate Instructional Lab Technician to avoid unnecessary lab setup and wasting of lab materials.

3. As a best practice, faculty should inform students of their absence via Angel.

4. Upon returning to work, obtain an absence report form from the division office. Return the completed form to the division Sr. Office Coordinator. If a substitute was used, his/her name should be included on the absence report form.

5. In the case that the absent member arranged with another full-time member or associate member to cover the class(es) in exchange for future reciprocal substitution, no absence or substitution forms are required; however, the absent faculty member shall notify his/her department chair or supervising administrator in writing (and when possible, in advance) of the effective date(s) of absence and substitution arrangements.

**Instruction Office Absence Line Procedure (OI Office):**

1. The absence line will be checked multiple times daily between 8am and 6pm
2. The OI and SOCs will post the absences on a centralized electronic notice board
3. SOC will obtain absence report form from faculty

**Instruction Office Absence Line Procedure (Evening Administrator):**

1. The absence line will be checked at 5:00pm and 6:30pm
2. Evening Administrator will post on centralized electronic notice board
3. SOC will obtain absence report form from faculty
**Instruction Office Absence Line Procedure (Student Notification)**

1. Signs will be posted in each classroom notifying students that class cancellation signs will no longer be posted and to check the message board in the lobby and the My Mission Portal for details. This message will also inform students that they can assume a class meeting has been cancelled if the instructor is not present 20 minutes after the class start time.

**Changes in Schedule: Room Changes and Canceled Classes**

Any change from the published class schedule, e.g., change of day, room or time, MUST have prior approval of the Department Chair and Division Chair. The Department Chair is responsible for coordinating such changes with the Division Chair and the Vice President, Instruction. The decision to cancel a class is ultimately made by the department in accordance with their WSCH/FTE plan. The Department Chair will assist with the cancellation.

**Class Hour**

Under the sixteen-week schedule, classes vary in length from 65 minutes to 200 minutes. Hours must be strictly followed with one, two or three breaks, depending on the length of the class. No breaks are included in classes held for 95 minutes or less. The scheduling grid showing the length of classes with start/stop times is available in division offices or the Office of Instruction.

**Class Breaks**

Classes at Mission College are based on the newly adopted 16-week schedule. Classes held for 65, 70, 75, 85, 90 and 95 minutes have no breaks; the breaks are already programmed into the stopping times of these classes. For classes longer than 95 minutes, the breaks are to be integrated into the class offering times, not saved until the end. The following class meeting intervals have the identified breaks:

<table>
<thead>
<tr>
<th>Class Meeting Minutes</th>
<th>Breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 149 minutes</td>
<td>one 10-minute break</td>
</tr>
<tr>
<td>150 - 199 minutes</td>
<td>two 10-minute breaks</td>
</tr>
<tr>
<td>200 - 249 minutes</td>
<td>three 10-minute breaks</td>
</tr>
<tr>
<td>250 - 299 minutes</td>
<td>four 10-minute breaks</td>
</tr>
<tr>
<td>300 - 349 minutes</td>
<td>five 10-minute breaks</td>
</tr>
<tr>
<td>350 - 399 minutes</td>
<td>six 10-minute breaks</td>
</tr>
<tr>
<td>400 - 449 minutes</td>
<td>seven 10-minute breaks</td>
</tr>
</tbody>
</table>

**Class Rosters**

You will receive temporary class rosters at the beginning of each semester. For short courses, which start later in the semester, temporary class rosters will NOT be in the faculty mailboxes a day before the scheduled first class meeting. Faculty are expected to print out their own copies.
(which include add codes) and bring them to their first class meeting. Should any problem occur, please notify Admissions at ext. 5000 or 5015. The Admissions and Records Office provides information on registration, attendance, and grades. Please read Section 5 of this Handbook very carefully for additional information about attendance, rosters, and grades.

**Conference Attendance: Forms and Procedures**

Funds for conference attendance are available for full-time instructors. All conference attendance must have prior approval by the Supervisor, Dean, and the Vice President of Instruction. The Dean, in advance of the conference, must approve substitute coverage. All conference reimbursements are subject to the availability of funds.

Obtain a Conference Attendance Request and Reimbursement Form from the Sr. Office Coordinator. The "request portion" of the form must be completed and approved by the Division Chair and Vice President of Instruction prior to your departure. The account number must be included and will be assigned by the Office of Instruction.

The reimbursement portion of the form must be filled out completely. Attach receipts, including official registration receipts for conferences, to the form. It is not necessary to turn in meal receipts. If you have not completed one of these forms before, please see your Division Chair or Sr. Office Coordinator for assistance in completing the meal reimbursement section of the conference attendance form. There is no reimbursement for alcohol expenses. Receipts for hotels, airline tickets, bridge tolls, public parking lots, taxis, and shuttles must be attached. Reimbursement is based on the lowest cost form of travel. For example, increased costs associated with driving to Alaska, rather than flying, will not be reimbursed. Keep a copy of the form and attachments and submit the original form with attachment to the Finance Office at the District Office.

**Contracts**

Contracts are issued to all full-time non-tenured Instructors, associate instructors, and categorically funded program instructors. Your Senior Office Coordinator will process the contract; the Division Chair will approve, sign it and send it to Human Resources for completion. Your contract will then be mailed to you by HR for review and signature. Return your signed contract to Human Resources for final approval by the Chancellor’s designee. All these steps must be completed before you can be paid. All contracts are subject to approval by the Board of Trustees. Instructor Load Sheets are also issued to full-time tenured faculty as salary statements.

**Course Outlines**

The Education Code requires each department to have current course outlines on file in the Instruction Office. If you do not have a copy of the current course outline, you may obtain one from your SOC. The course outline is a content guide for the instructor that enables the institution to maintain standardization and articulation agreements. Course content is established by the course outline, and all faculty must teach according to the established outline.
**Syllabi**

Your course information sheet (also called a "green sheet" or syllabus) contains information about classroom procedures, requirements, and grading policies. This information should be explained to students in your class at the beginning of the semester. A copy of the information sheet for each course you teach should be provided to your SOC the first week of each semester so that it can be placed on file.

It is strongly advised that each instructor post on Angel their syllabus in advance so students may print their own copy. All instructors and students have Angel accounts.

**Policy on Cheating**

Dishonesty includes but is not limited to in-class cheating, out-of-class cheating, plagiarism, knowingly assisting another student in cheating or plagiarism, or knowingly furnishing false information to College staff, faculty, administrators, or other officials. Following are definitions of in-class cheating, out-of-class cheating, plagiarism, and furnishing false information. These are not all-inclusive and the list itself is not meant to limit definition of cheating to just those mentioned.

1. **In-class cheating:** During an examination or on any work for which the student will receive a grade or points, unauthorized looking at or procuring information from any unauthorized sources, or any other student’s work.

2. **Out-of-class cheating:** Unauthorized acquisition, reading, or knowledge of test questions prior to the testing date and time; changing any portion of a returned graded test or report and resubmitting as original work to be regarded; or presenting the work of another as one’s own for a grade or points.

3. **Plagiarism:** Unauthorized use of expression of ideas from either published or unpublished work(s) as a student’s own work for a grade in a class. This also includes the violation of copyright laws, including copying of software packages.

4. **Furnishing false information:** Forgery, falsification, alteration or misuse of College documents, records, or identification in class or in laboratory situations.

When a student is charged with plagiarism or cheating related to a class, and the instructor has reasonable proof or documentation or the student admits the violation, the instructor may select one or more of the following options:

1. Issue an oral or written notification and warn the student that further acts of this sort will result in additional disciplinary action.

2. Issue an NC or a failing grade ("F") or “0” for the assignment in question.

3. A faculty member may issue an “F” grade for a specific incident known for cheating on an examination or plagiarizing on the assignment. The failing grade is to be incorporated with the entire assessment of the final course grade earned. Therefore, “an instruction cannot automatically give a student an “F” grade for
the entire course where the student is only known to have cheated or plagiarized with respect to one of several assignments that count toward the final grade.”

4. Refer the student to the CSSO for disciplinary action.

Faculty Grievances
A student may file a grievance when he or she believes that a faculty or College staff member has violated College rules, policies, or procedures, or other local, state, or federal laws. There are two types of grievances: Academic and non-academic student grievance.

Academic Grievance
An academic grievance may be filed when a student feels that a faculty member has violated state law, federal law, or College policies and procedures relative to grading or other academic areas. All grade appeals are first with the specific instructor, then in order with the Department Chair, the Division Chair, the Dean of Instruction, the VP of Instruction, the President, the Chancellor, and the Board of Trustees.

The State Educational Code provides the following:

All grades awarded by the instructor of record shall be final. The California Code of Regulations Section 55760, permits a grievance to be filed with respect to grading only in situations where a grade was assigned due to “mistake, fraud, bad faith, or incompetence.”

Credit by Examination
Students may challenge only those courses that have been approved for challenge by the department. A master list of courses approved for challenge is available in the Admissions and Records Office.

A student wishing to challenge a course for credit by examination must file an Application for Credit by Examination form with the Records Office. The Records Office will evaluate the student's record to see that the basic requirements are met. This form must be filed before the end of the sixth week of the semester. Students may not challenge courses by credit by examination in summer sessions.

Additional information on credit by examination is available from Records at ext. 5000.

dead week Policy
Dead Week is the week immediately preceding the initial day of the final examination period. Classes are held as usual. However, during this period there will be no examinations, athletic events, club meetings, field trips, or student activities. Exceptions to this policy must be approved in advance by the Division Chair and the Vice President of Instruction.

Faculty Mailboxes/Voice Mail
Your mailbox is an important method for communicating with students and Mission College. Please make it a habit to check your mailbox before each class meeting. Many important
documents are routinely placed in your mailbox. All full time and associate faculty mailboxes are located in their respective Division Offices.

Telephone messages can be received by the associate faculty through voice mail. Each associate faculty member should request a Voice Mail extension by placing a request to IS (Information Services). This Voice Mail extension should be announced to students via green sheets during the first week of classes.

**Field Trips: Excursions**

All field trips must be scheduled and approved in advance (no later than 5 working days prior to the field trip) by your Division Chair and the Vice President of Instruction. Students must submit the completed Excursion/Field Trip Notice and Medical Authorization prior to the field trip. Field trip attendance is not mandatory for students, especially if the field trip requires a time longer than the regularly scheduled class. Field trips must be related to the course objectives. An alternative student assignment should be given in lieu of the field trip for students who do not participate in field trips.

Please note that trips over 200 miles total must be approved in advance by the Division Chair and the Vice President of Instruction and are subject to transportation administrative procedures dated January 7, 1987. Please be sure you have a Class II driver's license if you take a van with a capacity exceeding nine passengers.

**Field Trips: Insurance**

If you take a District vehicle, the District's insurance will be primary for District related travel. If a personal vehicle is used, the individual's insurance will be primary and District insurance secondary. The College does not encourage faculty to use their own vehicles to transport students on field trips. If students provide their own transportation and meet at the field trip site, District responsibility for the event starts at the site. The student's insurance would be responsible for the travel time.

**Final Examination Schedule**

All instructors are expected to give final examinations on the day and at the time they are scheduled. Exceptions to this schedule must have prior approval of the Dean. Please see the current Schedule of Classes for the final examination schedule.

**Grading Policy**

Faculty are expected to keep accurate and complete student records. When submitted at the end of the semester, it is recommended that grade or roll books show at least three substantiating grades in addition to the final grade. Grade/roll books should also include dates of withdrawal, and the "a" symbol for absences. All grade rosters must be filed at the completion of each course or by the deadline published by the Vice President of Student Services. The grade/roll books are historical documents indicating student participation and performance. They are also used to support course and attendance audit reviews. See Section 5 of this Handbook for additional information.
**High School Student Enrollment in Mission College Classes**

The West Valley-Mission Community College District has developed a policy in cooperation with local high school districts that allows a limited number of high school students to enroll in college courses for advanced academic or vocational classes. Faculty should maintain standard college level academic performance expectations and grading policies for the special high school student, even if the student has been authorized to receive high school credit for the College course. High school students will enroll the week before classes begin and must meet the same prerequisites. Enrollment forms can be found online at http://www.missioncollege.org/admissions/forms.

**Instructional Supplies**

Instructional supplies are furnished through each division office and may be requested from your division Sr. Office Coordinator.

**Office Hours: Full-Time and Associate Faculty**

Full-time faculty must schedule at least three (3) office hours per week outside of his/her regularly scheduled classroom hours. Office Hours for full-time faculty are a part of the workweek. The specific times, days, and location must be posted near the faculty member's office. The division Sr. Office Coordinator maintains a copy.

Associate faculty office hours are outside the regularly scheduled class hours. The hours consist of a total of thirty (30) minutes per week per section taught (i.e. 30 minutes per section per week). Associate faculty may hold office hours in their classroom before or after class, if there is no other class scheduled at that time, or in the Teaching and Learning Center. Office hours and location are to be on file in the division office.

All faculty may inform their students of their office hours through the green sheet or verbally at the first class meeting. Absences should be reported to the division secretary and reported as specified in the current ACE contract.

**Teaching and Learning Center (TLC)**

The Teaching and Learning Center (TLC) is located on the south wing of second floor of the main building. This Center serves all full time and associate faculties. Matters such as assignment of magnetic key cards for quick copying, department duplicating account numbers, time sheets, absences, substitutes, etc. are arranged through the division office. See "Office Hours: Full-time and Associate Faculty," above, for information on keeping office hours. Each associate faculty has a marked mailbox and receives mail in their division office. Please contact Office of Instruction for reserving the training room in this Center.

The following information describes other services provided:

**Supplies**

Selected supplies such as pencils, paper, etc. are available from the division Sr. Office
Coordinator. Overhead transparency masters will be provided when requested in advance from your division office.

**Quick Copying**
Walk-up photocopying machines are available in the Teaching and Learning Center (TLC) and in the hallway of N2-402, S2-402, E2-402 and W2-402 for making 1 to 10 copies. You will need a magnetic key card assigned through your division office in order to use the walk-up copiers. These machines are NOT designed for major duplicating orders. (NOTE: Copies made with a copy card cost double that of duplicating center copies.)

For more than 10 copies, obtain your duplicating account number from the division office. Take your completed Duplicating Work Order to the Duplicating Services Center in S1-601. Allow at least 1 to 2 days for completion. The completed work will be shelved in the Duplicating Center until picked up.

For emergencies, a one-hour turnaround service is sometimes available but will be limited to 200 total copies on a Duplicating Work Order. On occasion, this service may be temporarily suspended such as during peak demand times.

**Duplicating Services**
Special services for duplicating classroom tests and multiple-page instructional handouts are available when at least five (5) working days are allowed.

**Temporary Offices**
The Teaching and Learning Center (TLC) has limited work spaces available to be used as a quiet work area. The work areas are not assigned to any individual and should be used only for short periods of time.

Audio-Visual Equipment. Forms for requesting additional audio-visual equipment such as a slide projector, etc. are available from the AV department. (24-hour notice is required.)

Personnel Services. The Human Resources Office provides support services to our associate faculty in personnel matters. The Human Resource Office is located on the third floor (S3-201).

**Parking Permits & Parking Rules and Regulations**
**Primary Parking Permits**
Permits are supplied at no cost to salaried full- and part-time employees. Parking permit application forms are included in your hiring packet. It is a card stock form titled “Staff/Faculty Parking Permit Application.” If this form is not in your hiring packet please contact your human resources specialist.

You may obtain your parking permit by either mailing in your Parking Permit Application to the District Police Business Office at: WVMCCD- Police, 3000 Mission College Blvd., Santa Clara,
CA 95054-1897 or in person from the District Police Business Office located in the Campus Center - lower level - across from Parking Lots A and B.

Your primary parking permit is static-cling (non-adhesive) and can be transferred between vehicles. The permit goes inside the lower left (Driver’s) window, facing out. You will be cited for improper or non-display of your parking permit. Possession of a parking permit does not authorize parking:

YOU MUST PROPERLY DISPLAY A VALID PARKING PERMIT AT THE TIME THE VEHICLE IS LEFT PARKED. Failure to display a valid permit will result in a $35.00 fine.

If your primary vehicle is a convertible or a vehicle that cannot be secured, you must obtain an adhesive permit, contact District Police at 408-855-5435.

Second Faculty Parking Permit
The WVMCCD Police Office will issue a single adhesive permit to be used as a 2nd faculty parking permit. Permits will be issued only to a vehicle of a WVMCCD faculty registered by DMV at the same address as the employee. The WVMCCD Police Office will issue a single permit (adhesive) to be used as a second parking permit.

Full Time Faculty
When requesting a 2nd parking permit full time faculty employees will be asked to complete a Parking Permit Application designed specifically for the 2nd parking permit. Upon completion of the Parking Permit Application the full time faculty employee will either receive their 2nd permit in person or via US Postal Mail.

All full time faculty employees will receive a full time adhesive parking permit that will not expire. The permit may only be used on the vehicle specified on their Parking Permit Application for 2nd parking permits.

Part Time Faculty
When requesting a 2nd parking permit part time faculty employees will be asked to complete a Parking Permit Application designed specifically for the 2nd parking permit. Upon completion of the Parking Permit Application the part time faculty employee will either receive their 2nd permit in person or via US Postal Mail. All part time faculty employees will receive a part time adhesive parking permit that will expire December 31st of the given year.

The parking permit may only be used on the vehicle specified on their Parking Permit Application for 2nd parking permits. All part time faculty employees must re-apply annually for a 2nd parking permit.

Placement of Adhesive Permit
Adhesive Decals: decal backing must be completely removed and the decal must be securely adhered to the vehicle surface. Parking permits are not transferable to any other person or unregistered vehicle. Transferring permits is considered a parking violation and subjects the
vehicle to enforcement action and / or confiscation of the 2nd parking permit. Adhesive decals must be displayed in the lower corner of the driver’s side front window (windshield).

**Reciprocal Parking**
Reciprocal parking is a privilege enjoyed by all faculty and staff at WVMCCD. Vehicles displaying a valid WVMCCD parking permit may reciprocally park at both West Valley and Mission College.

**Employee Responsibility**
Finding authorized space: Drivers are responsible for finding an authorized parking space. Lack of available space or other factors do not justify parking violations. Employees who park in unauthorized spaces (such as loading zones, special permit, or fire lanes) will be cited. Current fines are $35 per violation. Parking in a handicapped space without a valid placard is a $285 fine! Employees who forget their parking permit need to obtain a temporary parking permit for the day from the District Police Business Office located in the Campus Center - lower level - across from Parking Lots A and B. Notes and business cards are not honored.

**Guest Speakers**
Visitor passes are available for guest speakers and any individual visiting the campus on official business. When inviting a guest please make sure you obtain a Visitor Parking Permit in advance for the District Police Business Office.

**Appealing a Citation**
Citations must be appealed in writing within 21 days of issuance. An appeal form may be obtained online, please visit: www.pticket.com/wvmc by telephone call 1-800-818-1832, by mail: Office of Parking Violations (WVMC) P.O. Box 11113, San Jose, CA 95103, or in person at Office of Parking Violations, 210 N. Fourth Street, Suite 150, San Jose, CA 95112. This information is also printed on the back side of the citation.

**Lost or Stolen Permits**
If your permit is lost, please contact the District Police Business Office immediately. Permits stolen must be reported.

**Vehicle Disposal**
In the event a vehicle is sold or disposed of, a substantial portion (50% or more) of the decal must be returned to the District Police Business Office before a replacement decal will be issued.

**Changes in Employment Status**
1. When terminating employment, employees must return their permits to the District Police Business Office.
2. Employee must notify the District Police Business Office with changes in position, classification code, assigned shift, or department information.
Change of Address
When an employee home address changes, he/she is responsible for contacting the District Police Business Office with this information. It is important that this information be kept current.

Liability Disclaimer
WVMCCD does not assume responsibility for any vehicle or its contents when parked on College property.

Prerequisite Challenge Process
Students may challenge prerequisites of courses by meeting with a counselor and presenting evidence of proficiency for state prerequisite courses.

Prerequisite Challenge Form
This form should be used by any student wishing to challenge a limitation on enrollment that prevents the student from taking a class with a prerequisite. Students must attach supporting documentation (i.e.: transcripts or placement test results from an educational institution, Degree from a U.S. College or University, a note from a professor) for consideration of approval.

Telephones, Mail Stop, and Office List
Current College extensions are listed in the Mission College Telephone Directory (http://www.missioncollege.org/gen_info/faculty/default.html) Check with your division Sr. Office Coordinator for information on faculty office locations and mail stops not listed in the college directory online.

Academic Freedom
With the exception of the first paragraph defining the scope of its coverage at West Valley-Mission Community College District, this policy is an almost verbatim rewriting of the California State University system's statement on Academic Freedom, with the name, "West Valley-Mission Community College District" inserted where needed. The CSU statement of Academic Freedom is, in turn, substantially based on the 1940 AAUP Statement of Principles of Academic Freedom and Tenure, while their statement on Professional Ethics is an exact transcription of the 1966 AAUP Statement on Professional Ethics. Please see pages 4, 5 and 6 for the complete policy statement.

*Adopted by the Board of Trustees on March 18, 1993

Faculty Ethics: Expanding The AAUP Ethics Statement*

Introduction
The Academic Senate for California Community Colleges adopted the “American Association of University Professors (AAUP) Ethics Statement” in 1987 and in April 1988 released a paper entitled, "Why the Academic Senate has adopted the AAUP Ethics Statement." The AAUP
statement and explanation for its adoption have been quite helpful to local senates in discussions of ethics. However, community college faculty faces situations that are distinctly different from those faced by university professors. Furthermore, since the time the ethics statement was adopted by the Academic Senate, AB 1725 has become law, and the bill's redefinition of the community college faculty profession has resulted in an abundance of ethical questions regarding faculty roles, responsibilities, and obligations. Hence, the purpose of this paper is to offer expanded discussions on the AAUP Ethics Statement focusing on issues that typically face faculty in California's Community Colleges.

The AAUP ethics document consists of five statements outlining faculty responsibilities to their disciplines, students, colleagues, institutions, and communities. The text of these statements is included in Section II of this Handbook. It serves as an excellent foundation in principles upon which decisions of ethical behavior can be based.

Those principles are expanded in Section III in the areas of scholarly competence, honest academic conduct of students, academic standards, cultural and gender sensitivity, the free pursuit of learning, avoiding exploitation of students, academic freedom, and contributing to the profession.

**AAUP Ethics Statement**

Professors, 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 professors 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 professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor 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.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the
regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institutions in determining the amount and character of work done outside it.

When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

As members of their community, professors have the rights and obligations of other citizens. Professors 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 persons, they avoid creating the impression of speaking or acting for their college or university. 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.

**Expanding the AAUP Ethics Statement**

References in the following sections raise questions about how faculty interact with all members of the college community in carrying out their professional responsibilities and statements specific to students or colleagues should be interpreted as applying to all other individuals.

**Developing Scholarly Competence**

Every discipline requires scholarship. Faculty must keep up with new developments in their disciplines and in teaching methods just as doctors are obligated to keep abreast of new developments in medicine and attorneys are required to know evolving laws. It is a faculty member's ongoing obligation to pursue professional and academic development.

In addition, faculty has the obligation to pursue the truth. The intellectual virtues of being open-minded, fair, honest and objective in the consideration of differing views, being thorough in research, avoiding the manipulation of data, and reaching a well-reasoned viewpoint should all be fostered within the intellectual character of the faculty member.

These attitudes toward learning are precisely what faculty are trying to get students to acquire, therefore, faculty are obligated to teach and lead by example. Modeling and teaching critical thinking and attempting to instill in students intellectual virtues which foster critical thinking are key responsibilities for faculty.

In other words, modeling a democratic style rather than an authoritarian one is more appropriate. Instead of trying to control the beliefs, opinions and values of students, encouraging pluralistic dialogue is an ethical necessity. Teaching students to respect differing views and helping them to benefit from the wisdom often found in ideas with which they disagree can provide a profound learning experience.

**Maintaining Honest Academic Conduct**

Colleges should have a policy on honest academic conduct, developed by the Academic Senate working with the student leadership. Faculty are obliged to make sure that such a policy exists,
is published, and provides appropriate due process standards. In addition, faculty needs to adopt a zero tolerance policy toward academic dishonesty. Students who behave dishonestly should face retributive consequences consistent with the institution's policies.

Faculty have an obligation to prevent academic dishonesty by ensuring that students do their own work. Types of dishonesty include copying from others, turning in work that is not the student's own, and using references without appropriate citation. Faculty should provide a definition of acceptable academic conduct on the first day of class through discussion and in writing. An essential strategy for preventing academic dishonesty is to set up testing situations that minimize the potential for misconduct.

Finally, there are rules and expectations of proper academic behavior that should be articulated and taught within the framework of the respective academic disciplines. Respect for students requires that all be held to the same standard of conduct. Holding students to different standards is demeaning and insulting.

**Insuring Cultural and Gender Sensitivity: Respecting Students as Individuals**

Respecting students as individuals is an ethical imperative for faculty. All students, as individuals, deserve the respect of faculty regardless of their cultural background, ethnicity, race, gender, religious beliefs, political ideologies, disability, sexual preference, age, or socioeconomic status.

One of the challenges of being an educator is to reach students at their current point of understanding. When relating to students as individuals, faculty must recognize the unique circumstances of each student's life. In particular, some students may possess learning styles which hinder them from benefiting from traditional methods of instruction. Faculty have the responsibility to use all possible effective pedagogical tools to reach those students.

Students look to faculty as role models. Not only must faculty exhibit an appreciation and respect for students from all backgrounds, but it is also imperative that they teach and model behavior which is tolerant and shows appreciation and respect for others. Affirming individual students' abilities, strengthening their self-identities, and assisting them to reach their full potential are qualities of an effective faculty member.

**Encouraging the Free Pursuit of Learning: Securing Student Access and Success**

The concept of a community college as defined by the California Community Colleges' Master Plan is one of the best examples of an egalitarian educational model of a system of higher education in the world. One could say that the idea of open access is the quintessential expression of democracy in education and that open access exemplifies the free pursuit of learning.

As participants in the development of educational policies at our institutions, we must remain diligent to protect students' right to freely pursue their education, watching closely to prevent barriers to access, particularly to those from historically under-represented groups. These barriers may include restrictive or difficult to accomplish admission procedures, lack of access to counseling, or unjustified prerequisites. Faculty may incorrectly assume that references,
examples, or methodologies they use are part of the students' experience or cultural heritage. Methods should be sought which can make learning more achievable to students. Faculty have an ethical responsibility as educators to reduce as much as possible all barriers to the pursuit of education and to seek new methods to assure students' success.

**Avoiding Exploitation of Students**

Exploitation of students by faculty members can take many guises. Be it for personal financial gain, sexual gratification, or any other reason, such exploitation is totally unacceptable. It is a fundamental ethical principle that individuals possessing power and authority should not use their advantaged position for their own gain or to advance their own self-interest.

In light of the fact that the educational profession is one in which trust between faculty member and student maximizes the results of the learning experience, it is especially reprehensible for faculty to use their power and authority for such self-gratification or self-gain.

Faculty have power over students by virtue of their position. There is no greater violation of that power than when a faculty member exploits this relationship with students. Students may have fears and insecurities about their abilities and what the future holds for them. They may tend to view faculty with a sense of awe that is based on a projected expectation rather than personal experience of proven expertise or trustworthiness. They tend to trust faculty beyond areas of academic expertise. To take advantage of individuals under these conditions is ethically inexcusable.

For example, in cases where some students are being evaluated on the basis of academic standards while others are being evaluated on the basis of responsiveness to inappropriate advances or where personal services or favors are traded for grades, privilege or recognition, one can easily see that such behavior is a violation of ethics. Students must be evaluated solely on the basis of academic standards.

Faculty must be cognizant of the possible perceptions and interpretations their students may formulate in response to faculty-student interactions. Therefore, faculty members are obligated to create a learning environment free of insensitivity, hostility, and coercion. Faculty must realize that such an environment often can be more contingent upon the perceptions of students than on the intentions of faculty.

**Establishing Academic Standards**

California Community Colleges have the dual mission of preparing individuals for work and citizenship. Successful careers depend on acquiring the skills, knowledge and abilities to perform competently in the work place. To prepare students for the world of work and to avoid misleading them as to what they can expect once they leave the campus, it is important to evaluate students in a manner which is consistent with the academic standards of the discipline.

Academic standards should be determined in the context of one's academic discipline by the community of scholars within the discipline. They should not differ significantly from one faculty member to another within the same discipline. If, for example, there is significant
variation in grading criteria and standards among faculty who teach courses that are the prerequisites for courses further in a sequence, then clearly students, subsequent courses, and the disciplines, are harmed. While the mastery that faculty have of their own discipline and scholarship entitles them to the freedom of the presentation of their subject matter, it is unethical for a faculty member to persistently interject material unrelated to the course such that the instructor fails to offer the agreed upon subject matter of the course.

**Maintaining Academic Freedom**

By nature and definition, a college campus embraces the value of academic freedom. In order to pursue truth, survey the marketplace of ideas, and acquire knowledge and understanding, both faculty and students must have the freedom to express their views and be safe from reprisals. However, there are obligations which accompany academic freedom.

The first obligation in maintaining academic freedom is to create a learning environment which fosters the free exchange of ideas. In other words, faculty should encourage the expression of diverse views and the understanding of those views.

The second obligation which is required to maintain academic freedom is to clearly distinguish when one is speaking for one's self and when one is speaking as a representative of the educational institution. The classroom in particular should not be used as a forum for the advancement of personal causes. Our obligation is to inform, not to indoctrinate. If a stormy political issue arises, we can certainly encourage a lively discussion of all facets of the situation. However, we cannot present just our view or advocate only our own position unless we do so in the context of debate or other such pedagogical structures where opposing views may be presented.

As members of a profession that has a high degree of autonomy and flexibility in determining how work is accomplished, it is important that faculty discharge all of their responsibilities conscientiously.

A recommendation on a framework and processes for developing local faculty professional expectations and accountability processes is currently under consideration by the Academic Senate's Educational Policies Committee.

*From: Academic Senate for California Community Colleges*
How to Email Waitlisted Students

You can email your waitlisted students by selecting the option “Class Roster with Email Option” of the ‘Faculty Information’ section of the Faculty Menu.

This screen allows you to select the section:

This screen displays the active students: Note the two boxes at the bottom. One of them allows you to see the dropped students also and the other allows you to see the waitlisted students also.
I selected to display the waitlisted students (unfortunately there were none for this section). Please note the link below the meeting information that allows you to email a student or students.
This form allows you to select whom you want to send an email to. You can select all students listed or just a selection of them. In this case I have selected Email All Students Listed.

The ‘status’ column will let you know whether the student has Dropped the course or is Waitlisted for the course as well as New or Add Status(es).

This is the same screen above but I have select to E-mail Only Selected Students in which case I had to check off those I wanted to have the message sent to.
This screen will display the E-mail Recipients at the top of the form and will also allow you to e-mail others. The screen also allows you to enter the e-mail message.
Student Add Procedures

Adding Students

Only students on the Opening Day Rosters are officially registered in the class. Students who are on the waitlist are not officially registered in class.

Faculty wishing to add students before Census day should do the following:

1. Take roll in the first class meeting
2. Instructors may drop students who do not attend the first class meeting (this is at the discretion of the instructor)
3. Instructors may add students as early as the first class meeting by distributing Add Codes. Be sure there are sufficient seats available in the classroom.
4. Add Codes are found on the Opening Day Roster. This is accessed by going to My Mission Portal (aka My WVM Portal); click on the Faculty Class Information link in the right column; click on 1st Day Roster w/Add Codes Term Selection; select term and class; print out roster with Add Codes.
   a. For face-to-face classes, this roster is available one day prior to the first class meeting
   b. For face-to-face classes, students may register on or after the start date of the class up to the Friday before Census Day
   c. For online classes, this roster is available 2 days prior to the start date of the class
   d. For online classes, students may enroll one day before the class begins so that they will be added into the Angel system by start date – they can continue to add up to the Friday before Census Day
5. If instructors exhaust their Add Codes, additional codes may be generated by going back into the Portal and printing out another copy of the 1st Day Roster w/Add Codes – the Add Codes listed will be new – this can be done multiple times up to Census Day.
6. For instructors teaching more than one section of a course, particular attention should be paid to issuing Add Codes for the correct section

Common Problems Students Have with Add Codes

1. Entering the correct Add Code for the wrong class section 
2. Entering the correct class section # with the wrong Add Code
3. Using the Add Code too early or too late (2 days before class starts or after the Friday before Census Day)
4. Co-requisites or pre-requisites not satisfied

Late Adds

The only students who can add after Census Day are students who have attended class before Census, but had problems adding the class for whatever reason. All other students should be referred to Late Start Classes and instructed to register earlier next semester.

This practice is driven by the fact that allowing students into class after 20% of the class has elapsed creates a higher likelihood of failure for students to achieve required learning objectives and hours of attendance. Further, the state does not pay the district for the attendance of students who begin after Census Day. The

Srnl/12.2011
college cannot afford to provide free instruction to students given the high demand for our courses and services.

Students who want to add the class after Census Day and who have attended class before Census may ask their instructor to submit an Add Slip to the Dean with explanation as why student wasn’t able to register for course during the first two weeks of the term. If satisfactory, Dean will authorize for student to add course. Dean’s approval is not guaranteed.

**Add/Drop Forms for Late Adds**

After Census Day, **Add Codes no longer work**. The only way to add students is through **Add Drop Forms**.

For those students **who were in attendance** before Census, here is the procedure:

1. Complete the Add/Drop Form (student or instructor)
2. Enter the **First Date of Attendance** – this date must be before Census Day or the Add will not be approved
3. Instructor informs student that s/he may see if add is approved by signing onto the Portal and viewing registration activity within two business days of request.
4. Student must sign and verify that the information is correct
5. The instructor must sign and verify that the student attended before Census
6. Instructor delivers Add/Drop Form to Dean (can be done through SOC or directly)
7. Dean signs off and delivers to A&R
8. If not approved, Dean sends message to instructor and dept chair
9. For approved Add Forms, A&R registers student into section effective date of first attendance
10. Student is counted for enrollment reporting and the college receives apportionment for this student
11. Instructor must inform student if Add Form has been approved
12. Student must go onto Portal to see if they have been added to the class and then pay for the class
Registration ADD / DROP Form
Office of Admissions and Records

College ID#: __________________________

Last Name (Print): __________________________  First Name (Print): __________________________

Indicate Year & Semester:  Year _____  Winter ☐  Spring ☐  Summer ☐  Fall ☐

<table>
<thead>
<tr>
<th>Add / Drop</th>
<th>Section Number</th>
<th>Course Name &amp; No.</th>
<th>First DATE of Attendance</th>
<th>Faculty / Instructor Name</th>
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</thead>
<tbody>
<tr>
<td>ADD ☐ DROP ☐</td>
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</table>

ADD ☐ DROP ☐

Student Signature: __________________________  Date: __________

Faculty / Instructor Signature: __________________________  I verify that this student has been in class since before the Census Date.

Faculty contact info: Email __________________________  Date: __________

Counselor Signature (required if student is taking more than 18 units per semester): __________________________

(Required after CENSUS DATE)

Dean’s Name (Print): __________________________  Date: __________

Dean’s Signature: __________________________  Date: __________

For Dean to complete

Reason for late add:

Technology Error - explain:

Student error – explain:

Faculty error – explain:

Other – explain:

It is the student’s responsibility to officially withdraw from a course/s. Prerequisites and co-requisites are required for selected classes.

Late Add Slips Process

After Census Day, Add Codes no longer work. The only way to add students is through Late Add Slips.

For those students who were in attendance before Census, here is the procedure:

1. Complete the Late Add Slip (student or instructor)
2. Enter the First Date of Attendance – this date must be before Census Day or the Add will not be approved
3. Student must sign and verify that the information is correct
4. The instructor must sign and verify that the student attended before Census
5. Instructor delivers Late Add Slip to Dean (can be done through SOC or directly)
6. Dean signs off and delivers to A&R
7. If approved, A&R sends message to Instructor; if not approved, Dean sends message to Instructor and Dept. Chair
8. For approved Add Slips, A&R adds student on Census Roster
9. Student is counted for enrollment reporting and the college receives appointment for this student
10. Instructor must inform student if Add Slip has been approved
11. Student must log in on the Portal to see if they have been added to the class and then pay for the class.
Positive Attendance Procedure

ADMINISTRATIVE PROCEDURES

DEFINITIONS:

Positive Attendance Class: any class that has fewer than 5 class meetings or meets irregularly for any number of class meetings during the term.

Positive Attendance Rosters: Official document submitted via WebAdvisor on the Portal confirming students enrolled and attending course for either of the following categories of courses:

a. Positive Attendance Classes - lecture or lab meetings are irregular or
b. Positive Attendance Classes - lecture or lab meetings are regular, but scheduled hours are irregular

Class roster information (cumulative hours and grade) is submitted on-line via WebAdvisor on the Portal, similar to census roster submissions.

Positive Attendance Supporting Documentation: Document (sign-in and sign-out or computerized listing) that outlines each hour of attendance for students for each session in course. This document is required as a means of proving to state and local auditors that a student actually attends a class session at a specific time period. Typically, this documentation is submitted to your Dean for the Office of Instruction to scan and store for a minimum of five years.

Positive Attendance Roster Submission Process

1. In the first 2 weeks of the semester, each Dean will submit to the Division Chair the following lists:
   a. List of Positive Attendance Classes
   b. List of classes with Scheduled Weekly Hours

2. The Division Chair will inform each faculty member through the Department Chair of the following reporting requirements for each of those lists:
   i. Instructor must have students complete Positive Attendance Roster (daily sign-in and sign-out sheet or electronic sign-in and sign-out through Tutor Trak) during each class
   ii. Instructor must total the attendance hours for each student
   iii. Instructor must submit online Positive Attendance Roster by deadline shown on WebAdvisor on the Portal
   iv. For classes with no electronic sign-in Tutor Trak set up, instructor must submit both printout of online Positive Attendance Roster with total student hours and hard copies of Positive Attendance Roster sign in sheets within 5 days after last meeting day of class/section to Dean

Common Problems with Positive Attendance Rosters

1. Hard copy roster hours do not match online roster hours
2. Students sign in for all hours at one time (detectable through handwriting)
3. Instructor signs in for all students (detectable through handwriting)
4. For one or two day classes, instructor forgets to have students sign-in and sign-out at all
5. Students sign-in but they don’t sign-out (hours cannot be included for apportionment reporting).
Letter to Faculty completing Positive Attendance Rosters and submitting supporting documentation

Dear Faculty Member,

Please be advised that you are teaching the following Positive Attendance Courses (a course with fewer than 5 meetings or a course that meets for irregularly scheduled hours during the term):

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
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Because of this assignment, you are required to submit the proper documentation for student attendance in your class and/or during the Scheduled Hours.

If you are teaching a Positive Attendance Course with irregular lecture or lab meetings, the state requires that you submit the following documentation for your course(s):

1. Submit the online Positive Attendance Roster for your class by the due date established and shown on WebAdvisor on the portal. This roster is a report of the total hours attended by each student. Your submission of this roster online is a certification by you that the student has attended the reported hours under your supervision. This roster is used by the college and district to report legitimate student attendance in exchange for student apportionment dollars and thus is a legal document. The college expects that the information submitted is correct and valid.

2. Submit the hard copy sign-in rosters* for your class within 5 days of your last class meeting to your area Dean. For Positive Attendance Classes, submit these rosters with a printout of your completed online MyWebServices Positive Attendance Roster. These rosters are detailed documentation with student signatures verifying student attendance hours. These rosters should be completed by Instructor (top portion) and students (sign-in and sign-out portion) and student signatures and hours noted should be completed only for class meeting being attended at that time. This roster is used by the college and district to report legitimate student attendance in exchange for student apportionment dollars and thus is a legal document. The college expects that the information submitted is correct and valid.

If you are teaching a Positive Attendance course with irregularly scheduled Scheduled Weekly Hours, the state requires that you submit the following documentation for your course(s):

1. Submit the hard copy sign in rosters* with a printout of your MyWebServices class roster, for your class within 5 days of your last class meeting to your area Dean. These rosters are detailed documentation with student signatures verifying student attendance hours. These rosters should be completed by Instructor (top portion) and students (sign-in and sign-out portion) and student signatures and hours noted should be completed only for class meeting being attended at that time. This roster is used by the college and district to report legitimate student attendance in exchange for student apportionment dollars and thus is a legal document. The college expects that the information submitted is correct and valid.

*For those labs with the electronic "Tutor Trak" system, you are allowed to submit the summary pages with total hours for each of your enrolled students.
Positive Attendance Procedure

OFFICE OF INSTRUCTION
Attendance Accounting for Positive Attendance Course
WITHOUT AUTOMATED TRACKING SYSTEM

Course Name: ___________________ Section: _______________ Semester: ___________________

Date: __________ Class Location: _________ Instructor (Please Print): ______________________

<table>
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<tr>
<th>Student Name Printed</th>
<th>Student Signature</th>
<th>Date</th>
<th>Time In/Out</th>
<th>Total Hours</th>
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I, (Instructor Signature) ____________________________, hereby verify that all student attendance information on this document is true and attendance was conducted under my supervision.
Census Roster Submission Process

First Week of Classes
- Log into MC Portal
- Click on “Faculty Class Submittals”
- Click on “Dates to Complete Census Rosters”
- Select Term to see the dates on which to complete Census Rosters for each class
- If your section is not listed, inform your Senior Office Coordinator

After Last Class in Second Week of Classes
- Open MC Portal page
- Click on “This is a private computer” (lengthens site timeout to 6 hours)
- Log into My WVM Portal
- Click on “Faculty Class Submittals”
- Click on “Faculty Drops for Web”
- Drop all students who have not attended any class sessions (Title 5 requirement)
- Drop any students who are no longer attending class (instructor discretion)
- If you accidentally drop a student, re-add student with Add Code or Add Form and notify A&R

Between Last Class in Second week and Census Roster Due Date – do not wait until last minute
- Open MC Portal page
- Click on “This is a private computer” to allow a 6 hour site timeout window
- Log into MC Portal
- Click on “Faculty Class Submittals”
- Click on “Faculty Census Roster”
- Submit Roster for each class

Faculty: capture screen by clicking on “Print Screen” button on keyboard; paste image into email and send to Ed Greene in A&R on or before the due date with CC to Division Chair and Dean

 Datatel problems in submission by due date

Late Census Rosters
- Print the Census Roster, sign, and submit to Division Dean with justification for lateness

Division Dean signs Census Roster and submits to A&R
Portal Grading Procedure

Start at the www.missioncollege.org home page and look under “Top Destinations” to find the MC Portal link. Click on it.
USE THE SAME ID AND PASSWORD YOU USE FOR MYWEBSERVICES
Click on “Grades and/or Positive Attendance Entry”

Select “2011 Fall” from the Term menu
Additional Information:

- When logging onto the Portal, choose “Private” computer if you can. The default, “Public,” will time you out after about 10 minutes. Choosing “Private” will give you around 6 hours of time to complete your submission(s).
- Please assign grades to all students on your list. A partial submission requires a manual grade change form after the fact to Admissions & Records.
- Pass/Fail grades can only be assigned to sections set up to accept Pass/Fail. If your section was not set up correctly, please work with your SOC or Office of Instruction staff to correct.
- If you need to assign an “I” for Incomplete grade, you may submit the “I” online but you must also complete the Incomplete Grade form and submit it with all required signatures to Admission and Records.
- If you need to submit your any hardcopy documentation after submitting total hours and grades online for Positive Attendance courses, please submit them directly to Patty Egusa in the Office of Instruction.
- If, after submitting your grades, you discover an error, you will need to submit a grade change form directly to Admissions & Records.
### Section Form - Mission College

<table>
<thead>
<tr>
<th>Term (check one):</th>
<th>Year</th>
<th>Section #</th>
<th>Course Number</th>
<th>Request (check one):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
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<td>Add section</td>
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<td>Winter</td>
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<td>Change of</td>
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<td>Spring</td>
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<td>Cancel</td>
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<tr>
<td>Summer</td>
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Reason for Request:

Start Date: ____________  End Date: ____________  

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Associate member's total load within the District shall not exceed sixty-seven (67%) of a full-time assignment at any time. 
Regular member's total overload within the District shall not exceed a maximum of .40 overload.

(Include only instructors teaching section:)

<table>
<thead>
<tr>
<th>Instructor Name(s):</th>
<th>Colleague ID / SSN:</th>
<th></th>
<th>PT or FT</th>
<th>Lecture Load</th>
<th>Lab Load</th>
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</table>

(Put in the percentage of the load)

Total:

<table>
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<tr>
<th>Instructor Name(s):</th>
<th>PT or FT</th>
<th>Total Load</th>
<th>Instructor Post-Revision Total Load</th>
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Room/Location:

Start / Stop Times:

Days of week:

# of weeks:

# of class meetings:

Materials Fee:

Location (check one):

Schedule Type (check one):

Day  Evening  Weekend

Section Capacity: ____________  Global Capacity: ____________  (For cross-listed sections ONLY)

Attendance/Funding Acct Method (check one):

1W (18 weeks/Weekly Census)  1D (less than 18 weeks/Daily Census)  1PAC (less than 5 meetings OR class has hrs by arr)  1PANC (Non Credit Positive Attendance)  1X (Not Reported)

1IWL (Ind Study/Work Exp-Weekly/full term Online and TV LAB)  1IDL (Ind Study/Work Exp-Weekly/short term Online and TV LAB)

Notes for Section: (this will appear on MyWebServices for students to read)

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Required Signatures

1. Department Chair signature: ____________ date: ____________
2. Division Chair signature: ____________ date: ____________
3. Senior Office Coordinator Initials: ____________ date: ____________
4. Dean of Instruction's Initials: ____________ date: ____________

5. FOR CO-TEACHING ONLY (Required)
6. FOR ADDS ONLY (Required)
7. INPUT INTO Datatel

Dean of Instruction's Initials & Date  PGC Chair's Initials & Date  Initials & Date

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Administrative Procedures for the Selection of Mission College Textbooks

Selection

The department is responsible for the evaluation and selection of course materials. All course materials must comply with the provisions of the Americans with Disabilities Act.

a. Required Textbooks

- Textbook selections support the content of each course as reflected in its official course outline. Textbooks include printed books, open source materials, e-books, and duplicated materials. Where possible, like textbooks should be used for each class section offered at the college.
- Textbook selection should be based on consideration of the following criteria:
  - College grade level readability.
  - Student learning outcomes (supports the attainment of student learning outcomes).
  - Bias-Free (job designation; sex-role stereotyping; age discrimination; racial, ethnic, and/or religious bias; all other discriminatory characteristics).
  - Accuracy (factual, up-to-date; sufficiently detailed to minimize misinterpretation).
  - Appropriateness and versatility (appropriate to learners with varying levels of maturity; suitable for a variety of learning environments; language and/or visuals are easy to understand, challenging, but not beyond ability of learner; important and relevant to subject matter area).
  - Verbal and visual effectiveness (attractively designed; logical development of ideas; stimulating; develops critical thought and creativity).
  - Cost (available at a cost commensurate with value and probable use, based on comparable texts).

b. Supplemental Textbooks

- In courses which require extensive reading from several sources, a list of supplemental textbooks may be developed by instructors teaching those courses.
- Instructors shall coordinate the procurement of specific supplemental textbooks with the Vendor.
- When supplemental textbooks are used, the course syllabus shall indicate that supplemental textbooks are not required to be purchased by students, and that their use will not have any bearing on the determination of a final grade in the course.

Desk Copies

Desk copies should be ordered directly from the publisher by Faculty. Alternatively, Faculty may purchase a copy of the textbook from the Vendor.
Examination/Review Copies
It is the responsibility of the instructor to initiate contact with publishers to obtain examination /review textbook copies (allowing 6-8 weeks for delivery).

Copyrighted Materials
District employees shall follow all applicable copyright laws affecting the use of textbooks and other classroom materials.