I. Call to Order:

II. Approval of meeting minutes:
April 10, 2018 Site Council Minutes.
Site Council Officer Election Minutes.

III. Hearings of Individuals, Groups, & Delegates:
Public comments are limited to agenda items and shall be no more than 5 minutes per speaker
and 20 minutes per subject unless further time is granted by the Executive Academic Senate.

IV. Information Items:
1. 2018-2019 Academic Senate Schedule of Meetings (10+1 #ALL) (attachment)
   List of Academic Senate meetings for the 2018-19 year.
2. Operating Procedures for Curriculum (10+1 #1) Michelle Stewart (attachment)
   Site Councils will discuss changes to the Curriculum Committee’s operating procedures.

V. Old Business:
1. Faculty Handbook Revisions (10+1 #ALL) (attachment)
   Update on revisions submitted by liaisons.

VI. New Business:
1. Department Chairs 2018-2020 (10+1 #6)
   MVC A&P – Sepehr Samadani
   MVC ART – John Knuth
   MVC BIOL – Nick Reeves
   MVC COMM – Suzanne Uhl & Dave Moss (Co-Chair)
   MVC DAN – Paula Naggi
   MVC ENGL – Crystal Bryan
   MVC ENVS – Jason Hlebakos
   MVC HIST – Gary Vargas
   MVC PHIL – Tom Donovan
   MVC PHOT – Keith Hanz
   MVC PS – Stacey Searl-Chapin
   MVC PSYC – Anjeanette Oberg & Richard Kandus (Co-Chair)
   MVC SOCI –
   SJC ANTH – John Torres
   SJC BIOL – Michael Plotkin

SJC Site Council

| President | Tamara Smith   |
| Vice-President | Julie Freeman |
| Secretary | Lyndsey Tone |
| Senator | Jennifer Borton |
| Senator | Michelle Vogel Trautt |
| Associate Faculty Rep | Jennifer Allard |
| Recorders | Christine Abriam |
| Guests | *Links |

MVC Site Council

| President | Ted Blake |
| Vice-President | Peter Zografos |
| Secretary | Anjeanette Oberg |
| Senator | Morgan Hoodenpyle |
| Senator | Roy Mason |
| Associate Faculty Rep | Cara Tan |
| Recorders | Jennifer Barney |
| Guests | *Links |
2. Curriculum Changes outside the normal process (10+1 #1) Michelle Stewart (attachment)
   Curriculum changes outside of normal process due to Title 5, Ed Code, Chancellor’s Office or legal mandates.

3. Role of Curriculum Committee (10+1 #1) Michelle Stewart (attachment)
   Role of Curriculum Committee with respect to mediating conflicts with curriculum that impacts multiple departments.

4. Mnemonic Information for Non-Credit (10+1 #1) Michelle Stewart, Kris Sension (attachment)
   Site Councils will discuss proposed changes to streamline and standardize mnemonics for non-credit.

5. Formation of a Curriculum/Unit Work Group with the Math Department (10+1 #1) Ted Blake
   A proposal to form a work group with Curriculum and MATH.

VII. Action Items:
1. Faculty Handbook Revisions
2. Department Chairs 2018-2020
   MVC A&P – Sepehr Samadani
   MVC ART – John Knuth
   MVC BIOL – Nick Reeves
   MVC COMM – Suzanne Uhl & Dave Moss (Co-Chair)
   MVC DAN – Paula Naggi
   MVC ENGL – Crystal Bryan
   MVC ENVS – Jason Hlebakos
   MVC HIST – Gary Vargas
   MVC PHIL – Tom Donovan
   MVC PHOT – Keith Hanz
   MVC PS – Stacey Searl-Chapin
   MVC PSYC – Anjeanette Oberg & Richard Kandus (Co-Chair)

   MVC SOCI –
   SJC ANTH – John Torres
   SJC BIOL – Michael Plotkin
   SJC COMM – Michael Fleming
   SJC ENGL – Andrea Hammock
   SJC HIST – Christina Yamanaka

   SJC MATH –
   SJC PS – Willie Hamilton
   SJC PSYC – Maria Lopez
   SJC SOCI – Maria Lopez

3. Curriculum Changes outside to normal process
4. Role of Curriculum Committee
5. Mnemonic Information for Non-Credit
6. Formation of a Curriculum/Unit Work Group with the Math Department

VIII. Academic Senate Reports:
1. President’s report
2. Vice President’s report
3. Secretary’s report
4. Senators’ reports
5. Associate Faculty Representative's report

IX. Announcements:
The next Site Council meeting will be held on September 4, 2018 12:30-2:00 pm, in MVC Room 957 linked to SJC Room 200.

X. Adjournment:

Additional information or available background material regarding any Item on the Site Council Meeting agenda may be obtained by contacting (951) 487-3403, prior to the meeting. Agenda-Related documents which qualify as public records under Section 54957.5 Subdivision (a) and (b) of The Ralph M. Brown Act (Government Code Section, 54950 et seq.) are available for public inspection and/or distribution in the Academic Senate Office, Room 1110, Mt. San Jacinto College, 1499 N. State St., San Jacinto, CA. 92583.

pc Faculty Board of Trustees: A. Motte, T. Ashley, S. Guerrero, D. McGargill, B. Zimmerman
Student Trustee: M. Manely
Academic Senate:
Executive: T. Smith, T. Blake, J. Freeman, P. Zografos, J. Allard, C. Tan
SJC Site Council: T. Smith, J. Freeman, L. Tone, J. Burton, M. Vogel Trautt, J. Allard
Judiciary Committee: E. Ozolins, S. Searl-Chapin, T. Donovan
Superintendent/President: Roger Schultz; Director,
Superintendent/President's Office: K. Grimes
President of MSJICFA: K. Cranney

Classified Senate: T. Lambley
President SGA: C. Adams
Vice Presidents/Executive Cabinet: B. Gomez, J. Brown, J. Colson, B. Moore
Associate Deans: D. Smith, J. Stokes, J. Holmes, M. Fields, K. Stratton
Director of Campus Safety: D. Paseman
Librarians: S. Moore, A. Walker, A. Franklin
www Publication: S. Cason

Mt. San Jacinto College offers quality, accessible, equitable and innovative educational programs and services to students aspiring to achieve their academic, career and personal development goals.
We provide students a safe environment in which to pursue basic skills, career and general education pathways. Our programs lead to transfer, associate degrees and certificates, which meet workforce development needs in our diverse communities.
Our commitment to learning and achievement empowers students to enrich our communities and participate meaningfully in today’s complex world.
2018-2019 Schedule of Academic Senate Meetings

All meetings are held on a Tuesdays, 12:30-2:00

* A second Site Council meeting will be held only as needed.

### Site Councils

<table>
<thead>
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### Executive Senate

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CURRICULUM COMMITTEE OPERATING PROCEDURES

Charge
This committee shall serve to consider and recommend policies and procedures regarding curriculum and award development, requisites, graduation requirements, general education requirements, program review, grading policies, and program discontinuance. On curricular and grading issues of a daily operational nature, this committee will make recommendations in consultation with the Academic Senate and forward to the Board of Trustees.

Mission
The mission of the Mt. San Jacinto College Curriculum Committee is to facilitate quality, advocacy, guidance, policies, and criteria to ensure that all instructional programs, including courses and awards, are academically sound and compliant with educational regulations, reflect excellence in instruction, and uphold the integrity of our institution. The committee ensures that all curricular matters are responsive to the evolving educational needs and goals of the college community while preserving the mission of the college.

Committee Structure

<table>
<thead>
<tr>
<th>Co-Chairs:</th>
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<tr>
<td>• Vice President of Instruction or designee (non-voting)</td>
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<td>• One Elected Faculty Member</td>
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<th>Faculty Members as follows:</th>
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<tr>
<td>• Single representation from the areas of Allied Health, Nursing, and Student Development</td>
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<tr>
<td>• A representative from the Menifee Valley Campus, the San Jacinto Campus, and an at-large representative for the areas of Business/CIS, Social/Behavioral Sciences, Math, Science, Arts, and Language and Letters</td>
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<tr>
<td>• A representative from the Menifee Valley Campus and the San Jacinto Campus for Applied Technology</td>
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<tr>
<td>• Faculty Members-at-Large (3), one of which will be reserved for an Associate Faculty member from a department that does not have any full-time faculty</td>
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| Distance Education Technical Reviewers (3), who are faculty members on the curriculum committee |

<table>
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<th>Membership:</th>
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<tr>
<td>• Articulation Officer</td>
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<tr>
<td>• Two Counselors from two different campuses</td>
</tr>
<tr>
<td>• Librarian</td>
</tr>
</tbody>
</table>
• Three (3) Instructional Administrators, preferably one in CTE
• Two (2) Students, preferably 1 from each campus

Support Staff (non-voting):
• Curriculum Analyst
• Curriculum Clerical Support
• Director of Research
• Enrollment Services Dean or Evaluator or a representative
• Learning Center Representative
• Dean Instructional Services

Membership Appointments
All appointments shall be made in consultation with the Faculty Co-Chair prior to the end of spring semester.

• The Area Representatives and Librarian are appointed by their Area with the approval of the Academic Senate.
• The Faculty Members-at-Large and the Counselor are appointed by the Academic Senate.
• The Distance Education Tech Reviewers are appointed by the Academic Senate and should have experience with Distance Education curriculum.
• The Instructional Administrators are appointed by the Vice President of Instruction
• The Enrollment Services Dean or Evaluator or representative is appointed by the Dean of Enrollment Services.
• The Students are appointed by the SGA.

Selection of Faculty Co-Chair
The term of office for the faculty co-chair will be two years. During the first meeting in the spring semester in even years, the faculty members on the committee will elect a Faculty Co-Chair for the following two years from the current membership or other interested faculty.

The election date for the Faculty Co-Chair will be published in the Curriculum Committee Calendar in August at the beginning of the Academic Year. The deadline for nominations will be two weeks before the election date. Academic Senate will put out a call for nominations and will forward the names to the curriculum office to include on the agenda. The list of nominees will be published in the agenda for the first meeting in the spring semester. Each candidate may speak for up to five minutes prior to the committee vote. If a candidate is unable to be present at the election, a representative may speak on the candidate’s behalf.
Voting for Faculty Co-Chair will be limited to voting faculty members serving on the Committee. The election will be chaired by the Administrative Co-Chair or designee, and voting will be done by a ballot, which will be prepared prior to the meeting. If only one faculty member is nominated, the committee will vote to confirm the nomination. Votes will be tallied during the meeting, and the results will be announced and recorded in the minutes.

**Committee Roles and Functions**

All members are responsible for reviewing curriculum agenda materials prior to each meeting, attending each meeting and participating in the deliberation process. In addition, all members should report relevant curriculum policies, procedures, and actions to their respective constituencies in a timely fashion. All faculty members are also responsible for participating in tech review: pedagogical for area representatives, Distance Education addenda for DE subcommittee representatives, library section of CurricUNET for librarian, and GE areas and general course concerns for counselors. The Articulation Officer is responsible for reviewing the comparable course sections of CurricUNET and providing information related to articulation, transfer, C-ID, TMC, and ADTs to the committee. The Curriculum Analyst is responsible for reviewing all courses and awards with respect to technical aspects in relation to deadlines, procedures, rules, and regulations.

**Faculty Co-Chair**

The Faculty Co-Chair will preside over the meetings of the Committee using an adapted form of Robert's Rules of Order. In the absence of the faculty co-chair, another voting faculty member will be chosen by the Committee to conduct the meeting. Other responsibilities of Faculty Co-Chair include, but are not limited to, the following:

- Remaining current on Title 5 and State Academic Senate Best Practices for curriculum and disseminating information to committee, faculty, and administration as changes are made;
- Overseeing the Office of Curriculum with respect to creating materials, including meeting schedules, agendas and minutes and maintaining Committee web page;
- Interpreting Curriculum Committee policy between meetings;
- Serving as liaison with the Academic Senate, Program Review, Institutional Assessment Council, Dual Enrollment, college administration, and other college entities;
- Overseeing the Technical Review process in CurricUNET which includes assigning courses to pedagogical reviewers, sending courses back to course authors for changes, forwarding courses to first read, reviewing courses for requested changes between first and second read, forwarding courses to second read, and sending them forward to Board of Trustees for final approval;
- Communicating curriculum policies, procedures, and actions to the faculty and the Academic Senate in a timely fashion;
- Scheduling and overseeing relevant information, curriculum mentors, and curriculum and CurricUNET training sessions throughout the semester and during college-wide meetings and in conjunction with faculty-development activities;
- Developing and revising Best Practices handbook and CurricUNET user’s guide;
• Working with Curriculum Analyst in maintaining CurricUNET, problem-solving errors in process or database, and making changes to CurricUNET process and database;
• Tracking changes in class size maximum file;
• Providing Human Resources information related to changes in Minimum Qualification for individual courses.

Administrative Co-Chair
The Administrative Co-Chair will serve in a non-voting capacity. Responsibilities of Administrative Co-Chair include the following:
• Remaining current on Title 5 and disseminating information to committee, faculty, and administration as changes are made;
• Supporting the faculty co-chair in interpreting Curriculum Committee policy;
• Serving as liaison with the college administration;
• Communicating curriculum policies, procedures, and actions to academic deans in a timely fashion;
• Providing information – including budgetary considerations – related to new, revised, or deactivated programs in consultation with deans assigned to programs.

Technical Review
The pedagogical technical review subgroup will consist of all faculty on the committee with the exception of the librarian (who oversees the library resources aspect of curriculum), counselors (who review general education aspects of curriculum under Student Services), and the Distance Education technical review subgroup (who oversees DE portions of the tech review). The Assessment Coordinator will be responsible for reviewing the Course Learning Outcomes (CLOs). The pedagogical technical review group will develop a rubric for the review of curriculum for compliance with Title 5 and local policies by which they evaluate course proposals and revisions; the DE technical review subgroup will develop a rubric for the DE addenda. Faculty representatives will be responsible for timely review of course proposals and revisions submitted as assigned by the curriculum faculty co-chair.

The committee has established two types of technical review:

Technical Analyst
Technical analyst review will be conducted by the Curriculum Analyst. It will entail checking objective information that affects the Chancellor’s Office reporting as well as information that affects the catalog and scheduling such as catalog description. Objective information includes information on curriculum forms as well as ensuring all required boxes on forms are completed and that the required forms are attached to course and award submissions. Objective errors may be completed by the Curriculum Analyst before materials are sent to the Board of Trustees for approval.

Chancellor’s Office reporting and catalog review will entail checking information that affects state reporting, the catalog and scheduling, such as course title, units, catalog description, requisite
language, TOP code, and repeatability. Additionally, information related to awards and courses will be reviewed, monitored, and reported to the Chancellor's Office for approval.

**Pedagogical**

Pedagogical review will be conducted by faculty committee members. It will entail providing feedback to the course author about bringing proposed curriculum content, including Distance Education addenda and prerequisites, into compliance with local and state curriculum guidelines. Additionally, requested MSJC GE Breadth placement will be reviewed. The pedagogical reviewers will also be responsible for ensuring changes required at first read have been addressed prior to course being forwarded to second read.

**Distance Education Technical Review**

Distance Education technical review will be conducted by a subcommittee of DE technical reviewers. The DE technical reviewers will look at the DE addenda of each course that has one after the course is approved at level 5. The subcommittee will assign each addendum to a specific reviewer who will be responsible for ensuring the DE addendum meets the criteria established by the DE technical review subcommittee and provided for faculty authors in the Best Practices handbook. See Best Practices handbook for checklist of evaluation criteria used for Technical Review and Distance Education technical review.

**Prerequisite Review Subcommittee**

Prerequisite Review Subcommittee shall be a standing subcommittee of the Curriculum Committee. The Subcommittee will be charged with (1) reviewing Title 5 requirements and the state of prerequisites, co-requisites, and recommended preparation at MSJC, (2) overseeing the implementation of Board policy in regard to prerequisites, co-requisites, and recommended preparation, (3) developing research-methods and statistical standards for justifying writing and math prerequisites, and (4) reviewing forms and policies for consultation with the committee. The committee will meet at least once a semester.

The composition of the Prerequisite Review Subcommittee shall include the following:

- One counselor
- Three additional faculty members from the curriculum committee
- One student
- Articulation Officer
- Curriculum Analyst
- Enrollment Services representative (advisory)
- College Researcher (advisory)

**General Education Subcommittee for Option A**
This subcommittee will review courses from outside colleges that do not have the course identified in their own General Education pattern and that the student or counselor believes could meet one of MSJC’s General Education areas for option A. The petition for General Education approval for a course will go to the General Education Petition Subcommittee for review. Department chairs will still have the responsibility for approving petitions for course comparison or substitution for major. This policy applies for General Education comparability or placement only.

The subcommittee will be comprised of the following members of the curriculum committee:
- Curriculum faculty co-chair
- One faculty member each from the areas of Social/Behavioral Sciences, Humanities, Science
- Articulation Officer
- One counselor
- Enrollment Services representative

The subcommittee will meet monthly as needed after the completion of business portion of the Zoom/CCCConfer curriculum committee to review any petitions that were submitted to Curriculum Faculty Co-Chair by Friday noon before the meeting.

Non-Voting Faculty Member
A non-voting faculty member of the committee will not vote unless and until he or she is promoted to voting status to fill the vacancy of a voting faculty member on the committee.

Curriculum Committee Meeting Procedures

Robert’s Rules of Order and Quorum
Meetings will be conducted using a simplified approach to Robert’s Rules of Order as established by Committee tradition. Discussion should be limited to agenda items which have been motioned and seconded to bring them to the floor.

A quorum shall consist of one-third (1/3) plus one of the voting membership.

Meeting Schedule
The committee shall meet twice a month on Monday beginning at 3:30, with the first meeting of the month alternating campuses and the second meeting of the month held via CCCConfer with the exception of the November catalog meetings when the second meeting will also be held face-to-face and the third meeting, if necessary, held via CCCConfer. Regular meetings will be held each month during the school year, generally August through May. The Committee may meet more frequently if the Committee so votes.

Organization of Work
The committee will work on a one-month cycle: curriculum issues which require two readings for passage will be initiated at the first meeting of the month and come back for a final reading at the second meeting of the month.

- Generally, the first meeting is reserved for the introduction of new curriculum conceptual reviews, new course proposals, course revisions, 2-year Career Education reviews, new program proposals, prerequisite additions and changes, and program revisions on the Open Agenda.
- The second meeting of the month is reserved for final approval of the above items as well as proposed course addenda (honors/distance education). New course conceptual reviews, C-ID Conditional revisions, and information items are heard at both meetings.

The agenda will be organized by the type of curriculum issue being considered, as follows:

1) **Opening of Meeting**
   a) Call to order
   b) Approval of Minutes
   c) Comments of individuals, groups, delegations limited to agenda items.

2) **Consent Agenda - Action Items**
   a) Final Approval - New Course proposals - Second Reading
   b) Final Approval - Course Revisions (including reactivations and deactivations) - Second Reading
   c) Final Approval - Prerequisite/Co-requisite/Recommended Preparation Proposals - Second Reading
   d) Final Approval - New Program Proposals - Second Reading
   e) Final Approval - Program Revisions (including reactivations and deactivations) - Second Reading
   f) Final Approval - Procedure Revisions - Second Reading
   g) Final Approval - Other Curriculum Changes - Second Reading
   h) Final Approval - 2 year Career Education Review - Second Reading
   i) Final Approval - Honors Addendum Proposals - First and only Reading
   j) Final Approval - Distance Education Addendum Proposals - First and Only Reading
   k) Final Approval - Employment Concentration Certificates - First and Only Reading
   l) Final Approval - New Curriculum Conceptual Reviews - First and Only Reading
   m) Final Approval - C-ID Conditional Revisions

3) **Open Agenda - Action Items**
   a) Conceptual Approval - New Course Proposals - First Reading
   b) Conceptual Approval - Course Revisions (including reactivations and deactivations) - First Reading
   c) Conceptual Approval - Prerequisite/Co-requisite/Recommended Preparation Proposals - First Reading
   d) Conceptual Approval - New Program Proposals - First Reading
   e) Conceptual Approval - Program Revisions (including reactivations and deactivations) - First Reading
   f) Conceptual Approval - Procedure Revisions - First Reading
   g) Conceptual Approval - Other Curriculum Changes - First Reading
   h) Conceptual Approval - 2 year Career Education Review - First Reading

4) **Information/Discussion Agenda**

5) **Adjournment**
Unfinished Business

Regarding curriculum approvals with suggested amendments at final reading, the committee reached a consensus that items with required changes should be tabled pending re-submission with recommended changes and should return on the following Consent Agenda for the committee’s final approval.

All items tabled at final reading will be carried to the following Committee agenda unless the requestor asks that the item be removed. The minutes for the final meetings of each semester will be approved by electronic vote. At the end of the academic year, any unresolved items on the agenda will be removed from the agenda and from the CurricUNET approval process. Curriculum can be approved up until the day before final exams start in the spring; any courses or awards that complete the approval process by that date will be scheduled to be discussed at the September agenda of the following academic year. There will be no carry over items forwarded for the new academic year.

Submission of Curriculum for Approval

Catalog Inclusion Date

Each academic year, the Curriculum office will publish a catalog inclusion deadline which accounts for committee action time, Board of Trustee approval dates, and College Catalog printing deadlines. When the catalog inclusion deadline has passed, curriculum submissions will apply to the next available catalog. Any exceptions require approval by the Vice President of Instruction.

The MSJC curriculum committee operates on a once-a-year catalog schedule so that courses and awards that are approved by the November curriculum cycle will be in the following year catalog, beginning in Fall.

New courses and Employment Concentration Certificates and ADT awards that are approved after the November catalog deadline through the May curriculum cycle (and therefore approved by the end of the academic year) will be published in the mid-year catalog addendum to take effect the following spring semester with the following stipulations:

1. New courses can be taught the following spring semester provided that they are numbered under 100
   - At such time as a new numbering scheme exists so that CTE courses can be approved at a level that is above 100 but designated as nontransferable, the policy will be revisited

2. Non-Credit courses will not be included in the addendum and cannot be taught outside of the standard catalog deadlines because they are not subject to the new streamlined approval process
   - At such time as this changes, new Non-Credit courses can be included

3. New courses in new awards are not eligible because they are not subject to the streamlined approval process
   - At such time as this changes, the policy will be revisited

4. Course revisions including new Distance Education addenda will take effect with standard catalog deadlines due to the behind-the-scenes processes (updating of databases such as Chancellor’s Office
Curriculum Inventory and Colleague, the roll-over of the schedule, etc) as well as catalog rights implications.

5. All 100- and 200-level courses are not eligible for inclusion in the mid-year addenda because of articulation deadlines that are not under MSJC control.

6. Only Employment Concentration Certificates and new ADT awards (once approved by the Chancellor’s Office) will be eligible for mid-year catalog addendum because other awards are not subject to the streamlined approval process.
   - At such time as this changes, the policy will be revisited.

Submission and Approval Process

Instructions are available in the Best Practices handbook, on the Curriculum Committee website, and through CurricUNET. The two-meeting a month schedule with curriculum considered at each meeting is intended to streamline the time period for adoption of new curriculum or revision of established curriculum.

Items that are tabled at the first read due to lack of representation will be dropped from the current cycle and be moved to the next cycle rather than carried on to the second meeting of the month.

Items that are tabled at first read pending further documentation or information will also be moved to the next cycle rather than carried on to the second meeting of the month, provided requested back up materials are received or requested changes are made by that deadline. Exceptions may be made during the November (catalog) cycle on a case-by-case basis.

Items that are approved to second read with changes required will be placed at second read if the materials are received or the requested changes are made by the deadline for the second meeting of the month. If the materials are not received or changes are not made by that deadline, the item will stay on the agenda with a note that the backup materials were not received/changes were not made, and the items will be tabled and reflected in the minutes. If the materials are received by the deadline for the subsequent month’s meeting cycle, the items will stay on the agenda; if the materials are not received by the subsequent month’s meeting deadline, the items will be dropped from the agenda until the backup materials are received/changes are made.

Submission Deadlines

**Items requiring Technical Review** (new courses, course revisions, and distance education addenda).

At least six weeks prior to the meeting deadline, the outline (including, if applicable, distance education addendum) must be submitted/launched through CurricUNET for support from department faculty and chairs and approval of Technical Review. After making the changes suggested and getting approval from Articulation, Library, Assessment, Student Services, Pedagogical Review, Distance Education review (if applicable), and Curriculum Analyst, the course will be forwarded to the department chairs and deans for review and approval.
At the time of submission of the course, the Honors addendum, if applicable, should also be submitted through CurricUNET so that the Honors committee can conduct a separate Technical Review once the addendum has received department faculty and chair support. Once all requested changes have been made to the Honors addendum portions of CurricUNET, the Honors coordinator will approve the Honors course; the addendum must then get approval by the Curriculum Analyst, after which it will be forwarded to department chairs and deans for review and approval. The course cannot go to the agenda until the Honors addendum is also approved to the agenda.

Two-year Career Education revisions and course deactivations require abbreviated technical review: for 2-year revisions by the Curriculum Analyst and for deactivations by Articulation and Curriculum Analyst. Once approved, the 2-year revision or deactivation will be forwarded to department chairs and deans for review and approval.

Courses and all appropriate addenda must complete the technical review process and receive all chairs and deans approvals by the due dates specified on the curriculum calendar for placement on the agenda. Cross-listed courses require email approval from cross-listed department chair(s) and dean(s) which must be attached to the course in CurricUNET. (For specific information and dates: See curriculum calendar.)

**Items not requiring Technical Review** (all submissions other than those listed above)
Such items are due in the Curriculum Office approximately ten days prior to the meeting. (For specific dates: See curriculum calendar.)

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**Inaction of department chair in CurricUNET approval process**
It is the course author’s responsibility to monitor the status of each course in the approval process. Holds are in place at various levels, and reviewers at all levels are given several days to take action. However, if a course appears to be stuck at the department chair level for 10 or more days, the course author should contact the department chair who needs to be reviewing the class. If the request does not result in action being taken, the dean for that campus will then take action on behalf of the chair, resulting in a chair’s forfeiture of the opportunity to approve or disapprove that curriculum. For specific details, see Best Practices handbook under CurricUNET Approval Information.

**Inaction of dean in CurricUNET approval process**
It is the course author’s responsibility to monitor the status of each course or award in the approval process. Holds are in place at various levels, and reviewers at all levels are given several days to take action. However, if a course or award appears to be stuck at the dean level for 10 or more days, the course author should contact the dean who has not yet approved the class. If the dean has a reason for not approving the course to first read, he or she should try to resolve the issues with the faculty author so that the course can proceed to first read. If the department and dean cannot resolve the issue after a good faith effort has been made, the faculty author should notify the curriculum committee via email, copying the dean. The course will be put on first read, and both parties may represent their support or lack of support for the course or award at the meeting.

**Required Representation for Curriculum Submissions**
In order to assure that curriculum items will be considered by the Curriculum Committee, representation is required at meetings except for 2-year Career Education reviews. The Committee highly encourages the course author to speak to the issues regarding curriculum submissions but understands that it is not always feasible for the course author to attend at the scheduled meeting time and place. Therefore, the committee will accept representation by a department chair, a designated faculty member, or instructional administrator for that department as long as the committee determines that the representative is knowledgeable concerning the relevant issues and has reasonable access and commitment to communicate needed changes to the course author. If representation is not deemed adequate, the committee reserves the right to table the curriculum item. If someone besides the course author represents the course, the course author is responsible for contacting the representative concerning feedback from the Curriculum Committee.

In an effort to save paper and avoid waste, the committee no longer provides a copy of the committee agenda for each course author. Course authors can utilize the curriculum website to print out the appropriate pages from the agenda for their reference at the meeting; they should bring a hard copy to the meeting for reference and to make note of any changes requested by the committee.

**Curriculum is a Faculty-Driven Process**

Based on California Ed Code §70902 (b) (7), Title 5 §53200 and MSJC Faculty Association CTA/NEA Contract Section VIII B.2.b (5), curriculum is a faculty-driven process. To that end, only full-time or associate faculty may write or revise curriculum. Classified employees and consultants may be trained in the use of CurricUNET and will have the ability to view courses in CurricUNET, but they will not be assigned to a department or have access to the approval process. Any staff or administrative member who was previously in a faculty position but is no longer employed as faculty will not be able to submit new or revised courses through the curriculum process. Hired consultants may serve as a resource to assist faculty in writing or revising curriculum, but the courses must be submitted, revised, and represented by faculty members and, ultimately, be the faculty member’s responsibility. This policy is in keeping with California Ed Code, Title 5, and the MSJC contract but also seeks to protect classified employees who would be taking on responsibilities that are outside of their contractual obligations if they engage in writing or revising curriculum.

**Curriculum Changes Outside of the Normal Process due to Title 5, Ed Code, Chancellor’s Office or Legal Mandates**

Typically, changes to courses and awards must be handled through the CurricUNET approval process. In those instances where legal mandates (such as Title 5, Ed Code, or legal rulings) or Chancellors Office or Academic Senate requirements or recommendations require a more global review of courses or awards or processes, changes may be made outside of the normal curriculum approval process and guidelines. For example, when the repeatability law mandated the removal of repeatability in all courses that were not identified as allowable, the committee determined a policy and then applied the new rules to all courses simultaneously without requiring a revision through the standard process. Because each of these situations and the timelines by which they must be made will vary, such changes outside of the process will require a two-read approval of the process by which the changes will be made with approval by Site Council and Executive Senate before individual courses or awards are identified for change.

It is important that area representatives notify faculty of any impending changes of this nature so that faculty are aware of the reasons for the change and the possible implications. Any changes to specific courses or...
awards will be communicated to discipline faculty and, as appropriate or allowable, faculty will be asked for their recommendations for applying the changes to their courses and awards.

Submission Types and Requirements

**New Course**

In order to submit a new course through the curriculum process, all other department curriculum must be in compliance. A faculty member must then present a conceptual overview of the curriculum before the committee. To do so, the faculty member completes an A9 (credit course) or A10 (noncredit course) form, which can be found on the N drive, in CurricUNET, and on the Curriculum Committee website, giving conceptual background of the course, including plans for Course Learning Outcomes, prerequisites, units or hours, TOP code, DE or Honors addendum, inclusion in awards, and the rationale for adding the new course. New CTE course proposals based on employment skills or needs require documentation to validate need for course; documentation could include information from an advisory group or industry partner, job market information that clarifies the kinds of skills being proposed in the new course, or similar information. Non-credit proposals must also indicate who will be responsible for scheduling and staffing the course and for future course revisions. Before securing signatures on the form, the faculty author should submit the form to the curriculum email, copying the full-time department faculty, chairs, and deans. Any faculty, chairs, or deans who have concerns about the new course proposal should communicate their concerns to the chairs or deans. The form will be reviewed so that all areas are accurately completed and any necessary documentation (including, as appropriate, information related to facilities and resources related to the new course and employment or transferability documentation) is included. Once technical review of the form is complete, the faculty member can obtain signatures, and the form can be placed on a curriculum agenda. No chair or dean substitute signatures will be allowed on A9 or A10 forms. A9 and A10 forms may be placed on either meeting of the month. The faculty member or a representative will attend a curriculum meeting and discuss the proposed new course; any faculty from the department with concerns about the new course are also encouraged to attend. After the proposed curriculum is approved conceptually, a shell for the course will be created, and the course can be submitted via CurricUNET. The course must come to a curriculum committee agenda within a year of the A9 or A10 being approved, or the course shell will be removed, and a new A9 or A10 will need to be submitted to the committee for approval. New course submissions require support from department faculty and department chair(s), approval from the Assessment Coordinator, Librarian and (as appropriate) the Articulation Officer, technical review (including technical and pedagogical – see above), Distance Education (as appropriate) approval, Students Services support (as appropriate), Honors approval (as appropriate), chair(s) and dean(s) approval, two readings and Board of Trustee approval. (For specific information and dates: See Best Practices Handbook and curriculum calendar.)

**Revised Course**

Course Revision (including reactivations)

Course revision submissions require support from department faculty and department chair(s), approval from the Assessment Coordinator, Librarian and (as appropriate) the Articulation Officer, technical review (including technical and pedagogical – see above), Distance Education (as appropriate) approval,
Students Services support (as appropriate), and chair(s) and dean(s) approval, two readings and Board of Trustee approval. Additionally, when a Course Outline of Record is submitted to the Curriculum Committee for revision, any Honors or Distance Education Addenda applied to that course must be reviewed, revised (as necessary), and resubmitted for approval at the same time as the revised Course Outline of Record. The submission of a Course Outline of Record without the resubmission of applicable Honors and Distance Education Addenda will be deemed incomplete and will not be placed on the Curriculum Committee agenda until reviewed, revised, or deactivated Honors and Distance Education Addenda are submitted. Course revisions such as unit value change that impact awards will require submission of award revisions and cannot be processed without the accompanying revisions to awards. (For specific information and dates: See Best Practices Handbook and curriculum calendar.)

Career Education 2-year Review
Title 5 requires Career Education (CTE) curriculum be reviewed every two years. In order to make this process more manageable for faculty, the Curriculum Committee has approved a process that allows faculty to review courses to meet this requirement without having to revise the courses unless major revisions are required. Requisites must be validated as part of the 2-year review but cannot be changed or deleted without going through the entire revision process. Courses will need to go through the complete curriculum process at least every six years. If, upon reviewing a course, changes in textbooks are the only revisions being made, these can be completed using the CTE 2 Year Review approval process in CurricUNET, provided that the course will not become out-of-compliance in fewer than two years. CTE 2 Year Review submissions require a truncated technical review by Curriculum Analyst, chair(s) and dean(s) approval, and two readings. Approval of a Career Education 2-year review will include approval of all addenda associated with the course. (For specific information and dates: See Best Practices Handbook and curriculum calendar.)

Course Deactivation
Course deactivation submissions require a truncated technical review by Curriculum Analyst, Articulation Officer, chair(s) and dean(s) approval, two readings and Board of Trustee approval. The action of deactivating a course will necessarily include the deactivation of any associated distance education addendum or honors addendum of the course although Honors addenda deactivations must also be submitted through CurricUNET. If a course deactivation impacts another course for which it is a requisite, the course(s) must also be revised for the deactivation to take effect. If that involves courses or awards in another department, the author of the course being deactivated should email faculty in the department(s) affected and copy the curriculum email. If the other departments do not submit the revisions to the courses impacted by the deactivation within four weeks of the email notification, then the curriculum chair will intervene. In cases where a deactivation affects an award pattern, the course author will be required to submit award revisions; the deactivation cannot be processed without the accompanying revisions to awards. (For specific information and dates: See Best Practices Handbook and curriculum calendar.) See Sunset Policy below for further information pertaining to deactivation.

Prerequisite Change
Course prerequisite, corequisite, recommended preparation advisories, and other enrollment criteria must be processed with the course and require two readings and separate approval. For prerequisite,
corequisite, recommended preparation advisory or other enrollment criteria changes to previously approved courses, revision to course outlines is required. (For specific information and dates: See Best Practices Handbook and curriculum calendar.)

The committee has established guidelines to standardize prerequisite, co-requisite, and recommended-preparation language:

1. Prerequisite, co-requisite, and recommended-preparation language should reflect economy of wording. It should not include the following wording:
   a. “Or equivalent,” where equivalency is redundant
   b. Other superfluous wording.
2. All prerequisite courses will include the language: “with a grade of C or higher.” (CurricUNET will automatically include it.)
3. For recommended preparation or co-requisites, the course only should be listed (do not use “with a grade of C or better”).

**Distance Education Addendum**

A Distance Education Addendum is part of the Course Outline of Record. Therefore, a revision to Distance Education requires technical review (as part of the course approval process), one reading and separate approval on the curriculum committee agenda. In order to add a Distance Education Addendum to a previously approved course, a revision to the course outline is required. Additionally, when a Course Outline of Record is submitted to the Curriculum Committee for revision, any Distance Education Addenda applied to that course must be reviewed, revised, and resubmitted for approval at the same time as the revised Course Outline of Record. A Distance Education deactivation will also require a revision to the course outline and will follow the procedures for a course revision. Distance Education additions, revisions, or deactivations will take effect with the appropriate catalog deadline. (For specific information and dates: See approval flowchart and curriculum schedule.)

A Distance Education Addendum must be approved by the Committee in order for a course to be taught in Fully Online and/or Hybrid form. The approved fully-online Distance Education Addendum for a course will allow a department to offer the course in a hybrid form without additional Curriculum Committee approval. However, in the case that only a hybrid Distance Education Addendum exists, a department must submit a fully-online Distance Education Addendum in order to offer the course fully online. A fully-online Distance Education Addendum will replace any existing hybrid addendum. A department is advised to deactivate an existing fully-online Distance Education Addendum and replace it with a hybrid Addendum if the department determines that the fully-online format is not viable. (See information on writing Distance Education classes and Regular Effective Contact Hours Policy.)

An Honors course requires a separate Distance Education addendum in order to be offered online. However, the MSJC Honors Committee, as a member of the National Council of Honors Programs, follows the position of the NCHC and does not approve of honors addenda for fully online Honors courses. The Honors committee is willing to consider hybrid honors addenda that require some face-to-face meeting between the instructor and the student.
Honors Addendum
Honors Addenda require technical review by the Honors curriculum subcommittee, Curriculum Analyst, Articulation Officer, approval by department chair(s) and dean(s) and Honors coordinator, one reading and separate approval on the curriculum committee agenda. In order to add an Honors addendum to a previously approved course, revision to the course outline is required. For new Honors addenda for existing courses, the course author must contact the Office of Curriculum (via email) and request a new Honors course be created. Additionally, when a Course Outline of Record is submitted to the Curriculum Committee for revision, any Honors Addenda applied to that course must be reviewed, revised (as necessary), and resubmitted for approval at the same time as the revised Course Outline of Record. Note that the Honors committee conducts a separate Technical Review. See information above regarding submission deadlines. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)* It was the consensus of the Honors committee and the curriculum committee that an Honors course will require a separate Distance Education addendum in order to be offered online.

New Award
The Chancellor’s Office requires all new CTE degree and certificate submissions obtain approval from the regional consortium. This approval process can take place prior to launching a CTE award in CurricUNET or concurrently, but a new CTE degree or certificate will not be placed on the agenda for first read at the curriculum committee until confirmation of approval from the regional consortium (as demonstrated through meeting minutes) is attached to the award submission. The regional consortium approval requires two reads. For more information on the details, see the Best Practices Handbook. After approval by the consortium, the award (except Employment Concentrations) requires two readings at the curriculum committee and Board of Trustee approval before being submitted to the Chancellor’s Office for approval. *(For specific information: See the Best Practices Handbook.)*

State Approved Degrees (minimum 18 major-preparation units for a total of 60 units)
New state approved degree submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET, including regional consortium approval, and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

State Approved Certificates (minimum 12 units)
New state approved certificate submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET, including regional consortium approval, and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office. Departments can submit programs that are 12 or more units as state-approved certificates that will be included on students’ transcripts.

Employment Concentration (fewer than 18 units)
Employment Concentration Certificates are locally-approved certificates and do not require state approval but are not included on students’ transcripts. New employment concentration submissions require appropriate approvals and back up materials including labor market analysis and career advisory
information and require Curriculum Analyst, chair(s) and dean(s) approval and one reading on the Consent agenda.

**Certificate of Competency (Non-Credit)**
A Certificate of Competency includes two or more non-credit courses in basic skills or ESL that are designed to prepare students to take credit coursework in a particular field or for completion of an associate degree or transfer requirements. These certificates should have ESL or Elementary & Secondary basic skills TOP codes. New state-approved Certificate of Competency submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET, including the competencies the student will achieve through completion of the series of courses, and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**Certificate of Completion (Non-Credit)**
A Certificate of Completion includes two or more non-credit courses that will lead to improved employability or job opportunities. These certificates should have short-term vocational or workforce preparation TOP codes. New state-approved Certificate of Competency submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET, including evidence of high employment potential, and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**Revised Award Revision**
Award revision submissions of a title change, TOP code change, or unit value change require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, and with the exception of Employment Concentrations, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office. Depending on the type of changes made, Chancellor’s Office forms may be required. *(For specific information: See the Best Practices Handbook.)*

**State Approved Degrees (minimum 18 major-preparation units for a total of 60 units)**
Revised state approved degree submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**State Approved Certificates (minimum 12 units)**
Revised state approved certificate submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.
Employment Concentration (fewer than 18 units)
Revised employment concentration submissions require appropriate approvals and back up materials and require Curriculum Analyst, chair(s) and dean(s) approval and one reading on the Consent agenda.

Certificate of Competency (Non-Credit)
Revised certificate of competency submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

Certificate of Completion (Non-Credit)
Revised certificate of completion submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

Award Deactivation
Award deactivations require appropriate back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

State Approved Degrees (minimum 18 major-preparation units for a total of 60 units)
Deactivation of state approved degree submissions require appropriate back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

State Approved Certificates (minimum 12 units)
Deactivation of state approved certificate submissions require appropriate back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

Employment Concentration (fewer than 18 units)
Deactivation of employment concentration submissions require appropriate approvals and back up materials and require Curriculum Analyst, chair(s) and dean(s) approval and one reading on the Consent agenda.

Certificate of Competency (Non-Credit)
Deactivation of state approved certificate of competency submissions require appropriate back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

Certificate of Completion (Non-Credit)
Deactivation of state approved certificate of completion submissions require appropriate back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

Other Curriculum Committee Policies

College Curriculum Policy
Items of curriculum policy include, but are not limited to, grading, course equivalency such as CLEP and AP, and graduation requirements. Such a proposal may be requested as “Information Item,” at which time the committee shall determine placement for consideration on future agendas. Information items require the completion of an A7 form, which can be found on the N: drive, in CurricUNET, and on the curriculum website. A7 forms require hard copy signatures and must be submitted to the Curriculum Office no later than 10 days before the curriculum committee meeting date. Items that require a vote (action items) require the completion of an A8 form, which can be found on the N: drive, in CurricUNET, and on the curriculum website. A8 forms require hard copy signatures and must be submitted to the Curriculum Office no later than 10 days before the curriculum committee meeting date. If an item is approved by the committee, it must be forwarded to the Board of Trustees for approval.

High School Articulation Agreements
High school articulation agreement submissions require the completion of an A7 form (which can be found on the N: drive, in CurricUNET, and on the curriculum website) with appropriate signatures and back up materials and one reading on the “Information” agenda.

Affiliation Agreements related to curriculum
Any Affiliation Agreement (formerly known as Memorandum of Understanding [MOU]) that involves curriculum-related issues such as prerequisites or dual enrollment will be submitted to the committee. New Affiliation Agreements require the completion of an A8 form with appropriate signatures and a copy of the Affiliation Agreement for a vote and requires two reads. Once approved, signed Affiliation Agreements will be presented as they are updated or agreed upon with new parties; these will require the completion of an A7 form with appropriate signatures and copies of the Affiliation Agreement and one reading on the “Information” agenda.

Mnemonic Changes
In cases where a department wishes to change its mnemonic, the department chair should email the curriculum committee chair and the Academic Senate president with the request. The curriculum committee
chair and Academic Senate president will then confer to determine whether the issue should come before curriculum committee or the Academic Senate or both. Once the change in mnemonic is approved, the department would need to revise courses for the mnemonic change to take effect.

With respect to Non-Credit, any department wanting to offer NC course offerings that the department will be responsible for staffing, scheduling, and curriculum, can use the corresponding NC mnemonic (i.e., NC/MATH, NC/MUS) without going through Academic Senate. This will be determined when an A10 comes through the committee.

Program Name Changes

Proposed program title change and possible new mnemonic (for courses) will need to be approved by the Academic Senate before being brought to the Curriculum Committee. Once approved and Academic Senate minutes have been received, an A8 Form (on the N: drive) will need to be developed for the program title change and presented to the Curriculum Committee for approval. This will go through the first and second read process. At the same time as the A8 form is presented for the program title change to the Curriculum Committee for approval, an A7 Form – Information Item (also on the N:drive) will need to be developed to present the new mnemonic to the curriculum committee. This is just an information item.

Once the Program Title change has gone through the Curriculum Committee for approval and is then approved by the Board of Trustees, it will be uploaded into Colleague and Program Title Changes in the Catalog will take place. At this time, all courses that will assume the new mnemonic will need to be revised within the current Curriculum processes (please see Best Practices Handbook on how to Revise Courses and, if applicable, how to revise awards if the award titles are being revised).

Catalog deadlines will apply to Program Title Changes, as they do with courses and awards.

Repeatability policy

Per Title 5 § 55041, most credit courses at Mt. San Jacinto College are not repeatable. Exceptions to this regulation are limited to the following. Title 5 §55041(a) states that districts may only designate the following types of courses as repeatable:

1. Intercollegiate academic or vocational competition courses where the course is part of a district sanctioned competitive activity. These courses must be designed specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002 The following Mt. San Jacinto College course is allowed repetition under this exception: COMM 160.

2. Intercollegiate athletics as defined in section $55000, such that an intercollegiate course is one in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the
event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002.

Section §58162 further specifies that state apportionment may be claimed for the attendance of students enrolled in approved courses of intercollegiate athletics, as defined in section §55000, which are otherwise eligible for state assistance. However, state apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 350 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates. Of the 350 hours of attendance, no more than 175 hours can be claimed for student enrollment in courses dedicated to the sport, and no more than 175 hours can be claimed for student enrollment in courses that focus on conditioning or skill development for the sport.

In addition to the limitation of hours as defined above, Mt. San Jacinto College policy requires that any course that is deemed repeatable for purposes of intercollegiate athletics have the following:

- A PEIC mnemonic
- The intercollegiate TOP code of 0835.50
- A prerequisite that limits the course to intercollegiate athletes
- A clear indication in the course description that the course is for intercollegiate athletics
- Repeatability of no more than 4 times

3. Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The college governing board must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section §59020.

Music Ensemble and Applied Music classes have been deemed repeatable based on language from UCLA and California State University Northridge, as required for their majors.

Theater Production courses may be repeatable California State University Pomona and Fresno State University.

Only Modern Dance and Ballet classes have been deemed repeatable, up to two times per level and no more than 4 times within a related-content group, based on language from California State University Fullerton, as required for their majors.

Option 1:
- Level 1 – repeated 2 times for credit
- Level 2 – repeated 2 times for credit

Or Option 2:
- Level 1A – 1 time for credit
- Level 1B – 1 time for credit
Level 2A – 1 time for credit
Level 2B – 1 time for credit

Or Option 3:
Level 1A – 1 time for credit
Level 1B – 1 time for credit
Level 2A – 2 times for credit
Level 2B – 2 times for credit

Because Dance majors are most likely to begin their college career with some experience and thus should not start at the beginning level but need to be taking dance skill classes each semester, two takes at the intermediate (Level 2) were deemed appropriate for Modern Dance and Ballet.

All other dance genres may have two beginning and two intermediate level courses, but none of the courses may be repeated.

When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student’s grade point average. All attempts – including “W” and substandard grades – will count toward the enrollment limitation.

When course repetition occurs pursuant to this section, the student’s permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Related-Content Groups
Courses which are “active participatory courses” (Title 5 § 55000) and courses which are in "Physical Education, Visual Arts, or Performing Arts" (Title 5 § 55040) shall be placed in related-content groups to be designated by discipline faculty and approved by the Curriculum Committee. This applies to courses associated with one of the following TOP codes:

TOP 10 Fine and Applied Arts
1001.00 Fine Arts General
1002.00 Art (Painting, Drawing, Sculpture)
1002.10 Painting and Drawing
1002.20 Sculpture
1002.30 Ceramics
1004.00 Music
1007.00 Dramatic Arts
1008.00 Dance
1009.00 Applied Design
1009.10 Jewelry
1011.00 Photography
Courses in vocational education TOP codes do not at this time need to be put into groups.

**Limitation on Enrollment within Related-content groups**

Per Title 5 § 55040 (c) a student may enroll in “related active participatory courses for no more than four semesters or six quarters. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.”

Per Title 5 § 55043 (b), if the district determines that a student needs to repeat an active participatory course, as defined above due to significant lapse of time, that repetition shall be counted in applying to the student’s total number of experiences within that course group. If the student has already exhausted the number of experiences within a related-content group, an additional repetition due to significant lapse of time may be permitted or required by the district. However, apportionment shall not be collected for course repetition exceeding a student’s four experiences within a group even if there has been a significant lapse in time.

**Exceptions**

Title 5 § 55040 (7) permits a student with a disability to repeat a special class for students with disabilities any number of times based on an individual determination that such repetition is required as a disability-related accommodation for that particular student. The district policy may allow the previous grade and credit to be disregarded in computing the student’s GPA each time the course is repeated.

Per Title 5 § 55040 (8) permits a student to petition to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times.

Title 5 § 55040 (9) permits a student to petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times.

Title 5 § 55045 permits a student to petition to repeat a course previously completed because of “extenuating circumstances.” Extenuating circumstances are defined in Title 5 are verified cases of accidents, illness, or other circumstances beyond the control of the student.

**NOTE:** As mandates from the state come to us, these requirements may change.
Per Title 5 § 55041, most credit courses at Mt. San Jacinto College are not repeatable. Exceptions to this regulation are limited to the following. Title 5 §55041(a) states that districts may only designate the following types of courses as repeatable:

4. Intercollegiate academic or vocational competition courses where the course is part of a district sanctioned competitive activity. These courses must be designed specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002. The following Mt. San Jacinto College course is allowed repetition under this exception: COMM 160.

5. Intercollegiate athletics as defined in section §55000, such that an intercollegiate course is one in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002.

Section §58162 further specifies that state apportionment may be claimed for the attendance of students enrolled in approved courses of intercollegiate athletics, as defined in section §55000, which are otherwise eligible for state assistance. However, state apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 350 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates. Of the 350 hours of attendance, no more than 175 hours can be claimed for student enrollment in courses dedicated to the sport, and no more than 175 hours can be claimed for student enrollment in courses that focus on conditioning or skill development for the sport.

In addition to the limitation of hours as defined above, Mt. San Jacinto College policy requires that any course that is deemed repeatable for purposes of intercollegiate athletics have the following:
- A PEIC mnemonic
- The intercollegiate TOP code of 083550
- A prerequisite that limits the course to intercollegiate athletes
- A clear indication in the course description that the course is for intercollegiate athletics
- Repeatability of no more than 4 times

6. Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The college governing board must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section §59020.
Music Ensemble and Applied Music classes have been deemed repeatable based on language from UCLA and California State University Northridge, as required for their majors.

Theater Production courses may be repeatable California State University Pomona and Fresno State University.

Only Modern Dance and Ballet classes have been deemed repeatable, up to two times per level and no more than 4 times within a related-content group, based on language from California State University Fullerton, as required for their majors.

Option 1:
- Level 1 – repeated 2 times for credit
- Level 2 – repeated 2 times for credit

Or Option 2:
- Level 1A – 1 time for credit
- Level 1B – 1 time for credit
- Level 2A – 1 time for credit
- Level 2B – 1 time for credit

Or Option 3:
- Level 1A – 1 time for credit
- Level 1B – 1 time for credit
- Level 2A – 2 times for credit
- Level 2B – 2 times for credit

Because Dance majors are most likely to begin their college career with some experience and thus should not start at the beginning level but need to be taking dance skill classes each semester, two takes at the intermediate (Level 2) were deemed appropriate for Modern Dance and Ballet.

All other dance genres may have two beginning and two intermediate level courses, but none of the courses may be repeated.

When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student’s grade point average. All attempts – including “W” and substandard grades – will count toward the enrollment limitation.

When course repetition occurs pursuant to this section, the student’s permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Related-Content Groups
Courses which are “active participatory courses” (Title 5 § 55000) and courses which are in “Physical Education, Visual Arts, or Performing Arts” (Title 5 § 55040) shall be placed in related-content groups to be designated by discipline faculty and approved by the Curriculum Committee. This applies to courses associated with one of the following TOP codes:

**TOP 10 Fine and Applied Arts**
- 1001.00 Fine Arts General
- 1002.00 Art (Painting, Drawing, Sculpture)
- 1002.10 Painting and Drawing
- 1002.20 Sculpture
- 1002.30 Ceramics
- 1004.00 Music
- 1007.00 Dramatic Arts
- 1008.00 Dance
- 1009.00 Applied Design
- 1009.10 Jewelry
- 1011.00 Photography

**TOP 08 Education**
- 0835.00 Physical Education
- 0835.10 Physical Fitness and Body Movement

Courses in vocational education TOP codes do not at this time need to be put into groups.

**Limitation on Enrollment within Related-content groups**
Per Title 5 § 55040 (c) a student may enroll in “related active participatory courses for no more than four semesters or six quarters. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.”

Per Title 5 § 55043 (b), if the district determines that a student needs to repeat an active participatory course, as defined above due to significant lapse of time, that repetition shall be counted in applying to the student’s total number of experiences within that course group. If the student has already exhausted the number of experiences within a related-content group, an additional repetition due to significant lapse of time may be permitted or required by the district. However, apportionment shall not be collected for course repetition exceeding a student’s four experiences within a group even if there has been a significant lapse in time.

**Exceptions**
Title 5 § 55040 (7) permits a student with a disability to repeat a special class for students with disabilities any number of times based on an individual determination that such repetition is required as a disability-related accommodation for that particular student. The district policy may allow the previous grade and credit to be disregarded in computing the student’s GPA each time the course is repeated.
Per Title 5 § 55040 (8) permits a student to petition to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times.

Title 5 § 55040 (9) permits a student to petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times.

Title 5 § 55045 permits a student to petition to repeat a course previously completed because of “extenuating circumstances.” Extenuating circumstances are defined in Title 5 are verified cases of accidents, illness, or other circumstances beyond the control of the student.

NOTE: As mandates from the state come to us, these requirements may change.

Deactivation Policy

Title 5 § 55003 requires course outlines be revised every six years (every two years for CTE classes). Courses that are out of compliance jeopardize transfer, articulation, and licensing requirements. Courses will be subject to the out-of-compliance deactivation policy if they are out of compliance as of the previous January. Faculty will be notified at the beginning of the school year. This policy replaces the sunset policy.

(a) Courses that are three semesters or more out-of-compliance will be deemed inactive as of May each year and cannot be offered or scheduled until they are approved to first read of a curriculum committee agenda. The college may limit the number of sections of out-of-compliance courses offered in the fall.

b) The curriculum committee will deactivate any course that has been out of compliance for three or more three semesters (out-of-compliance as of January the previous year) at the October face-to-face meeting.

c) Any awards that are impacted by course deactivation will also be revised or deactivated depending on the implication of the deactivated course.

An example of the timeline follows:

Fall 2017 COURSE XXX notified it is subject to the deactivation policy (out-of-compliance as of January 2017)
Spring 2018 COURSE XXX may be offered
Fall 2018-Spring 2019 COURSE XXX inactive and cannot be offered or scheduled until approved to first read
Fall 2018 (October) COURSE XXX automatically deactivated if not revised or deactivated by the department
Fall 2019 COURSE XXX removed from catalog and awards

Deleted: Sunset Policy

Title 5 § 55003 requires course outlines be revised every six years (every two years for CTE classes). Courses that are out of compliance jeopardize transfer, articulation, and licensing requirements. Therefore, courses that have not been revised in eight or more years will be subject to the following sunset policy.

Each September, a list of courses that are eight years old or more (out-of-compliance) will be published as an information item on the Curriculum Committee agenda, putting department faculty on notice.

These out-of-compliance courses may be offered the subsequent Spring Semester to allow students to complete any relevant awards.

During the subsequent academic year, these out-of-compliance courses will become inactive and cannot be offered.

A list of inactive courses will be published as an information item on the November agenda of the year in which they are inactive. They will be automatically deactivated and removed from the catalog and any related awards. Any awards in which a deactivated class is a requirement will also be deactivated.

To avoid deactivation, any inactive course must be successfully revised by the catalog deadline of the year (usually November) in which it is inactive.

An example of a possible timeline follows:

Fall 2017 COURSE XXX notified it is out-of-compliance
Spring 2018 COURSE XXX may be offered
Fall 2018-Spring 2019 COURSE XXX inactive and cannot be offered
Fall 2018 (November) COURSE XXX automatically deactivated
Fall 2019 COURSE XXX removed from catalog and awards

Deactivation Policy

Title 5 § 55003 requires course outlines be revised every six years (every two years for CTE classes). Courses that are out of compliance jeopardize transfer, articulation, and licensing requirements. For 2017-18, the following policy is in effect.

(a) Courses that are three semesters or more out-of-compliance will be deemed inactive as of May 2017 and cannot be offered or scheduled for Spring 2018 until they are approved to first read of a curriculum committee agenda. The college may limit the number of sections of out-of-compliance courses offered in the fall.

b) The curriculum committee will deactivate any course that is part of a discipline with full-time faculty if it has been out of compliance for three or more three semesters (out-of-compliance as of January 2016) at the October 2017 face-to-face meeting.

c) The curriculum committee will deactivate any course that is part of a discipline without full-time faculty if it has been out of compliance for three or more three semesters (out-of-compliance as of January 2016) at the November 2017 face-to-face meeting.

d) Any awards that are impacted by course deactivation will also be revised or deactivated depending on the implication of the deactivated course.

Other Curriculum Committee Roles and Responsibilities
**Role of the Committee with respect to Course/Student Learning Outcomes**

It is the consensus of the Curriculum Committee (1) to support the process of developing and assessing student learning outcomes at Mt. San Jacinto College on various levels and (2) to become a repository of assessment materials and results.

At the course level, the Committee will continue to ask that learning objectives be phrased in the form of behavioral outcomes. These objectives along with examples of assignments serve as starting points for developing and applying assessment tools. To allow for flexibility in assessment, the committee has decided that the assessment procedures will not become part of the outline of record. A field in CurricUNET requires Course Learning Outcomes be developed for each course and are approved by the Assessment Coordinator so that all new and revised courses will be required to have corresponding Course Learning Outcomes.

At the department level, the Committee has added a field to the Request for Placement form which asks departments to explain how a new and revised program or course supports the discipline’s Program Learning Outcomes. The information will not become part of the outline of record or program proposal, but rather the question is intended to stimulate and maintain an ongoing discussion of PLOs.

A fundamental question in reviewing new or revised curriculum is how the curriculum supports the learning outcomes of the college as a whole. The committee has also developed General Education Learning Outcomes (GELOs) so that any course that is approved in a General Education area will be tied to a Title-5 based and Academic Senate-approved definition of that area and to GELOs for each area, which reflect Institutional Learning Outcomes.

**Role of Committee in Program Review**

The committee will work with departments, programs, and the Program Review Committee in recommending new courses, revising outdated courses, and deactivating courses which are no longer needed in the curriculum.

The Committee has added a field to the Request for Placement form which asks departments to explain how a new and revised program or course supports the department’s program review. The information will not become part of the outline of record, but rather the question is intended to stimulate and maintain an ongoing discussion of the relationship between curriculum and program review.

The Curriculum Committee must review and approve policy and procedure established by the Program Review Committee which relates to the Curriculum Committee charge, that is, “curriculum development, prerequisite, graduation requirements, general education requirements, program review, grading policies, and program discontinuance.” Such policies and procedures will be dealt with as two-read action items; they require the completion of an A8 form, which can be found on the N drive as well as on the Curriculum Committee website. The A8 form requires hard copy signatures and should be forwarded to the Curriculum Office by the appropriate calendar deadline for the meeting.
In the event of financial crisis, the Curriculum Committee will develop guidelines for reducing or eliminating departments and programs.

**Role of Committee in Distance Learning**

The Distance Education subcommittee will be responsible for creating and/or revising a spreadsheet to use in reviewing addenda to assist in making the DE reviews more consistent. The subcommittee will also be responsible, in conjunction with Educational Technology Committee, in revising the DE portions of the Best Practices handbook each year. Providing good models of specific parts of the DE addendum and addressing any problems that consistently hold up the approval of DE addenda are beneficial to include in the Best Practices handbook. Changes to the Best Practices materials related to Distance Education addenda should be put on the ETC agenda in February or March. These materials would need to be submitted in Word documents to the Curriculum Faculty Co-Chair by the end of the spring semester for inclusion in the handbook.

Any differences of opinion related to Distance Ed addenda between the ETC and the subcommittee will go to the full curriculum committee and/or Academic Senate for review.

**Role of Committee with respect to mediating department conflicts**

In cases where two departments or faculty from the same department cannot agree on curriculum-related issues, the Academic Senate in consultation with the curriculum committee chair will meet to decide the appropriate course of action. Actions may include but are not limited to the following: meeting with each department chair either separately or together to hear both sides of the issue(s); consulting with curriculum committee chair and academic deans to clarify the impact of the conflict and/or issues; notifying department chairs and curriculum committee of the outcome and appropriate course of action; asking department to bring curriculum or award to the committee so that faculty with differing perspectives can present the different sides of the issue to the committee to make a decision.

**Role of Committee with respect to mediating conflicts with curriculum that impacts multiple departments**

In some cases one department's curriculum may impact another department's curriculum: a course may serve as a prerequisite for a course in another department or may be in an employment concentration, certificate, or award for another department. Any major changes in courses or awards (such as changes in units or deactivations) by a department that impact another department require notification of the department whose courses or awards will be impacted by such changes. Departments initiating the curricular change should email the chair of the impacted department (copying the curriculum email) prior to the course or award changes or deactivations being submitted so that the impacted department can make prerequisite or award substitutions or removals. Impacted departments need ample time to make appropriate course or award revisions through the curriculum approval process.

In the instance where the impacted department does not respond to the request for course or award revisions within a reasonable time frame (five working days), the department wishing to make the change should contact the curriculum faculty chair who will work in consultation with the Academic Senate to decide...
the appropriate course of action. Actions may include but are not limited to the following: meeting with each department chair either separately or together to hear both sides of the issue(s) and recommend action; consulting with curriculum committee chair and academic deans to clarify the impact of the conflict and/or issues; notifying department chairs and curriculum committee of the outcome and appropriate course of action; asking department to bring curriculum or award to the committee so that faculty with differing perspectives can present the different sides of the issue to the committee to make a decision.

**Transfer Articulation**

Transfer course articulation is defined as the process of developing a formal, written agreement that identifies courses (or sequences of courses) from a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements to a “receiving” campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured. In short, the articulation process enables the student to progress to the next level of instruction at the receiving institution.

Articulation is not reciprocal (from university to community college); however, it can be used to clear a California community college requirement, prerequisite or course-to-course if the community college discipline faculty approve the course content to equate to an MSJC course.

It is important to note that articulated courses are not to be construed as “equivalent” but rather as comparable, or acceptable in lieu of each other. The content of the courses on the respective campuses is such that successful completion of the course on one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at another campus.

Articulation officers can help their faculty understand this crucial distinction. This process of course articulation between and among campuses is the foundation of the vital “transfer” function in California. Course articulation is the “roadmap” by which students “navigate” the transfer process. It creates an academic pathway that eases students’ transitions between the segments of higher education in California.

CSUs and UCs determine whether courses transfer; at the community college we are preparing our students to complete their degrees at the university, so it is not the community college’s purview to tell the university whether our courses should be accepted for transfer, how they will be accepted for transfer, or for how many units. The Articulation Officer is the liaison between MSJC curriculum and the university articulation officer for their departments.

Every 100- or 200- level course new course or revision requires faculty include comparable course information; this means the faculty needs to find a comparable course at the lower division baccalaureate level (freshman or sophomore) for a CSU or UC institution. Because of the way that numbering is defined in the MSJC catalog, courses for which transfer articulation does not exist cannot be numbered 100-299. Course work from other community colleges, upper division course work, extension course work or private school course work cannot be referenced. In certain extenuating circumstances, courses may be used for portfolio or bachelor degree program area emphasis, so the courses can remain at the 100-299 level as long as research confirming this instance is attached to the CurricUNET submission (in the attached files area).
New courses that a faculty member believes should articulate to the lower level will need to provide information on the specific courses at a CSU or UC that they believe is comparable to the new course. Once the course is approved, the Articulation Officer can submit the course to the CSU and/or UC system; if the articulation is approved, the Articulation Officer will notify the faculty, and at that point, the course can be offered to students.

When a course is revised, the faculty will have to find up to 3 UCs/CSUs comparable courses at the lower division to ensure the course continues to articulate for the student in the way faculty intend. It is the faculty member’s responsibility to find this, not the Articulation Officer’s. It is important that faculty understand how their courses can be used by students upon transfer which is why faculty are asked to do this research. The Articulation Officer will review the information to ensure its accuracy. If a course has a C-ID equivalent, that information can be included on the comparable transfer area in CurricUNET.

For courses that have already been articulated, if during the revision content changes significantly or a prerequisite is removed, the course may need to be rearticulated. Courses that have been deactivated will need to be rearticulated if they are reactivated.

The CIAC (California Intersegmental Articulation Council) recommends that courses not be offered until an articulation agreement or approval is in place, and that status is reflected in the MSJC catalog. This means that a course might be in the catalog before it can be offered.

CSUs and UCs have specific deadlines for course submission for articulation. CSU’s deadline is during the month of April for the following fall start date for elective unit transfer only. Once a course is approved by the CSU system, the articulation officer can then submit it to individual CSU campuses for course-to-course or course-to-major articulation. As long as the CSU system approves the course for articulation, it may be offered for elective units only. UC submission for MSJC is in June, but we do not hear if a course is UC approved until October at the earliest. Both CSU and UC General Education submissions deadline is December 15. Courses cannot be submitted to GE until they have first received CSU or UC approval status.

If MSJC has an existing course that articulates for a specific course at a specific institution, we cannot articulate another course for that same four-year course; this is duplication of coursework and unless we plan on a cross list of the courses or replacement of the original course, the new course is not needed.

Faculty will be provided a master schedule of dates in the Best Practices Handbook for ASSIST, UC-TCA, IGETC, and CSU-GE, and C-ID submission for articulation purposes so that departments may more effectively plan the proposal/review/revision of curriculum.

Please see above under Other Curriculum Committee policies for information related to high school articulation.
PREFACE

The purpose of the Mt. San Jacinto College (MSJC) Faculty Handbook is to provide faculty with information about college policies and procedures and to serve as resource for faculty in support of their teaching and professional development.

Every effort is made to maintain the currency of the information, however, please keep in mind that changes and transitions do occur.
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COLLEGE MISSION

Mt. San Jacinto College (MSJC), a California Community College, offers accessible, innovative, comprehensive and quality educational programs and services to diverse, dynamic and growing communities both within and beyond traditional geographic boundaries. We support life-long learning and student success by utilizing proven educational methodologies as determined by collaborative institutional planning and assessment. To meet economic and workforce development needs, MSJC provides students with basic skills, general and career education that lead to transfer, associate degrees and certificates. Our commitment to student learning empowers students with the skills and knowledge needed to effect positive change and enhance the world in which we live.

INSTITUTIONAL LEARNING OUTCOMES

• **Communication**: The student will communicate effectively, expressing thoughts, goals and needs through use of appropriate modes and technologies.

• **Critical Thinking**: The student will reason and think critically.

• **Aesthetic Awareness**: The student will possess aesthetic awareness.

• **Social Awareness**: The student will demonstrate societal awareness.

• **Responsibility**: The student will display personal and civic responsibility.

• **Scientific Awareness**: The student will possess an awareness of the physical and biological principles related to science.

• **Information and Technology Literacy**: The student will access, interpret, evaluate and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

At Mt. San Jacinto College, faculty, staff, administrators, and students all share in the student learning outcomes and assessment process. The process for incorporating student learning outcomes into our college culture led to the adoption in 2007 of the Institutional Learning Outcomes or education core competencies. The MSJC College Catalog lists discipline-level student learning outcomes for each program of study at the college. All faculty members are involved in the process of developing and assessing student learning outcomes for the courses which they teach.
STRATEGIC MASTER PLAN GOALS

Goal 1: Promote Research-Based High Impact Instructional and Student Support Practices to Decrease Excessive Unit Accumulation

Goal 2: Create Structured Educational Experiences that Support Students from Point of Entry to Attainment of Educational Goal

Goal 3: Promote Student Engagement in College-Wide and Community Events and Activities

Goal 4: Strengthen Institutional Capacity to Improve Student Preparation, Transition, and Successful Course Completion in Distance Education and Online Learning

Goal 5: Strengthen Institutional Capacity to Improve Student Preparation, Transition, and Successful Course Completion in Distance Education and Online Learning

Goal 6: Increase Development of Standard Operating Procedures Effectively Across the Institution to Ensure Consistent and Effective Implementation and Application of MSJC Board Policies and Administrative Procedures

Goal 7: Improve Timely Access to Relevant Data for Decision-Making through Creation of Standards and Tools to Determine Appropriate Levels of Access to Sensitive Information and Support the Classification of Institutional Data

Goal 8: Develop and Implement a Transparent Prioritization Structure at the Institutional Level.


Goal 10: Develop and Implement a Total Cost of Operation Model that Addresses Human, Physical, and Financial Resources Necessary to Operate the College in a way that Best Serves Students, Faculty, and Staff.

Goal 11: Pursue Sustainable Resources and Solutions that Improve Efficiencies in Processes District-Wide while also Considering the Institution’s Carbon Foot Print.

Goal 12: Actively Promote a Welcoming Campus Environment for Students, Faculty, and Staff

Goal 13: Reinforce and Strengthen Partnerships between Faculty, Instructional, Student and Administrative Services to Promote Collegiality and Improve Cross-Divisional Processes and Procedures for the Purpose of Better Serving Students

Goal 14: Actively Engage Local Leaders, Regional Businesses, and Community Based Organizations to Address Community, Educational, Economic, and Regional Workforce Needs

Goal 15: Improve and Enhance Processes/Structures that Bridge College Programs with High School Students and Staff
INTRODUCTION TO MT. SAN JACINTO COLLEGE

As a comprehensive community college, MSJC offers courses and programs that satisfy the transfer requirements of four-year colleges and universities. We offer a variety of vocational and technical programs to prepare students for a rewarding career. Basic Skills and English as a Second Language (ESL) training programs are designed for students who want to build a strong foundation and ensure academic success. Community Education programs and classes help lifelong learners and those seeking personal enrichment.

The Mt. San Jacinto Community College District was formed in 1962 by a vote of the citizens in Banning, Beaumont, Hemet and San Jacinto. Named for the majestic 10,000-foot peak that dominates the area’s skyline, the Mt. San Jacinto Community College District stretches 45 miles from east to west and 35 miles north to south. It includes the communities of Banning, Beaumont, Idyllwild, San Jacinto, Hemet, Perris, Sun City, Lake Elsinore, Canyon Lake, Murrieta, Menifee, Temecula, Aguanga and Anza. Economic activity includes a varied agricultural industry, light manufacturing, tourism and a thriving service sector meeting the needs of the region’s growing population. District geography is diverse, ranging from desert and valley grasslands to pine-forested mountains.

The college enrolled its first students in the fall of 1963, holding classes in rented facilities in Banning. The San Jacinto Campus (SJC) was opened in 1965 with two buildings and has grown into a comprehensive college campus serving the needs of students and the community. In 1975, the residents of Temecula, Lake Elsinore, Perris and adjacent areas voted to join the Mt. San Jacinto Community College District, increasing the college’s area to the present 1,700 square miles. The Menifee Valley Campus (MVC) opened in 1990. The College experienced rapid expansion in 2008. That year it opened the Temecula Education Complex (TEC), giving residents of the Temecula and Murrieta areas one location to register, receive counseling and placement testing and also take classes. That same year, the college opened its San Gorgonio Pass Service Center to provide counseling, registration and other services to residents of the Banning and Beaumont areas. In January 2011, students began attending classes at the new San Gorgonio Pass Campus (SGP) located just south of Interstate 10 in Banning. The Temecula Higher Education Center (The Center), located approximately a mile north of TEC started offering classes in fall 2014.
## MSJC Enrollment Overview
### 2016-17

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Associate Degree for Transfer

The Associate Degree for Transfer- ADT’s (A.A.-T or A.S.-T) are specific transfer degrees offered at California Community Colleges, intended as a pathway into a similar Baccalaureate degree at CSU.

The A.A./A.S.-T guarantee means that students who earn an ADT degree and meet the CSU minimum eligibility requirements are guaranteed admission to a CSU, with a similar Baccalaureate degree but not necessarily to a particular campus or major. With this type of degree, students may be given a GPA bump when applying to an impacted CSU campus outside the local area or an impacted major that is deemed similar. In addition, once admitted at the CSU, and enrolled in a designated similar degree program a student will complete the bachelor’s degree within the 60 semester units or 90 quarter units of upper division coursework after transfer.

MSJC ADT Degrees

- Administration of Justice
- Anthropology
- Art:
  - Art History
  - Studio Arts
- Business Administration
- Early Childhood Education
- Communication Studies
- Computer Science
- Economics
- English
- Film, TV, and Electronic Media
- Geography
- History
- Mathematics
- Music
- Philosophy
- Political Science
- Psychology
- Theater Arts
INSTRUCTIONAL DIVISION MISSION

We are dedicated to the quality, integrity, and breadth of all educational programs in the District and support the college’s mission of successful student learning by providing programs that are innovative and responsive to all students and ensures that teaching excellence and a learner-centered curriculum are core values. The Instructional Services Division provides leadership and support for all instructional programs both credit and non-credit on all instructional sites within the District.

INSTRUCTIONAL SERVICES DIRECTORY

EVENING COVERAGE

Administrators and office staff have normal work hours. At SJC and MVC, a member of the deans’ staff is normally on duty until 8 pm. Staff members can also be found at the Libraries until 8 pm, and in the Learning Resource Centers until 7 pm, on Mondays-Thursdays. At SGP and TEC, Evening Administrators take turns providing coverage Monday through Thursday evenings, 4:30 pm to 10:00 pm.

The first week of the fall and spring terms there is an administrator in the Instruction office at SJC and MVC until 8 pm.

| Week 1 Evening Dean, SJC | (951) 487-3400 |
| Week 1 Evening Dean, MVC | (951) 639-5400 |
| Evening Classified Staff Member, SJC | (951) 487-3400 |
| Evening Classified Staff Member, MVC | (951) 639-5400 |
| Evening Administrator, SGP | (951)-264-2992 |
| Evening Administrator, SGP | (909)-435-5554 |
| Evening Administrator, SGP | (951)-222-1034 |
| Evening Administrator, TEC1 | (951)-764-2465 |
| Evening Administrator, TEC1 | (909)-229-0645 |
# ACADEMIC CALENDAR
## 2018-2019

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**Fall Semester**
- Commences 2018-2019 AY

**Summer Session**
- 88 Service Days (1 Conv, 86 Teaching)

**Spring Semester**
- 88 Service Days (1 Grad, 85 Teaching)

Symbols:
- # Fall Semester
- $^*$ Spring Semester
- $@$ Final Exams
- % Holiday - College Closed
- $^*$ 0 Week Summer Sessions
- $^*$ 0 Week Summer Sessions
- $^*$ Summer school conditional pending funding

**Notes:**
- Created: 11-15-17
- Board Approved: 12/14/2017
EagleAdvisor

Faculty EagleAdvisor is a portal for faculty information and processes. Accessing Faculty EagleAdvisor is essential for faculty to perform their duties. Below is information for accessing Faculty EagleAdvisor.

1. Click on Eagle Advisor on the right hand side.
2. Enter Username and password and enroll in the Single Sign on Accounts Management program.
See instructions at https://www.msjc.edu/MyMSJC/Pages/default.aspx

To Access MSJC faculty Email click on link below and enter your username and password.
https://outlook.msjc.edu

The first time you log in you will be asked to reset your password.

Password requirements are as follows:
   a. The password must be at least 6 characters in length and have three of the following 3 requirements;
      • at least one upper case alphabet,
      • at least one lower case alphabet,
      • a number or a symbol.
   b. The password cannot be any part of your name, Date of Birth, or the last 5 passwords you have used.
   c. Passwords expire every 90 days,
      Helpdesk suggests you put a reminder in your Outlook Calendar on day 85 from the day you reset your password to remind you that it needs to be updated.
3. Enter username (First initial of your first name and full last name (no digits), then enter your password.

If you have any questions, or need further assistance, please contact the Helpdesk@msjc.edu, or call (951) 639-5344.

**College Name & Acronym**

The legal name of the college is the Mt. San Jacinto Community College District. It is also proper and more colloquial to use: Mt. San Jacinto College.

DO NOT use “Mount,” or any other variation, as it is not interchangeable with Mt. The acronym for the college is MSJC, which stands for Mt. San Jacinto College.

DO NOT use MSJCC or MSJCCD or any other variation.

The proper names of the MSJC locations are: Menifee Valley
Campus
San Gorgonio Pass Campus
San Jacinto Campus Temecula
Education Complex
Temecula Higher Education Center
QUICK-START: PREPARING FOR THE FIRST DAY OF CLASS

COURSE SYLLABUS
All faculty members must provide students with a course syllabus specific to the class. The Academic Senate has developed the Syllabus Content Checklist. The syllabus includes instructor contact information, course description, courses objectives, student learning outcomes, assigned texts and materials, grading policy, expectations for classroom behavior, plagiarism policy and penalties, disability statement, and a schedule of topics, reading, activities, and assignments.

The syllabus is a contract with the students in the class. The clearer the detail, the fewer misunderstandings will arise. Instructors often include detailed descriptions of assignments and rubrics for evaluation. The syllabus may include safety procedures, especially in lab classes. While syllabi should be available on the first day of classes, they do not need to be provided in hard copy form. Many instructors are using the Canvas course site to post the syllabus for student download.

Faculty must submit a copy of their respective course syllabi to the Office of Instruction no later than the 2nd week of the semester. Your syllabi should be submitted by email:

SJC/SGP Faculty Syllabus Email Address: sjcsyllabi@msjc.edu
MVC/TEC Faculty Syllabus Email Address: mvcsyllabi@msjc.edu
Syllabus Checklist

Preamble
The course syllabus provides vital information for the students and protects and supports faculty members. The following guidance is intended to help you start your class with a syllabus that will serve both you and your students.

Organization
The syllabus should be divided into two sections, one section addressing policy information and the second section addressing course information.

Part I: Policy Section

Introduction
The syllabus should contain the following information in this section:

1. Mt. San Jacinto College (on the first page)
2. Basic course information including:
   3. Course number
   4. Section number
   5. Course description
   6. Course objectives
   7. Course Learning Outcomes (CLOs)
   8. Room number
   9. Meeting day(s) and time(s)

Note:
- Course description information is located in the course outline of record or college catalog. Please use the link above to view the course outline of record and CLO's.
- Please use the link above, and only this link, to access your CLOs.
- Do not utilize CLOs from eLumen, CurricUNET, Canvas or instructor/department websites.

Personal Information
1. Information about you
2. Name
3. E-mail/social media connections
4. Office number
5. Office Hours (for full-time faculty)
Materials
Books and assigned materials and resources (list complete information addressing all recommended and required reading materials and resources).

Note: If the list is excessive then it may be appropriate to have a separate sheet for course materials.

Grading Policy
• Grading polices should address the following:
  • Grade system: point, letter, %, etc.
  • Late work
  • Make-up work
  • Exams and quizzes
  • Class participation

Note: While it is appropriate to base grades on class participation, it is not appropriate to use attendance as a grading criterion; however, you may drop a student based upon missing a stated amount of class time.)

Miscellaneous
Classroom Etiquette: use of technology, inappropriate talking in class, tardiness or early departures, sleeping, etc.
Netiquette: rubric for grading discussions and expected discussion etiquette.
Regular Effective Contact (online only): policy describing faculty interaction with students including frequency, expectations, absences, and type of contact.
Plagiarism and Cheating: copyright policy, process and consequences for addressing cheating or plagiarism, consequences for source use outside authorized source list, inappropriate use of technology, etc.

Note: refer to the Standards of Student Conduct (AP 5500), Student Discipline Procedures (AP 5520), and/or the Acceptable Use Policy. Standardized language on plagiarism and cheating is also available in the course catalog.

Academic Support: support services are provided for students through each campus Learning Resource Center or Career and Technical Tutoring Center. Inquire at each center regarding hours of operations and specific subjects for which tutors are available. In addition, some subject area specialist tutors are available for courses through specific departments. Ask your instructor if specialized tutors are available for your individual course. Additional Services: Veteran Resources, Disabled Student Services, EOPS, Puente Project, more.
Disability Statement: Mt. San Jacinto College abides by the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that prohibits federal and state agencies or programs from discriminating against qualified individuals with disabilities. Students in this course who have a documented disability, that limits a major life activity which may have some impact on your work in this class and for which you may require accommodations should meet with a counselor in Disabled Students Programs and Services (DSP&S) as soon as possible.

Part II: The Schedule

List every meeting or week when your class will meet. Include descriptions of the following:

- Topics covered
- Homework and assignments
- Anticipated assignments and test due dates
- Grade weight of the assignments if not already mentioned in the policy section.
- A statement that the final is a requirement of the course and the final will be administrated at the scheduled time and day.

Note: The final schedule should be followed as closely as possible and only modified for individual students under only exceptional circumstances. To change the final requires administrative approval.

Effective summer 2012, the state has instituted a new policy regarding repetition and withdrawal. According to this new policy, students will be limited to THREE enrollment attempts in a course if a student has earned an F, D, NP, NC, and/or W. This policy does not affect repeatable courses (courses that can be taken more than one time for credit). This means students who have enrolled in the same course three times with any combination of substandard grades and/or Ws will not be permitted to enroll in that same course again beginning summer 2012. All past enrollments before this change will count towards this new limit. Drops that do not result in a W grade will not count towards this limitation. One additional enrollment may be permitted by petition with documented extenuating circumstances.

Once students have reached the maximum number of enrollments, if they would like to repeat the course again, they will have to attend another institution to enroll in the course. Students should therefore be much more judicious when considering whether to stay in a class that they do not have the time to devote to as well as whether to drop a class if doing so will result in a W.

Part III: Submission

Submit the completed syllabus to the following:
San Jacinto/Banning/San Gorgonio: SJCsyllabi@msjc.edu
Menifee/Temecula: MVCSyllabi@msjc.edu

Revised and Adopted February 2017 by the Academic Senate.
Adopted April 28, 2015
Academic Senate working in conjunction with the VP of instruction (Pat Schwerdtfegger)
COURSE ENROLLMENT/CLASS ROSTERS
Faculty members play a key role in ensuring that all students attending classes are properly registered in each class. While Enrollment Services can tell you who is enrolled, they don’t know who isn’t enrolled unless you tell them.

Check your class roster(s) on my.msjc.edu under the Faculty EagleAdvisor tab.
Directions for my.msjc.edu: Viewing/Printing Class Rosters, Waitlists, Late Add Codes, Census Rosters, Entering Positive Attendance and Grading

SPECIAL NOTICE: You must make certain that all students attending your class are officially enrolled and appear on your class roster by the end of the second week.

We are providing these written directions for you to utilize in my.msjc.edu to view/print rosters, waitlists, late add codes, submit census rosters, enter positive attendance (if needed) and submit grades.

• Go to the MSJC website at www.msjc.edu and click on my.msjc.edu.
• Login to the site by using your first initial, full last name and the last three digits of your ID number (e.g. rrowley123). If you do not know your ID number, please see your Administrative Associate in the Instruction Office. Your password is your six-digit birth date entered in mmddyy format (e.g. 120152). For security reasons you will be asked to change your password when you login to my.msjc.edu the first time.

Should you have questions about enrollment procedures, you may visit or call one of the Enrollment Services staff members during office hours.

Cheri Naish, Director of Enrollment Services (SJC) (951) 487-3210
Susan Loomis, Dean of Student Services (MVC) (951) 639-5210

Spring and Fall Hours
San Jacinto and Menifee Valley Campuses Monday - Thursday 8 am-5:30 pm
Friday 8am-12:00pm

Temecula Education Complex Monday - Thursday 8 am-5:30 pm Friday -Closed

San Gorgonio Pass Campus Monday - Thursday 8 am-5:30 pm Friday -Closed
WAITLIST
When a class section enrollment reaches capacity and closes, a waitlist will open (if the course section has a waitlist option). If a student enrolled in a closed section drops the course, the waitlist procedure will auto-enroll the first student from the waitlist into the section.

If you wish to get a list of students who have requested to be waitlisted in your closed class, check the box “Print Waitlist Roster” when you are requesting the class roster.

VIEWING/PRINTING CLASS ROSTERS
Click on Faculty EagleAdvisor tab and then on “Class Roster, Waitlist and Late Add Codes.” Login, enter the term and click on the Submit button. On the next screen you can select the roster you wish to view/print (if you have more than one class) and then click on the Submit button. Use your browser print button to print the roster.

CANVAS
Every course offered at MSJC is given an online site for posting materials through our Course Management System. At the beginning of each semester a space will be opened for your course and your students will have access to it when they enroll. You may choose whether to use the course space or to leave the institutional informational message automatically posted there by our Academic Technology Services.

• Go to www.msjc.edu. In the “MY MSJC” area click on “Canvas”
• For information, please check our online resources or contact our distance education coordinator.

TEXTBOOK REQUISITIONS
Informing the bookstore about textbooks is an essential element of schedule development. In order to provide students with the correct texts at the best price, we need information from faculty in a timely manner. The Higher Education Opportunity Act (2008) requires colleges have book lists available for students on the day of registration, so they can assess the true cost of taking a particular course.

Below is a link to the MSJC Textbook Requisition web site. Please use the link even if you are not ordering textbooks- simply select the option that no textbooks are required. However, all course material needs to be available in the bookstore so that students receiving the multiple forms of aid that are available (Financial Aid, EOPS, CalWorks, etc) are able to use their resources.

In some departments, the faculty decide to use the same texts. In that case, individual faculty members do not need to submit textbooks requisitions. It is done by the chair of the department. When in doubt, check with the chair of your department.

Faculty is responsible for confirming a textbook selection. Please support the District efforts to support student success by submitting text requisitions timely.
Please submit your book orders online. Below is a link for textbook requisitions. You will find an option to select a term.

MSJC Online Faculty Textbook Requisition or
http://textreq.thecampushub.com/v3.0/Login.aspx?bookstore_id=6036

DESK COPIES
Contact the office of the appropriate dean. SJC/SGP
(951) 487-3400
MVC/TEC (951) 639-5400

FIRST-DAY SUGGESTIONS
The first day of class can be challenging, especially when most sections are full with sizable waitlists of anxious, possibly frustrated, students trying to add classes. Here are some guidelines developed from past experience:

• Please hold to class caps as closely as possible. Besides the issue of fire code violations in the classrooms, the Curriculum Committee has approved class size based on pedagogical reasons. Adding more students compromises the experience for all students. Let students know that class size is not determined by the number of seats available in the classroom. Administrators know that exceeding class-size sometimes happens inadvertently, but please hold to the caps as closely as possible.

• In addition, please do not bring in furniture from surrounding classrooms to accommodate students. It will leave the other rooms short and create problems for multiple instructors. If you need seats in order to accommodate the class cap, let your Instruction Office know. We need to work out a long term solution for your class.

• Be aware that you have the right to drop no-shows at the first class meeting, and use this right with discretion. Registered and waitlisted students are required to be present the first day to protect their status. If a registered student communicates with you about an extenuating circumstance which prevents him or her from attending the first day, we encourage you to work with this student to stay in the class.

• Use your waitlist to add students. It is the fairest and least biased way to approach this stressful situation. Some students may argue that they were not able to get on the waitlist. Be assured that the students on the waitlist have been waiting longer and may have just as compelling reasons to be added to the class as those who tried to register later.

• Be empathic and gentle in turning students away even though they may express anger and frustration. Deescalate the emotion, but hold firm on your decisions.

• Avoid giving petitioning students the option to return to the class another day. If it is unlikely that a space will open up, they are much better off looking for another class, rather than spinning their wheels.
• When you give a student a late-add code, check your class roster on EagleAdvisor to ensure that they have enrolled before the next class meeting. After the first day, no student should be sitting in your class who is not enrolled.

Your administrators know that turning away students is not easy. We are here to help you deal with this and other situations. Let us know how we can assist you.

CLASS SIZE AND CANCELLATION
Class sizes vary based on subject area and available facilities. Classes may be cancelled if there is not sufficient enrollment. Monitor your enrollments, for example by checking the number of open seats through “Search Open Classes” on the main MSJC web site. Contact your Department Chair or Dean of Instruction for additional information.
FACULTY RESOURCES

FACULTY MAILBOXES
An instructor’s mail will be placed in mailboxes located at each campus where you teach most of your classes. Only one mailbox per instructor is assigned district-wide:

- San Jacinto Campus
  Full-Time Faculty – Room 1256 Associate Faculty – Room 1201G
- Menifee Valley Campus Full-Time - Building 1020
  Associate Faculty - Building 1020 Nursing Faculty - Nursing Department
- Temecula Education Complex (TEC)
  See the evening administrator for location.
- San Gorgonio Pass Campus
  Full-Time Faculty - Building 100 Associate Faculty - Building 100

FULL-TIME FACULTY VOICEMAIL
To set up voicemail, select the Messages button on your office phone and follow the oral instructions. When voicemail is ready to be received, the red light on the receiver will be lit. To check voicemail, press the Messages button and follow the oral instructions.

ASSOCIATE FACULTY VOICEMAIL
Voicemail Phone Numbers
  SJC – (951) 487-3335
  MVC – (951) 639-5335

Voicemail Extension
Your voicemail extension(s) will be prefix 6 + 4-digit Class Section number. Example: Teaching Section 2110, your extension number is 62110.

Teaching Multiple Sections
You will be granted multiple extensions. You can choose to use all extensions, by class, or choose to use only one. Just let your students know what number you are going to use for class communications.

Accessing your voicemail
1. Dial (951) 487-3335 (SJC) or (951) 639-5335 (MVC)
2. Enter your Voicemail Number 6 + four-digit class section number
3. Press the * (Star) key
4. Enter your password four-digit Class Section Number
Password:
Your password is the four digit section number Example: Teaching Section 2110
Password : 2110

Problems Checking Voicemail:
Contact HELP! at 951-487-3411

Tip! For more updates from Information Technology, visit our website at www.msjc.edu/IT/Pages/helpdesk.aspx

PARKING
Who to Contact:
Lana May, (951) 487-3182
Dispatch, (951) 639-5188

Please take the time to familiarize yourself with the district’s rules and regulations regarding parking on campus. Your initial permit will be issued at no charge, additional permits can be purchased at the cost of $10.00 each. Parking permits will be valid in Staff lots and staff spaces on all campuses, as well as in all student areas. Staff lots are clearly posted with signs that state “Staff/Faculty parking only.” Employees are not allowed to utilize visitor spaces.

Your permit should be placed in the lower left portion of your vehicle’s front windshield. This is a static cling permit and can be easily moved for your convenience. Please note that failure to display your permit may result in a citation being issued. Employment by the district does not exempt you from fines incurred for parking or traffic violations that occur on campus. For this reason it is extremely important that you understand the rules and regulations regarding parking.

If you do not have your parking permit, you may contact the Campus Safety. Parking permits can be obtained by contacting Lana May (951) 487-3182 or Dispatch (951) 639-5188.

PRINT SHOP
Who to Contact:
Steve Runner, Print Shop Supervisor Rm 800 (SJC)/Rm 1020 (MVC)
Phone: (951) 487-3120 (SJC)
(951) 639-5122 (MVC)

Scope of Service
The Print Shop furnishes to faculty and administration a wide variety of printing and bindery services. Examples of printed materials include, syllabi, reports, brochures, invitations, memo pads, flyers, testing materials, instructional printed material, Board of Trustee agenda/materials, athletic programs, business cards, posters, applications, tickets, registration materials and more.
HOURS OF OPERATION

<table>
<thead>
<tr>
<th>San Jacinto Print Shop</th>
<th>Menifee Print Shop</th>
</tr>
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<tbody>
<tr>
<td>M– Th 6:30 a.m. to 4:00 p.m.</td>
<td>M–Th 6:30 a.m. to 4:00 p.m.</td>
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<tr>
<td>F 8 a.m. to 12 p.m.</td>
<td>F 8 a.m. to 12 p.m.</td>
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**Both Print Shops closed Saturday and Sunday**

SGP faculty should utilize the SJC Print Shop. TEC faculty should utilize the MVC Print Shop.

**Guidelines**

The Print Shop only copies materials for use at Mt. San Jacinto College. Please place Mt. San Jacinto College somewhere on the first page of the document.

All requests shall be made on the Request for Printing Form. Fill out the form completely. A budget code for instructional material is not needed.

**Electronic Print Request Forms – Word Document**

The Print Shop accepts print requests online. Click here for the [On-Line Print Request Form](#) or through Canvas, under the Faculty Resources tab at [https://my.msjc.edu](https://my.msjc.edu)

You may also request a copy of the On-Line Print Request Form by sending an email to printshop@msjc.edu and the form will be sent to you as an attachment.

Save the form to your computer by right clicking on the form link and selecting “Save Target As...” Note that the form is “read only”. If you want to save a copy of this after filling it out save it under a different name.

**Email Print Request Guidelines/Instructions**

- Open the print request form as “read only”
- Please fill out the Print Request completely. Use Tab Key or Mouse to move throughout form.
- Document Name – Use the exact name that you have used for the document.
- Please place Mt. San Jacinto College somewhere on the first page of the document.
- Email the completed form and your documents as attachments to printshop@msjc.edu
- You will receive a reply informing you of the receipt of your print request
- If you use other programs, they must be saved in a format the Print Shop can open. Please use standard type fonts, such as Times Roman, Arial, and Helvetica.
- For MS Outlook Email users: Upon completion of the form, do not close the file. Select File from the menu, Select “Send To”, Select “Mail To” (as attachment) VERY IMPORTANT! A Mail message will appear with the attached form. Address the message and e-mail to the Print shop.
- Please remove “path footers” on your documents. The print shop computer automatically changes footers and headers to reflect current user and paths.
**Guidelines for Quick Print Jobs**

We do not Print Copyrighted materials, if you send copyrighted materials without written permission from the author attached, they will be returned. We do not accept verbal approval.

1. Copy for quick print jobs should be submitted in camera ready form. Remember the quality of the originals you send us will control the quality of the job you receive from us.
2. Do not use dark colored paper for your originals or light type, they do not copy well. Use red or black ink only.
3. Highlighting words or sentences blocks out the material you are highlighting. Underlining is better.
4. Do not use lightweight paper such as onionskin or tracing paper. They can be copied; however the Print Shop will not be responsible for any damages to the originals.
5. Staples will bind all multiple page copies unless otherwise requested.
6. Submit quick print jobs (3) days in advance of your deadline. Large books or long runs require more time; check with the Print Shop staff if in doubt.
7. Make your due date the day before you need it.
8. When ordering, if you will use the material for more than one class, order enough for both at the same time.
9. Please do not order your entire semester’s needs at the beginning of the semester, spread out your requests over the semester.
10. All copying will be double sided to save paper and costs unless justified otherwise. (Except tests and quizzes). Write reasons under special instructions.
11. Customers who plan ahead will be given priority over those who don’t. We can no longer stop a job in progress to handle walk-in customers who expect immediate service.

**Copyright Policy** (Board Policy 501.05 – Copyright)

It is the intent of the Board of Trustees of Mt. San Jacinto College to adhere to the provisions of the current copyright laws and Congressional guidelines. The Board recognizes that unlawful copying and use of copyrighted materials contributes to higher costs for materials, lessens the incentives for development of quality educational materials, and fosters an attitude of disrespect for law, which is in conflict with the educational goals of this District.

The Board directs that District employees adhere to all provisions of Title 17 of the United States Code, entitled "Copyright", and other relative federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

The Board further directs that:
1. Only lawful copies of copyrighted materials may be reproduced on College-owned equipment.
2. Only lawful copies of copyrighted materials may be used with College-owned equipment, within College-owned facilities, or at College-sponsored functions.
MSJC BOOKSTORE – ONE STOP EAGLE SHOP
San Jacinto Campus – Building 1450
Menifee Valley Campus – Building 250

Hours: Monday – Thursday 7:30 – 6:00
       Friday – 8:00 – 12:00
       Saturday & Sunday CLOSED

San Gorgonio Pass Campus – Testing Supplies Only  Available during regular hours of operation
Temecula Education Complex – Full Service Vending Machine  Available during regular hours of operation
Temecula Higher Education Center – Full Service Vending Machine Available during regular hours of operation

Who to Contact:
Julie Venable, Dean of Administrative Services/Controller, 951-487-3040, jvenable@msjc.edu
Tammy Cunningham, Supervisor Procurement and General Services, 951-487-3116, tcunningham@msjc.edu
Sarah Ide-Walton, MVC Temp Support Services Assistant, Bookstore II, 951-639-5130, sawalton@msjc.edu
Cindy Davis, MVC Bookstore Assistant II, 951-639-5132, cdavis@msjc.edu
Morgan Ward, Sr. Textbook Coordinator 951-639-5133, mward@msjc.edu
Claudia Marquez, SJC Bookstore Assistant II 951-487-3130, cmarquez@msjc.edu
Patti Ward, SJC Bookstore Assistant II 951-487-3130, pward@msjc.edu

Bookstore Policies
a. Textbook Orders
   Textbook orders are submitted on the textbook requisition site. For faculty that have not utilized the Bookstore’s online requisitioning system or if you need your login information reset, please contact Morgan Ward mward@msjc.edu to obtain login information.

b. Desk Copies
   The Bookstore cannot order desk copies. Contact your area Department Chair Support staff member for assistance with ordering desk copies of texts.

c. Syllabus or Booklet
   If you plan to use an MSJC-published syllabus or booklet rather than a textbook, it must
be ordered on a textbook requisition form. An original of your syllabus must be submitted to the Bookstore. The MSJC Print Shop will not produce your syllabus unless it is ordered by the Bookstore. The syllabus needs to be approved by your department chair for content.

d. Instructor Charges
All instructors wanting to charge books or supplies must have a purchase requisition, authorized by their Dean of Instruction (available from the Office of Instruction), and processed through Business Services.

e. Class Enrollment
If you admit more students to your class than the number of books you ordered, please notify Morgan Ward, Menifee Valley Campus, (951) 639-5133, San Jacinto Campus, (951) 487-3133 as soon as possible.

f. Return Policy
Textbooks can be returned with a receipt and in good condition/ unopened if wrapped, 5 days from the start of class for a full refund.
CENSUS ROSTERS

Census Rosters are a mandatory requirement of employment. All faculty members are required to submit census rosters electronically prior to the census roster due date. The education code mandates completion of census rosters to provide an accurate count of students. The college submits census data to the Chancellor’s Office to determine state funding for the district.

Faculty members need to submit census rosters electronically through Faculty EagleAdvisor.

The aim of the census is to clear your roster of students who have not attended or who have stopped attending.

The census deadline is usually about 3 weeks into the start of a full-term class. There is a window of time to submit a census roster. Do not wait until the deadline!

Be sure to check your course early to determine the date which each census roster is due. Due dates are determined by education code and will vary based on the start date and the length of the class.

LATE ADD CODES

Late Add Codes will appear on your class rosters and can be issued to those students entering your class from the waitlist who were not auto-enrolled into the section. You can view your class roster with Late Add Codes three days prior to the start of the class.

Print out a list of Late Add Codes along with your class and waitlist roster. These codes are available three days prior to the start of the term for full-term classes. If you are teaching a short-term class, your codes are available three days prior to the start of the class.

ADD PROCEDURES

Students who wish to add a class the first week of the semester (or proportional amount of time for those classes that are shorter than semester) or who wish to enroll in a class that is full must receive a late add code. Beginning Spring 2011 the number of late add codes for classes that require Instructor Consent will match the class capacity. Now students will not have to go into Enrollment Services to register, instead they can register online in the Eagle Access Center or from a home computer. However, they still need to submit their Instructor Consent form to Enrollment Services prior to enrolling in the course for prerequisite documentation. The form can be found by clicking on the following link: Enrollment Services – Commonly Needed Forms and can be submitted to Enrollment Services at any time prior to enrollment for approval. Once the student has gained approval via the Instructor Consent form and has submitted it to Enrollment Services they can register in an open class online. Once the class starts, registration will require a late add code to be used online in which there should be an
adequate number available.

In addition, this will enforce the same means of registration (late add codes) uniformly once a class starts.

**MAINTAINING CLASS ROSTERS**

At the beginning of the semester, it is important to monitor class rosters and take attendance. **Students who are not on your roster are not registered for your section, and they should not be attending the class.**

There are many reasons why a student may not be registered. For example, waitlisted students sometimes believe that they automatically become registered when the instructor accepts them into the class. Alternatively, students have been known to register for one section of a course and attend another section. It also happens that the instructor in a cross-listed class does not look at the roster for the cross-listed section. Students who are no longer on the roster may have dropped the wrong class. In other cases, students are lurking in the hopes that they can complete the class and get a grade, in spite of the fact that they were never allowed to register.

In many cases, the remedy for handling an unregistered student is simply letting the student know that he or she is not registered and should not be attending your class. If you believe that there are extenuating circumstances, please see your dean to discuss the issues and the options available on a case by case basis. Do it immediately. It cannot be emphasized enough that unregistered students should not be in a classroom.

**DROP PROCEDURES**

Student Initiated Withdrawal

A student who decides to voluntarily withdraw from a class has the responsibility to go through the online drop procedure in EagleAdvisor to ensure that they do not receive an F in the course.

A student may drop a class with no grade at any time during the first three or four weeks of the semester depending on the length of the semester. From the fourth or fifth week to the end of the thirteenth or fourteenth week of the semester a student who drops a class will receive a "W" grade. The last date to drop with a "W" grade in short-term and fast-track classes is calculated at the 75% point in a course; if you need help with the drop dates for these types of courses please contact your department chair or dean.

If the student does not drop the course and the instructor does not drop the student from the course by the drop deadline, the student will receive an "F" grade on his/her transcript.

Instructor Initiated Drops

Mandated: Students **must be dropped** from class for failure to attend the first meeting of the class if they have not made prior arrangements. Students may be dropped for failure to attend the second meeting if they have not made prior arrangements with the instructor.

Online:

The student check-in process begins five business days prior to the first class date, and the last day
for check-in for classes is the second day after the first class date. If students have not checked in by midnight on the second day, faculty reserve the right to drop them and add students from the waitlist. The procedure is to email students being dropped to inform them that they have not checked in and will be dropped from the course. It will be followed by an email to the students on the waitlist, in order, to let them know that they may be added if they email the faculty member by the end of the first week of classes (faculty can set the time). Students will be required to contact enrollment services to pay for the course and complete their registration. Faculty are required to send an add code to the student on the waitlist using MSJC email obtained from the student roster in Eagle Advisor. It takes approximately one hour for a student who is added to the system to be enrolled in the course. If a class is not full, the instructor can at his/her discretion to keep the non-checked in student in the class. In this case, faculty may want to send an email to the student letting them know that they need to check in. Below are examples of the emails that an instructor can send to the students:

To dropped student:
Please be informed that since you have not checked into your online course, [course name, and section], you will be dropped from the course effective at midnight [insert date here], to allow waitlisted students to enroll.

To Waitlisted student:
It is my pleasure to inform you that as of [insert date her], you will be added to [course name and section] if you respond to this email by 9:00a.m. on [insert date here]. It is your responsibility to contact enrollment services with this adds code [put in code] as soon as possible so that you can be added to this online course. Please let me know immediately, via email, if you do not intend to participate in the course this semester so that I may give this slot to another student on the waitlist.

Faculty are required to add an announcement when the course shell is open for student check in that distinguishes an online course from a hybrid course indicating the appropriate definition as an announcement.

Students are dropped through the faculty EagleAdvisor system. Faculty teaching learning communities should communicate instructor drops with fellow instructors to ensure each faculty member drops the student from their roster.

Definitions of nonparticipation shall include, but not be limited to, excessive unexcused absences. Students who have not engaged in the academic activities of the course for the equivalence of two weeks of a full-term class, or 11% of a short term (weeks) class, may be dropped. It is the instructor’s responsibility to document the date that the student stops engaging in the academic activities of the class.

It is the student's responsibility to officially drop. However, if the student does not drop the course, and the instructor does not drop the student from the course by the drop deadline, the student will end up with an "F" grade on his/her transcript which must be issued.
Guidelines:

- Be reasonable with the first day of class. Students often go to the wrong site or may have difficulty finding parking, etc. It’s a good idea to wait until the end of the class session to drop or add students.

- If you mistakenly drop a student and want to add them back to the class, but you have given their “seat” to a student from the waitlist, please contact your dean for permission to add that student back in, if it would exceed the capacity of your class. (Example: If you get home from class and find that three students have emailed you that they had legitimate reasons for missing the first class, and you gave other students access, call your dean for assistance. If possible, always check your email right before the first class session.)

- The waitlist is compiled on a first-registered basis. Students on the waitlist should be considered in the order they are presented on the list. Do not arbitrarily distribute add codes out of order (you can’t sell them either) or to students who are not on the waitlist until you have exhausted the list.

- Clarification regarding the right to fail vs. last date of attendance requirements: Students who engage in the academic activities of a class for online or continue to come to class, for FTF, have the right to earn their “F” by completing sub-standard work. If they stop attending in a FTF class, or stop engaging in an online class, you may drop them. The difference is that if you could drop the student for non-engagement/non-attendance and you choose not to, you still have to document the LDA and grades for that student.

**STUDENT ABSENCES**

Students are expected to attend all classes in which they are enrolled. Experience demonstrates that absence and tardiness contribute to academic failure. Absence interferes with the instructional process; the legitimacy of the reason for absence in no way mitigates the loss incurred.

The instructor of a course is in the best position to judge the effect of any absence on the progress of a student in that course; hence, it is the instructor’s prerogative to report excessive absence, to recommend withdrawal or to drop a student from the course, if the student has clearly stopped attending. Each instructor, will, in the individual course requirements, establish the grading criteria; specify the written course of objectives and the standards for attendance in each class. While the instructor cannot specifically grade attendance, participation can be included in the assessment of student achievement. All requirements for the course should be included in the syllabus.
INSTRUCTOR ABSENCES

Instructors are required to meet all classes including final exam periods assigned to each course. In all cases, an absence from class must be requested or followed up with an Absence Request Form or Conference Attendance Request (in the case of discipline-related professional activity). If the instructor wishes to have a substitute, only a department chair is authorized to arrange for a substitute with the approval of the appropriate dean of instruction. Assignment of a substitute is granted on a case-by-case basis by the dean and cannot be guaranteed.

• **San Jacinto Campus.** In case of absence, notify the Office of Instruction (951) 487-3400 as early in the day as possible. Notice of class cancelations will be posted.

• **San Gorgonio Pass Campus.** In case of absence, notify the SJC Office of Instruction (951) 487-3400 as early in the day as possible. Notice of class cancelations will be posted.

• **Menifee Valley Campus.** In case of absence, notify the Office of Instruction (951) 639-5400 as early in the day as possible. Notice of class cancelations will be posted. If you need to e-mail class cancelation information, please send it to your department’s administrative associate as well as the receptionist.

• **Temecula Education Complex.** In case of absence, notify the Office of Instruction (951) 506-6466 as early in the day as possible. Notice of class cancelations will be posted. If you are calling for an evening class late in the day please contact the evening administrator (numbers are provided on page 11 of this handbook) to make the notification. In any case, you must call the Menifee Valley Campus Instruction Office (951) 639-5400 as a backup to notify them of your absence.

You are responsible for submitting an Absence Request Form within two days of your absence. Send your form to the appropriate administrative assistant.

GUEST LECTURERS

Guest lecturers often bring special insights and expertise to the classroom and inviting them is encouraged. Naturally, you are also encouraged to get them to speak for free. Approval forms are available in the Office of Instruction. These forms ensure that you have District backing in case of disputes over controversial issues. If you are using a guest lecturer who will require payment, please get approval from your Dean prior to completing paperwork, and provide at least two months of lead time because the Board must approve the speaker and fee before an offer and payment can be made. It can be embarrassing if your speaker has to wait. Guest parking passes are available through Campus Safety.
CLASSROOM TEACHING MATERIALS AND SUPPLIES
Dry-erase markers are available in various Instruction Offices. Please be conservative with use of these and be sure to bring them to each class meeting. We only have a limited supply per semester. Instructional videos (VHS tapes and DVDs) may be checked out for one week from the respective campus libraries. They should be reserved in advance to ensure availability. Some departments have their own media collections. For other instructional materials, contact the appropriate department chair or dean for supply requisitions.

ACADEMIC TECHNOLOGY SERVICES
Who to Contact
SJC - Randi Lee at (951) 487-3773, email rlee@msjc.edu.

MVC - Teresa Davis at (951) 639-5773, email tdavis@msjc.edu;

Media Equipment - Most classrooms are equipped with a monitor and/or video projector.

The ATS Department services and maintains classroom equipment, and will also loan equipment that is not a permanent fixture in the classroom to instructors. The following equipment is available for loan from the audiovisual services department: viewers, DVD viewers, overhead projectors, slide projectors, and digital cameras. An audiovisual request form must be completed for all reservations. At least 24 hours notice must be given for all requests.

FIELD TRIPS
If a field trip is a required activity and uses college vehicles, it is eligible for district funding. However, funds are limited. Field trips must be requested and approved no less than two weeks in advance of the trip by the campus administration. Field Trip Request forms, Field Trip Notice and Medical Authorization forms are available online and at the Office of Instruction AND ARE REQUIRED TO BE SUBMITTED PRIOR TO ANY FIELD TRIP. Please submit the completed forms to your appropriate Dean for processing.

Click here for field trip forms and information.

EARLY ALERT
Instructors are asked to assist students in their classes who may be having difficulty by completing an “Early Alert” form usually around the sixth week of class. The reason(s) an instructor may be concerned about a student’s progress could range from excessive absences to a failing test grade. The Early Alert form contains recommendations to various student services such as the Learning Center (tutorial), making an appointment with the instructor or seeking counseling. Early Alert is completed via the Faculty EagleAdvisor area of the website: http://www.msjc.edu/StudentServices/Pages/EagleIntervention-Early-Alert-Referral-Tutorial-for-Faculty.aspx

TUTORING REFERRAL
Title 5 Regulations require faculty to formally refer students to our tutoring centers in order for us to be able to serve them. If you would like the students in your classes to have access to
tutoring in writing, math or a variety of other disciplines, you will need to submit a referral roster. This can easily be done in the Faculty EagleAdvisor area as accessed via the my.msjc.edu link into the Canvas portal. Select “refer for tutoring” from the list of options, select the term, click on submit, and then select a course to refer from your list of courses. The roster of students will appear with boxes checked for each student. By clicking on submit, you will be referring your entire student roster, which allows students to use the services of all of the campus tutoring centers. (You can choose to NOT refer a particular student by unselecting the box in front of the student’s name.) This task should be done at the end of the first week of classes and then again after census, if you have added students.

GRADE INFLATION
In order to ensure that students transferring to four-year universities and colleges are properly prepared, the college discourages grade inflation. The "good" student who is doing better than average work is a "B" student. The grade "A" is reserved for excellence. Average students receive a "C", below average a "D", and "F" reflects a failing grade. The "W" is assigned to a student who drops a course or who is dropped by the instructor between the fourth and fourteenth week of the semester (Depending on length of semester). After this time, a letter grade must be assigned.

STUDENT RETENTION
College goals and objectives are focused on procedures designed to ensure retention and success of students in the classroom.

PASS/NO PASS CLASSES
Students who wish to take a class on a pass/no pass basis must complete a "Pass/No Pass" form (may be obtained from the Enrollment Services Office), which must be submitted by the deadline printed in the schedule of classes. When the final grade sheet is printed, the pass/no pass selection will be indicated adjacent to the student name and ID number. Pass (P) is equivalent to completing the course work and earning a “C” grade or better in the class. If the student performs at less than a satisfactory level, he/she would receive no pass (NP). Neither the “P” nor "NP" grade is entered into the computation for the grade point average. Once the student has elected to take a course on a pass/no pass basis, this decision may NOT be reversed by either the student or the instructor.

ONLINE INSTRUCTION
- For information, please check our online resources or contact our Distance Education Activity Coordinator at dhelms@msjc.edu.
- To get to Canvas go to www.msjc.edu and log in as directed
- For problems with log in or password, please contact Helpdesk, (951) 639-5344

Online Materials and Class Support: While instructors are encouraged to provide syllabi, course documents, student grades, testing options, group discussion forums, and additional course-related materials, activities, and links, it is important for the instructor to include any online requirements in the course syllabus. It is also important to understand that none of these online
activities can take the place of scheduled class time. The only exception is to provide students with information and activities in lieu of an instructor absence. However, the instructor is still required to submit an Absence Request Form to cover this class time.

Online Instruction: MSJC offers a comprehensive online program for students and holds regular in-service training on how to use the course management system, how to teach online, and how to integrate technology into your teaching. The MSJC Academy Program offers workshops twice a year, during winter and summer break. The Academy is open to all faculty and staff and registration is free.

Information for Online Instructors: All online courses require a completed and approved addenda. Click here for the Curriculum Committee website for complete information about this process.

Online courses will be open for check-in five days prior to the official beginning of the class. Students have until two days into the course (a seven day window) to check into the class. After the seven days have been exhausted, instructors may choose to drop students from the course and add students from the waitlist. It is the instructor’s responsibility to email the student to inform them that they are being added to the course and that they should finalize their registration through enrollment services.

Online hybrid classes deliver instruction in both online and face-to-face formats. It is important to follow the face-to-face meeting times as they are stated in the schedule of classes. When an instructor is not able to meet with a class during a scheduled meeting time, the instructor must submit an Absence Request Form. While it is recommended that online activities be substituted for the missed class time, the absence still needs to be reported to the Instruction Office.

STUDENT ENRICHMENT OPPORTUNITIES

HONORS

Who to Contact:

SJC Site Coordinator: Christina Yamanaka (951) 487-3522 cyamanaka@msjc.edu

MVC Site Coordinator: Erik Ozolins (951) 639-5725 eozolins@msjc.edu

The Honors Enrichment Program maintains three primary objectives for student work in honors courses: first, to deepen the student’s understanding of the subject matter; second, to increase the student’s ability to think critically; and third, to challenge the student to go beyond rote learning to discover creative or original solutions and conclusions. All three of these objectives are vital to students’ success as they continue their education and enter the work place.

The Honors Enrichment Program spans the breadth of academic disciplines and IGETC area standards and provides students with numerous avenues for academic enrichment. Each Honors section at Mt. San Jacinto College is limited to five openings, thereby facilitating collaboration among Honors students in group or seminar style learning environments. By embedding Honors
sections within traditional sections, the program discourages feelings of elitism among Honors students and promotes the sharing of knowledge with non-Honors peers.

In order to complete the program, an Honors student must complete one of the Honors Studies Courses (HEP 201, 202, or 203) and at least four other Honors classes in three separate academic disciplines for a minimum of 15 units. Honors courses must be taken for a letter grade in order to count toward completion of the Honors Program. Students need to maintain a 3.3 cumulative grade point average, a 3.0 GPA in Honors coursework, and completion of 200 activity points.

Honors courses are governed by an addendum to the course outline of record approved by the Curriculum Committee. Honors addenda express course objectives, course content, course assignments, and methods of evaluation, and additional methods of instruction to distinguish honors courses from the non-Honors versions of the courses. All Honors students must be given an Honors syllabus at the beginning of the course. Reflecting the Honors addenda to the course outline of record, Honors syllabi describe opportunities for course enrichment such as research projects, additional reading, and writing assignments that focus on analytical, theoretical, and critical thinking, and opportunities for hands-on educational experiences through field trips. Honors sections will also include faculty meeting with Honors students outside of class. All faculty who teach honors courses must attend an Honors Faculty Training workshop prior to teaching an Honors section. These workshops are held regularly through the semester and at the MSJC Academy.

SPECIAL PROJECTS (299s)

Who to Contact:
Contact your department chair for additional information.

For students with previous course work in the specific program area, arrangements may be made with an instructor to supervise the special project. These projects are available for variable units (see individual Program Planning Guides for number of units) and involve research and special study in areas of interest within a given subject field. The actual nature of the project MUST be determined in consultation with the supervising instructor. See specific subject areas for the course number of the special project class. Times are by arrangement. Before a student can register for the 299, a written agreement must be developed between student and instructor which details the objectives and expectations for the project.

OCCUPATIONAL INTERNSHIPS (149s)

Who to Contact:
Matt Leyden
CTE Counselor (951) 639-5437, mleyden@msjc.edu

The Cooperative Work Experience Education (CWEE) Program is a unique program that has been integrated into academic Career Education departments throughout the College. The program allows students to apply knowledge gained in their college courses with practical work experience to develop job readiness skills. This would be in a paid or unpaid work setting that provides elective college credits.
ASSOCIATE FACULTY TEACHING LOAD LIMITATION
Per Education Code, no Associate Faculty member may teach more than 67% of a full-time load at any one college. Assignments at all MSJC locations—San Jacinto, Menifee, Banning, Temecula, online, and the high schools—factor into the load limit.

Load is calculated by contact hours, not units. For example, a 3 unit lecture class (54 contact hours per semester) is 20% of a full-timer’s load. A 1 unit lab (54 contact hours per semester) is also 20% of a full-timer’s load.

For more information, contact your Instructional Dean. The 67% limit may include classroom, non-classroom and long-term substitute assignments.

FLEX
According to the California Community Colleges Chancellor's Office, “The Flex program consists of staff development activities ‘in lieu of’ regular instruction. Flex activities (Title 5, Section 55724, Item A-4) can be, and are not limited to, training programs, group retreats, field experiences, and workshops in activities such as course and program development and revision, staff development activities, development of new instructional materials, and other instruction-related activities.” Flex activities must fulfill one or more of the three Flexible Calendar classifications: Student Improvement, Staff Improvement, and/or Institutional Improvement.

December 1st is the submission cutoff date for Associate Faculty and May 1st is the final cutoff date for all faculty submissions. Flex submissions cannot be accepted after the deadline.

Submission for Associate Faculty flex must be approved by department chair, then Flex coordinator, Academic Senate President, and Vice President of Instruction. From the Vice President of Instruction the submission goes to HR to verify eligible hours and if eligible hours are available, HR sends it to payroll for payment.

For more information on eligible activities, as well as necessary forms, please visit: www.msjc.edu/FLEX

FACULTY EVALUATIONS
Faculty will be evaluated using a combination of student, peer, administrative, and self-evaluation. Faculty scheduled for evaluation are notified by their respective dean early in the semester.

Associate faculty are evaluated during their first semester of service and every six semesters thereafter.
Contract (Full-time interims and tenure-track) faculty will be evaluated each year for the first four years of service.

Regular (Tenured) Faculty will be evaluated once every three years. Evaluation procedures are
governed by the Faculty Contracts.

Evaluations

CONFIDENTIALITY & COMPLAINT PROCEDURES

FEDERAL EDUCATION RIGHTS AND PRIVACY ACT (FERPA)
In order to protect students’ right to privacy, federal and state laws place strict limits on the release of student records and information. These limits apply to college employees and a third party as well as to the students themselves. As a faculty member of MSJC, you may have access to the student records as long as your access is for educational purposes. Your job places you in a position of trust and you are an integral part in ensuring that student information is handled properly. Students have a right to expect that their academic records are being treated with the same care and respect that we would for our own records; therefore, posting of grades by social security or student identification numbers is not permissible.

Parents of community college students do not have a right to access their children’s student records regardless of whether the student is under the age of 18. In some cases, these students will give permission for access to their parents. Please check with the Enrollment Services Office.

Faculty who have a “need to know” may review student records if they present a valid education related reason why they should have such access. The official custodian of all student records is the Associate Dean, Student Support Services. The Associate Dean, Student Support Services or the Vice President of Student Services determine validity of requests and provide appropriate access.

If you are in doubt or have questions about the F.E.R.P.A., please contact Cheri Naish, Director of Enrollment Services and Student Support Services (SJC), or Susan Loomis, Associate Dean, Student Support Services, or John Colson, Vice President of Student Services.

UNLAWFUL DISCRIMINATION POLICY
The policy of the Mt. San Jacinto Community College District is to provide an educational and employment environment including but not limited to access to its services, classes and programs 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 or gender, race, color, ancestry, sexual orientation, or physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics in any program or activity that is administered by, funded directly by, by or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges. AP 3410 – Unlawful Discrimination

SEXUAL HARASSMENT POLICY
Sexual harassment is one of many forms of discrimination and abusive behavior. Other
forms of discrimination, such as that based on race, color, sex, ancestry, national original, disability (mental and physical), including HIV and AIDS, medical conditions such as cancer, age (40 and above), and marital status, are also prohibited. Sexual harassment is abusive and illegal behavior that harms victims and negatively impacts the district’s culture by creating an environment of fear, distrust and intolerance. Because the district is committed to provide a safe, healthy environment for all employees and students that promote respect, dignity, and equality, it is the purpose of this policy to create and preserve an educational environment free from unlawful sexual harassment and discrimination on the basis of sex.

The District requires that all reports of discrimination, including harassment on the basis of disability, be addressed by the District’s complaint procedure pursuant to California Code of Regulations, Title 5, sections 59300 et seq. The District’s procedures for complaints of discrimination may be found in the “Mt. San Jacinto Community College District Policy and Procedures for Handling Complaints of Unlawful Discrimination Under Sections 59300 et seq.” and in “Mt. San Jacinto Community College District Notice of Grievance Procedures for Complaints of Discrimination Under Sections 59300 et seq.”

STUDENT GRIEVANCES
The Mt. San Jacinto Community College Board of Trustees has established a grievance policy that helps to ensure that every student has the right to pursue an educational goal in an environment that is supportive, fair, and conducive to learning. It is the policy of the Mt. San Jacinto Community College District that all students who believe they have been treated unfairly or inappropriately have the right to pursue a grievance against the employee or employees alleged to have committed the unfair act or acts against the student. The college shall develop, maintain and publish procedures for students to seek redress of their grievances in a fair and timely manner.

A formal process has been established for student grievance; however, as part of the administrative procedures, a student must first attempt to resolve the conflict with the instructor before the official grievance may be filed and the process initiated.

Items that are grievable include:
• Americans with Disabilities Act (A.D.A.) for issues of student access or alleged illegal discrimination -- heard under separate process handled by the ADA/§504 Coordinator.
• Sexual Harassment by an employee against a student – heard under separate process handled by Human Resources.
• Harassment based upon gender, race/ethnicity, religion/creed, or other areas protected under the law.
• Unfair acts by an employee against a student where the act has a negative impact on the student.

Items that are not grievable include
• Grades except with evidence of:
  1. Mistake – unintentional error on part of the instructor.
  2. Fraud – intentional misrepresentation of any or all facts, which lead to a negative outcome.
  3. Bad Faith – includes fraud and any other intentional act of the instructor, which
negatively impacts the grade of the student.
4. Incompetence – there is evidence that the instructor does not have the knowledge, skills and/or abilities to conduct and fairly grade the course. Incompetence is usually pervasive, and not restricted to one student or one incident.

• Acts by another student (see Student Code of Conduct).

• Acts which, though deemed unfair, do not have a specific negative impact on the student. Included among non-grievable issues are situations which are deemed to be petty or to have no significant negative impact upon the student in question.

• Acts which affect another student. Only the student affected by an act may file a grievance. A student may not file on behalf of another student.

To view the full copy of the student grievance policy and procedures, please consult the current MSJC catalog or go to www.msjc.edu and click on Student Services.

AP3430 – Prohibition of Harrassment.
AFTER THE FIRST DAY: ADDITIONAL INFORMATION

CAMPUS SECURITY
MSJC Campus Safety phone number is 7777 from a campus phone/(951) 639-5188 from an outside line.

CLASSROOM EMERGENCY COMMUNICATIONS PROCEDURE
EMERGENCY - DIAL 7777 FROM A CAMPUS PHONE OR 9-911

Mt. San Jacinto Community College District is committed to employee and student safety. Good communications are essential in reducing or eliminating potential injury to staff and students, and damage to property.

This procedure shall be used in coordination with the adopted Emergency and Disaster Preparedness Plans of Mt. San Jacinto College. This procedure is established to improve classroom communications in the case of an emergency and is written as part of the district's Injury and Illness Prevention Program.

A classroom emergency is considered, but not limited to, a medical emergency, a possible threat of injury or medical emergency, or an incident or potential incident that poses a threat to the welfare of teachers, staff, and students, or damage to property.

Each instructor shall follow this general classroom emergency communications procedure. This procedure is written to allow for flexibility and adaptability to each class. It is each teacher's responsibility to adopt a classroom emergency communications procedure that addresses the specific needs of the class by using the Emergency Communications Procedure - Classroom Plan which is located on page 20 of the Emergency and Disaster Preparedness Plan.

Each instructor shall be aware of the location of each public phone on campus, the main campus switchboard, the campus offices that are open and accessible during the period of class, and the nearest fire alarm lever.

San Jacinto Campus Public Phones
- On the side of the 1500 building (Theater) facing the parking lot.
- In-between the entrances to DSPS and EOPS.

Menifee Valley Campus Public Phones
- On the west side of the 300 (Science) building.
- On the west side of the 100 (Student Services) building.

All Classrooms are equipped with phones. In the event of an emergency, the phone acts as a public address system where information will be provided to classrooms over the speaker of the classroom phone. You may also use this phone to contact Campus Safety at 7777 or Call 9-1-1 (Dial 8 for an outside line and then 9-1-1.)
Each instructor should select two (2) or more students and alternates to be classroom "runners." "Runners" are students who agree to assist the instructor in case of a classroom emergency.

In the case of a classroom emergency the runners may be asked to seek assistance for the class by leaving the class and using the nearest campus emergency phone or other appropriate assistance.
CLASSROOM EMERGENCY QUICK GUIDE

Faculty play an important role in guiding students in an emergency. This information should be reviewed with students at the beginning of each semester.

WHAT TO KNOW AT THE BEGINNING OF A NEW SEMESTER

BUILDING EVACUATION ROUTES AND EVACUATION ASSEMBLY POINTS

Building evacuation routes and evacuation assembly points are posted at building exits.

For this class, the closest building exit is: ___________________________

We will meet at: ___________________________

BUILDING DOORS AND WINDOWS

Become aware of how many classroom doors and windows operate. Due to the varying age of campus buildings, doors may lock manually, remotely, or not at all.

EMERGENCY COMMUNICATIONS

Dial 9-1-1 from any phone for emergencies. Non-emergency dial 7777 from any campus phone for Campus Safety or 951-639-5188

EMERGENCY NOTIFICATION

Information about a campus emergency will be initiated as soon as the situation allows and may be communicated using a variety of methods, including text message, outdoor loud speakers, MSJC Home page, recorded emergency information line.

Signup to receive emergency notification via text message at www.msjc.edu/alert

WHAT TO DO DURING A DRILL OR AN ACTUAL EMERGENCY

BUILDING ALARM - EVACUATE

FIRE - EVACUATE

POWER OUTAGE - EVACUATE IF INSTRUCTED TO DO SO

EARTHQUAKE - DROP, COVER, AND HOLD ON UNDER A DESK OR AGAINST AN INSIDE WALL. (PROTECT HEAD AND NECK)

HAZARDOUS MATERIAL RELEASE (INDOORS) - EVACUATE

HAZARDOUS MATERIAL RELEASE (OUTDOORS) - SHELTER IN PLACE

EVACUATION PROCEDURES

- Evacuate to the nearest exit.
- Secure any hazardous material before leaving.
- Take personal belongings
- Walk-DON NOT RUN. DO NOT USE ELEVATORS.
- Assist individuals with disabilities.
- Assemble at the building evacuation assembly point unless otherwise instructed.
- Provide emergency personnel with relevant information.
- Remain at evacuation assembly point and do not re-enter building until authorized.

SHELTER IN PLACE PROCEDURE

- Stay inside the building or proceed to a safe place.
- If you are in a room with a door, make sure the door is closed.
- If applicable, and time permits, lock doors and silence cell phones.
- If you are in a room with a window, make sure the window is closed.
- Remain where you are until further notice.

ACTIVE SHOOTER/VIOLENT INTRUDER - SHELTER IN PLACE OR EVACUATE IF SAFE TO DO SO

REVIEW ACTIVE SHOOTER HANDOUT AND RESPONSE PROTOCOL AT https://www.msjc.edu/CampusSafety/Pages/Campus-Safety-Video-Series.aspx

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ACCIDENT/INJURY PROTOCOLS FACULTY AND STAFF

If You Experience or Someone Near You Experiences a Life Threatening Injury On Campus
• If you, a co-worker, staff member, student, or member of the public is seriously injured and need help, call 911.
• Call 8-911 from a district phone.
• Notify the office of the dean of instruction as soon as possible. As soon as you are able, provide a written statement with as many details as possible.

If You Experience A Non-Life Threatening Injury On Campus
• For non-emergency situations call Company Nurse at 1-877-518-6702, immediately.
• Report the incident to the office of the dean of instruction immediately and to risk management.

If You Witness An Accident
• Talk to the person and ask them how they feel and what happened.
• For any person, when in doubt about the extent of injuries call 911.
• For non-emergency situations, refer injured employees to Company Nurse at 1-877-518-6702.

What about students?
• Report student injuries to campus safety. If Campus Safety is not available, complete an incident report and email to Risk Management (kmgee@msjc.edu).
• Report the incident to the office of the dean of instruction immediately and to risk management.

After Addressing Immediate Concerns
• Write down what you experienced, heard, or witnessed. Provide as many details as possible.
• Describe medical complaint/injured part of body. Document the scene. For example: a broken chair; poor lighting; extension cord across a pathway; a bunched rug, standing water, etc. What was the employee doing when accident occurred? What actions, events or conditions contributed most directly to the accident? Take pictures in addition to writing notes.

Important Phone Numbers

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Emergencies</td>
<td>8-911 (from a district phone)</td>
</tr>
<tr>
<td>Company Nurse</td>
<td>1-877-518-6702</td>
</tr>
<tr>
<td>Office of Instruction</td>
<td>951-487-3400</td>
</tr>
<tr>
<td>Campus Safety</td>
<td>951-639-5188</td>
</tr>
<tr>
<td>Risk Management</td>
<td>951-487-3190</td>
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</table>
ACCOMODATIONS

Who to Contact:
Your Dean
Human Resources. (951) 487-3150

Faculty and staff should request an accommodation when there is a barrier that prevents or makes it difficult for them to perform their job functions, meet job standards, or otherwise disrupts standard practices. Medical conditions are confidential information. Faculty do not need to discuss reasons for needing an accommodation. Your department chair, fellow faculty, college staff, etc. should not be asking you about your medical conditions.

If your doctor determines that you need an accommodation to perform your job, submit your request in writing to your dean or to Human Resources. Typically a physician or other care provider provides specific recommendations, for example, that a wheelchair is needed for 3 months, or that an employee should not be seated for more than two hours at a time.

Approval of requests for accommodations is not automatic. The District carefully considers all inquiries for accommodations and will work with the employee and the supervisor to meet all reasonable requests.

If a staff or faculty member has a serious illness, injury, or situation that causes them to miss work, they should contact their supervisor (the dean) or Human Resources before returning to work. They must not ask fellow faculty, fellow staff members, students, family members, etc. for assistance as this would create liability for the college. Any assistance/accommodation request must be formally approved by the college.

FOOD SERVICE

MVC CAFÉ
Bldg. 200
M-TH 8:00 am-6:00pm
F 8:00 am-12:00pm
Closed – Weekends and Holidays

SJC EAGLE EXPRESS
Bldg. 1100
M-TH 8:00 am-6:00pm
F 8:00 am-12:00pm
Closed – Weekends and Holidays

Pens, pencils, blue books, and scantrons are available at vending machines at both locations.

PAYROLL
Pay stubs are mailed to your home address. Please make sure your address is correct.
END OF TERM: EXAMS, GRADING/POSITIVE ATTENDANCE

POSITIVE ATTENDANCE
Positive attendance (PA) is an accounting method, primarily for very short classes or irregularly scheduled ones. If you have a Positive Attendance class, you will have to input the total number of hours attended for each student. You will also assign each student a grade. The rules for (PA) also require each instructor to keep daily attendance logs.

FINAL EXAM SCHEDULE
The official final exam schedule will be available at the homepage and the “For Faculty and Staff” page of MSJC’s web site.

1. Please honor the final exam schedule. While it is not mandatory to give a final exam, the instructor must meet the class and use the time constructively.
2. If you have a major conflict (professional commitment elsewhere on the day of an exam), please discuss the matter with your Department Chair or Dean of Instruction.
3. If a student wants an early final, refer the student to the appropriate Dean where he/she will have to receive approval before you offer an early exam.
4. Pay special attention to the needs of disabled students. Special testing accommodations may be required for DSP&S students. You will receive written requirements from the DSP&S department that will be put in your campus mailbox prior to any tests.

GRADING
Please note that each student listed on the roster is officially enrolled in your class and must receive a grade. Students auditing courses will not appear on the grading screen. Grading is available seven (7) days prior to the end of full-term courses and one (1) calendar day prior to the end of short-term courses. The deadline to submit grades is five (5) working days after the end of the term. You may go into a particular section and enter grades as long as it is within the grading period timeframe. All dates are listed for each of your class sections.

The authorized grades are A, B, C, D, F, P, NP or I. (Note: The district is now replacing the grade “C” – Credit or “NC” – No-Credit, with “P” – Pass, and “NP” – No Pass.) If you issue an Incomplete (I) grade, you must submit an “Incomplete Grade Form” to Enrollment Services prior to or when you submit your roster online. Click here for the Request for Incomplete Grade form.

INCOMPLETES
The "I" (Incomplete) grade is given only in cases in which a student is doing passing work, but is unable to complete the requirements for the course during the semester due to an emergency in the last few weeks of school.

The Incomplete Form is available from Enrollment Services.

It is the instructor’s responsibility to submit the Incomplete Form by the deadline for submitting grades- 5 days after the end of the semester/term.
If an instructor fails to submit the Incomplete Form by the deadline for submitting grades, she/he will appear on Student Services’ Missing Grades Report. The instructor should contact the dean immediately specifying the reason for the delay. Every effort possible should be made by the instructor to submit the Incomplete Form within 48 hours after the release of the Missing Grades Report.

The "I" grade should be made up within 6 weeks following the semester in which the "I" grade was given.

To change the "I" to a letter grade, the instructor must complete a "Change of Grade" form and submit it to the Enrollment Services Office.

The "I" may be made up no later than 6 weeks into the following semester.

Instructors must assign a specific task or tasks for the students to complete such as:

1. Make up hours missed.
2. Submit mandatory papers and all exams.
3. Complete term paper and two tests. If a student requires longer time to make up the work, then an extension may be approved. However, the maximum time is one year.

After submitting your grades, you will get a resolution screen that shows all the grades submitted. You are not required to submit any roster(s) to Enrollment Services; however, you may print the resolution screen that shows after the grades are submitted. If you wish to submit any attendance information or other class assignment information to be kept on a permanent basis, please send it along with the web printout.

SUBMITTING ASSESSMENT DATA

Early every semester, the list of courses scheduled for assessment will be e-mailed to you. For every section of each course, please enter your course learning outcome data into our assessment software eLumen.

Login using your Canvas username and password. Click here to access eLumen.

The common assessments to be administered to your students, along with the grading rubrics, will be provided by your department chair. IF YOU HAVE NOT RECEIVED THESE BY MID-TERM, CONTACT YOUR CHAIR.

There is no aggregate scoring so make sure to record individual student scores. Also please upload 3 - 5 examples of graded student assessments into eLumen. Here are the instructions.

Submission of student scores and examples of graded student work are due THE SAME TIME AS YOUR COURSE GRADES (see above). If you have questions regarding assessment or eLumen, please contact Paul Hert.
POSTING GRADES

It is the faculty member’s obligation to complete and submit grades by the designated date each semester. Grades may be submitted online by going to www.msjc.edu, click on my.msjc.edu login and click the Faculty EagleAdvisor tab. Grading starts on the last day of the term and continues for five working days. After that time, all students will be graded with an RD (report delayed) grade.

When grades are not submitted on time, an RD (report delayed) notation appears on the students’ transcripts. Students can actually be denied graduation, scholarships or admission to transfer institutions as a result of RD grades. Please support our students by timely submission of all grades.

If an RD grade is issued, you must follow the following process to change the grade for your students. You must submit a “grade change form” for each student enrolled in your course. Please contact Enrollment Services for further information.
COLLEGE RESOURCES FOR FACULTY AND STUDENTS

STUDENT CODE OF CONDUCT

Who to Contact:
Fred Frontino, Director of Student Judicial Affairs  951-639-5301

AP5500 Standards of Student Conduct is available at the student conduct web page msjc.edu/studentconduct.

Disruptive Students
Faculty members have rights, though somewhat limited, to keep a student out of class when that student is disruptive. However, the instructor must carefully adhere to the student’s due process rights.

Faculty must advise students about class conduct requirements in advance. It is best when this occurs in the syllabus. Be sure to mention that repeated or extreme violations of class conduct policies will result in a two day suspension and possible further disciplinary action by the college. Except in serious disruptive situations, the student should get at least one in-class warning before disciplinary action takes place. In serious cases of disruption, however, the instructor may act on the first incident.

The instructor may suspend the student from the class section in question for a maximum of two class days. Two class days is defined as the day of the infraction plus the next class meeting. However, the student may attend all other classes, including other classes with the same instructor. Use of the two-day suspension should be applied sparingly, and only as a last resort with a prior warning. Any breach of due process can create a real problem. When in doubt, always contact the Director of Student Judicial Affairs or your area dean. If you remove the student from class you should file a conduct report that day and you should also contact your department chair and or dean to let them know what is going on as the student may be complaining to them.

Filing a Student Code of Conduct Complaint
Report student code of conduct violations in writing no later than 5 working days after the incident by submitting the online Public Incident Report at: http://msjc.edu/reportform Verbal or email submissions will not be accepted. Information regarding student conduct can be found on the college’s Student Conduct page at: http://www.msjc.edu/studentconduct. On this website you will be able to access the online Student Code of Conduct violation form in addition to the College’s policies and procedures. When utilizing the online violation form you are also able to upload supplemental documents along with the complaint; if you are unable to electronically upload the documents, you may forward them to the Director of Student Judicial Affairs (see above contact information) through intercampus mail. Please include a note with your name and the student’s name along with the documents.
CHEATING & PLAGIARISM

Who to Contact:
Fred Frontino, Director of Student Judicial Affairs  951-639-5301

It is important to notify your students in your syllabus that academic honesty is one of the fundamental bases for the academic community. To this end, we wish to assist students in defining acceptable standards of academic honesty as they pertain to written work. It is important to acknowledge sources used when writing papers. Plagiarism – to take and submit it as one’s own work or using the work or ideas of another are forms of academic dishonesty.

Plagiarism is any one of the following:
- Verbatim copying without proper acknowledgment;
- Paraphrasing without proper acknowledgment;
- Assembling a “patchwork” paper from diverse sources, without proper acknowledgment of those sources;
- Unacknowledged appropriation of information or of someone else’s ideas.

VeriCite is a plagiarism protection application that can be used in conjunction with Canvas Assignments.

What is VeriCite?
VeriCite is a plagiarism detection service that identifies potentially plagiarized or improperly cited text. VeriCite is most commonly used within a learning management system to scan student submissions. The service automatically checks submitted work against an ever-increasing index of online sources. VeriCite is available integrated into the Canvas, Moodle, and Sakai learning management systems, or as a standalone IMS Learning Tools Interoperability (LTI) service which can be integrated into any other platform or LMS that supports LTI. Our inspiration for creating this service was to provide our clients with an affordable, reliable plagiarism service that delivers reports instantly.

How Does VeriCite Work?
VeriCite can consume student on-line submissions and submission files in most common file formats (e.g. pptx, html, docx, pdf, txt, rtf, ppt, doc, odf, etc.). It converts the student submission into plain text and excludes any quoted material from matching. The rest of the text is then compared for exact matches with existing source material. VeriCite uses string matching methods, along with a series of algorithms and scoring processes, to identify matching texts. A final report is presented to the user highlighting different levels or amounts of matching per submission. There is an overview score as well as a side by side comparison of the matching text and sources.

VeriCite reports are created on demand every single time you click to view the report. This means that there is no waiting for the report; all reports are delivered instantly. Reports are also non-static. If a student submits a paper and gets a plagiarized score of 0, and then another student in another class submits the same paper, then both reports and plagiarism scores will update to 100 to show that they have plagiarized. This dynamic updating can help prevent cases where groups of
students or paper mills share the same paper.

All submitted papers are indexed in a completely encrypted form then stored securely in a repository that is specific to each subscribing institution. Additionally, the institution maintains full ownership and control of their repository materials.

**Grade Center Integration**
VeriCite assignments are created with associated Grade Center items. The score is then recorded in the Grade Center. For more information about the Grade Center, refer to the [Canvas Instructor Guide](#).

**Filing a Student Code of Conduct Violation**
If a student has committed an act of plagiarism or cheating, please:

1. Complete a Standards of Student Conduct Violation Form outlining the student’s action. The form is available online: [www.msjc.edu/studentservices/studentconduct](http://www.msjc.edu/studentservices/studentconduct)
2. Attach all relevant documentation, e.g. paper, sources, etc.
3. Submit the documents to the Director of Student Judicial Affairs at ffrontino@msjc.edu, if you cannot attach them to the public report form.

It is assumed you have already approached the student, cited your policy and consequences from your syllabus and informed him/her the act is a violation of student conduct and has been reported. Students cannot be permanently removed or dropped from a class without benefit of due process. Assigning a failing grade for the class must be based upon the holistic grading procedures of the instructor; academic sanctions for plagiarism and/or cheating that may be applied by the instructor include assigning a failing grade for the assignment or zero points for the assignment.

Once the Director of Student Judicial Affairs receives the on-line complaint form with the attached documents he will call the student in and speak with them. The sanction for first offenses is usually a verbal warning as well as some explanation of what resources we have on campus to help the student with their papers and citations. It is always assumed that the instructor has given a zero for the assignment. You will not be contacted by the conduct officer unless you ask for follow up.
MSJC CARES Team

Campus Assessment, Response, Evaluation and Support Team

MSJC.EDU/CARES

What Is The MSJC CARES Team?

Mission
The mission of the MSJC Campus Assessment, Response, Evaluation and Support Team, (MSJC CARES) is to provide a coordinated analysis and response plan for the college's high-risk students and critical incident cases within the framework of ensuring a safe campus community. These efforts consist of providing a central place to report behaviors of concern, gathering relevant information, proactively meeting with students, making referrals and taking other action as appropriate.

Purpose
The conceptual purpose of the MSJC CARES team is caring, preventive, early intervention with students whose behavior is disruptive or concerning.

How We Can help
The MSJC CARES Team will look at situations that have been referred to us and determine a course of action depending on the specifics. Actions may include meetings with CARES team members, referral to on campus or off campus resources, or a threat assessment to determine potential threats to the college. The CARES Team cannot do significant crisis counseling at this time, but can primarily assess and refer.

What Do I Report?
Behaviors of concern include any disruptive, disturbing or destructive behaviors demonstrated by students, employees, or visitors.

Concerning Behaviors may include:

+ Pronounced and sudden change in attendance patterns
+ Changes in academic performance in the classroom
+ Dress/grooming has drastically changed
+ Person’s demeanor changes
+ Student has a pattern of making unrelated incoherent statements to the material presented during class.
+ Person appears sad or depressed
+ Person’s behavior is highly disturbed
+ Student repeatedly disrupts class and interferes with class management
+ Person’s emotional response is unusual or exaggerated (venting, screaming and swearing)
+ Direct or indirect threats to harm self or others
+ Person has made suicidal remarks or attempts
+ Person has submitted disturbing written material
+ Alarming references to guns, ammunition, terrorism or explosives

How Do I Report?
to Make a Confidential CARES Team Referral:

Go to: msjc.edu/cares

Click the Make a CARES Report link at the top left of the page.
STUDENT ACADEMIC COUNSELING

Who to Contact:
Dean of Counseling and Student Support Services (951) 639-5250

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Hours (Closed Fridays in Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Jacinto Campus</td>
<td>1499 N. State St. Building 1150</td>
<td>(951) 487-3255</td>
<td></td>
<td>Monday—Thursday 8:00am — 5:30pm, Fridays 8:00am — 12:00pm</td>
</tr>
<tr>
<td>San Jacinto Valley Campus</td>
<td>28237 La Piedra Rd. Building 100</td>
<td>(951) 639-5255</td>
<td></td>
<td>Monday—Thursday 8:00am — 5:30pm, Fridays 8:00am — 12:00pm</td>
</tr>
<tr>
<td>San Gorgonio Pass Campus</td>
<td>3144 W. Westward Ave. Banning, CA 92220</td>
<td>(951) 922-1327</td>
<td>(951) 922-1408</td>
<td>Monday—Thursday 8:00am - 5:30pm, Fridays Closed</td>
</tr>
<tr>
<td>Temecula Education Complex</td>
<td>27447 Enterprise Circle West</td>
<td>(951) 308-1059 x 6300</td>
<td>(951) 693-5309</td>
<td>Monday—Thursday 8:00am — 5:30pm, Fridays Closed</td>
</tr>
</tbody>
</table>

Mt. San Jacinto College offers comprehensive counseling services to assist students in meeting academic, personal, transfer and career goals. The counseling program further seeks to contribute to the development and maintenance of a college environment.

All students pursuing certificate or degree programs, either Associate or Baccalaureate, should see a counselor each semester to review their educational plan. Additional services provided by the counseling staff include: 1) assistance to adults returning to school; 2) interpretation of aptitude and career assessments; 3) information and guidance for transfer
to other colleges and universities; 4) information regarding completion of MSJC certificates and associate degrees; 5) personal counseling and crisis intervention; 6) New Student Counseling Sessions; 7) assistance with development of a student educational plan; and 8) counseling for students who are on academic and/or progress probation.

Other Services provided are Athletic, ESL, Veterans, Financial Aid, Foster Youth and Honors Counseling, as well as, Study Abroad Advisement/Assistances, Online Advising, and Graduation and Transcript Evaluations.

The counseling staff utilizes the expertise of and can refer students to the Career/Transfer Center, Child Development and Teacher Training Centers, Extended Opportunity Programs & Services (EOP&S), Cooperative Agencies Resources for Education (CARE), Disabled Students Programs and Services (DSP&S), Financial Aid, and Learning Resource Center.

Counseling Appointment
Counseling appointments are scheduled on a “same day” basis only. The counseling department does not book appointments in advance. Therefore, if you need an appointment with a counselor, you will need to either call or come in on the precise day of which you are trying to make the appointment for. However, if you have quick questions for a counselor, you may elect to take advantage of our “Walk-in Express Counseling.” Please note that Express Counseling is limited to 15 minutes. Therefore, if you require services that will exceed 15 minutes of individual counseling attention, you will need to make a “same day” appointment.

Express Counseling
Express Counseling is available for quick questions everyday during normal Counseling Office hours. Students are served on a first-come, first serve basis. Express Counseling is limited to 15 minutes for general information only. Students who need a comprehensive educational plan or have transcripts from other colleges or universities are required to schedule a 30 minute same day appointment.

Additionally note that due to the high volume of students requiring Express Counseling services, we may stop taking students 2-3 hours before closing time to ensure that all students who are placed on the Express Counseling list are seen.

Life Skills Counseling
Counselors are available to work with students who have been identified as needing assistance with managing daily life stress. The program offers life skill groups which include building skills to manage conflict with peers, parents, relationship problems and school stress.
Counselors are available for classroom presentations on most counseling topics, such as career, transfer, student success skills, and graduation requirements. Contact the Counseling Office for more information or visit www.msjc.edu/counseling.
FACULTY RESOURCES FOR DISABLED STUDENTS

DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS)

Who to Contact:

San Jacinto Campus DSP&S Office (951) 487-3305
San Gorgonio Pass Campus contact San Jacinto Campus (951) 487-3305
Menifee Valley Campus DSP&S Office (951) 639-5305
Temecula Education Complex contact Menifee Valley Campus (951) 639-5305

In accordance with current federal and state legislation, each student at Mt. San Jacinto College is afforded the same rights and privileges as any other student to enter the mainstream of the college's programs, activities, and classes; this includes students with disabilities. The mission of DSP&S is to empower students with disabilities to attain maximum independence, integration, and success in a fully accessible college environment. Mt. San Jacinto College is dedicated to providing educational opportunity to students with disabilities because of the conviction that the fullest possible development of each individual's abilities is essential to the welfare of the community, the state, and the nation. This dedication commits the college to offer opportunities to students to develop their unique potential and to explore their individual abilities and talents. It commits the college to promote the idea that students pursue education beyond the curriculum, to widening horizons throughout their lifetime, and thus it commits the college to provide post-secondary opportunities to all, including citizens with disabilities. It commits the college to continuously evaluate the quality of its offerings, the standard of achievement, the effectiveness of its instruction, and the relevance of its programs.

Students with disabilities, like other students, have the responsibility to communicate directly with you with any questions they may have about the course and with DSP&S regarding requests for services and accommodations. Once one or more qualifying disabilities are identified and the educational limitations are determined, the job of DSP&S begins.

Services for Students

A primary goal of the Disabled Students Programs and Services (DSP&S) is to assure an equal educational opportunity for students with disabilities. An example of services listed below have been designed to provide accommodation for students related directly to documented disabilities and therefore educational limitations.

- Absenteeism Services
- Agency Liaison
- Alternate Media Center
- Assistive Listening Device (ALD)
- Closed Captioning
- Counseling
- E-Text
- High Tech Center
- Instructor Communication Form
- Sign Language Interpreters
- Large Print
- Learning Disabilities Program
- Mobility Assistance
- In-Class Note Takers
- Test Facilitation
SUGGESTIONS FOR HELPING STUDENTS WITH DISABILITIES SUCCEED IN THE CLASSROOM

• Provide students with a clear and detailed course syllabus, which explains expectations for course (e.g., grading, material to be covered, projects, exams, due dates).
• In addition, DSPS has collaborated with the MSJC Academic Senate in its adoption of a syllabus statement for instructors and is available from the DSPS website, under Resources for Faculty, http://www.msjc.edu/DSPS/Pages/Faculty-and-Staff.aspx. The adopted statement states:

“Mt. San Jacinto College abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that prohibits federal and state agencies or programs from discriminating against qualified individuals with disabilities. Students who have a documented disability which may impact work in this course should meet with a counselor in Disabled Students Services and Programs (DSPS) as soon as possible.

Students with disabilities qualifying for DSPS services are required to follow the guidelines and procedures set forth in the DSPS Students with disabilities electing to use qualified testing accommodations must arrange for those accommodations to be rendered at the DSPS office in accordance with the DSPS Test Accommodation Procedure. Missing a scheduled exam appointment at the DSPS office constitutes exam absenteeism. Students with disabilities who choose not to requisition testing accommodations at the DSPS office in accordance with the DSPS Test Accommodation Procedure are expected to take their exams without accommodations in the regular classroom setting.”

Start each lecture with an outline of material to be covered that period. At the conclusion of the class, briefly summarize key points.

Speak directly to students, and use gestures and natural expressions to convey further meaning. Do not address your questions to an aide, attendant, or communication specialist in the classroom who is working with a student with a disability. In class lectures and demonstrations, try to use concrete examples, dramatic attention-getting devices and practical applications to highlight important information.

• Present new or technical vocabulary on the board or in a handout. Terms should be used in context to convey greater and more accurate meaning.
• Give assignments both orally and in written form to avoid confusion.
• Announce extra-required reading assignments well in advance for students who are using alternate media approaches. Supplemental materials which are required by some students need to be submitted well in advance.
• Provide study questions for exams that demonstrate the format, as well as the content of the test. Explain what constitutes a good answer and why. If a student who is eligible requests a notetaker, ask the class for a volunteer without identifying the student eligible for the service.
• Encourage tape recording of class lectures and verbal presentations that will enable the student to re-listen to promote and increase information gained and/or fill-in notes.

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where information was missed or noted incorrectly. The Instructor Communication Form may indicate the student with a disability needs to use a tape recorder. Under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and Section 56026 of Title V regulations, this student may need to tape your class as reasonable accommodation for his/her disability.

- **Structure class so that all students must participate or are asked to become more involved in the learning process.**
- **Provide adequate opportunities for questions and answers, including review sessions.**
- **Encourage students who qualify to use campus support services such as pre-registration, note takers, assistance in ordering taped texts, alternative testing arrangements, and academic tutoring early in the semester.**
- **Suggested Tip:** faculty can use the Notes feature in the Canvas gradebook to document reminders for those students requiring accommodation.

**LEARNING SKILLS PROGRAM**

**Who to Contact:**
SJC – Marlene Cvetko, Learning Disabilities Specialist, (951) 487-3490
MVC – Learning Disabilities Specialist, (951) 639-5491

This academic department offers specialized classes in math, adaptive technology, learning strategies, and English to students who have been identified with specific learning disabilities or other cognitive difficulties. Referral for testing to identify a specific learning disability may be made directly to the Learning Skills Program or through DSP&S.

**KEY SIGNS OF POSSIBLE LEARNING DISABILITIES**
The characteristics listed are indicators that a diagnostic evaluation might be appropriate. If you think a student may have some of these characteristics, please refer them to a Learning Disabilities Specialist or DSP&S.

- Extreme difficulty reading textbooks, reading aloud, or pronouncing long and unfamiliar words.
- Extreme difficulty understanding basic math facts language, or concepts.
- Extreme difficulty understanding lectures or written or verbal directions not attributed to language barriers or educational deprivation.
- Apparent discrepancy between verbal ability and written performance including significant errors in spelling, grammar and mechanics.
- Disorganized thinking, writing, and speaking.
- Poor memory or failure to take appropriate class notes.
- Poor grades on tests that are not congruent with the student’s apparent understanding of material presented.
Library Hours  Mon–Thurs 7:30am-8pm  
Friday 7:30am-5pm

Website:  libguides.msjc.edu/msjclibraries

Menifee Valley Campus
Circulation Desk 951-639-5455 
Reference Desk 951-639-5450

Librarians
Sherri Moore 951-639-5451, smoore@msjc.edu
Vacant 951-639-5456,

San Jacinto Campus
Circulation Desk 951-487-3455
Reference Desk 951-487-3452

Librarians
Adrienne Walker 951-487-3450, awalker@msjc.edu
Any Franklin 951-487-3451, afranklin@msjc.edu

Resources & Services

Library Catalog – MSJC Libraries Catalog provides access to books, eBooks, streaming video and more.

Databases – The MSJC Libraries subscribe to more than 60 databases that provide access to full-text journals, magazines, newspapers, encyclopedias, streaming audio and video, and other reference materials. Databases are accessible through the MSJC Libraries Website.

Reference/Research Help – Librarians assist students, faculty and staff with their research needs and provide instruction in database searching, formulating search strategies, and selecting appropriate resources.

Library Orientations – Available online and face-to-face. Face-to-face orientations provide an overview of library resources and services including searching the library catalog and databases, as well as formulating search strategies to identify appropriate resources. Orientations can be general or customized to specific assignments and usually last from 45 minutes to an hour. Contact the MVC or SJC librarians about online orientation options or to schedule a face-to-face orientation at the appropriate campus.
Textbooks – The Libraries offer open-shelved in-library-use-only textbooks through Student Equity funding. Instructors may also donate textbooks to the Libraries by filling out a donation form at the Circulation Desks or print the form from the library website MVC Textbook Form or SJC Textbook Form.

Reserve Materials – Supplementary items such as readings, articles, or other learning materials may be placed on reserve for 2-hour checkout in the library. Forms are available at the Circulation Desks. Bring textbooks or supplemental materials to the library at least two weeks in advance to ensure that materials can be processed and made ready for students by the beginning of each semester.

- Reserves/Textbooks – Jeanne Maggard - (MVC) 951-639-5455
- Reserves/Textbooks – Robert Pipes - (SJC) 951-487-3455

Suggestions for Purchase of Materials – Librarians accept recommendations from faculty any time during the year. Requests may be emailed to the librarians or submitted through our online request forms MVC Library Purchase Request or SJC Library Purchase Request.

Faculty Borrowing – Faculty must present a MSJC faculty ID card in order to check out materials. Enrollment Services provides free ID cards.

Interlibrary Loans – Instructors and students may borrow from other libraries throughout the United States for a fee of $2.00 per item. Please allow at least one week for delivery of materials. Interlibrary Loan Request forms are available at MVC Interlibrary Loan Request or SJC Interlibrary Loan Request.

- Interlibrary Loans/Tracy Pitt - (MVC) 951-639-5455
- Interlibrary Loans/Robert Pipes - (SJC) 951-487-3455
LEARNING RESOURCE CENTERS

The Learning Centers at the San Jacinto and Menifee campuses offer a variety of services to both students and instructors. This guide provides a brief description of our services and procedures. We invite you to stop by for a visit, meet the staff, and let us assist you in your efforts this semester. All services are free to enrolled students. We ask that you present your college ID card when you check in and out of the center.

<table>
<thead>
<tr>
<th>San Jacinto Campus</th>
<th>Menifee Valley Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Resource Center/Library 300 Building</td>
<td>Learning Resource Center/Library 800</td>
</tr>
<tr>
<td>M - TH 7:30am to 7:00pm</td>
<td>Building, First floor/812C</td>
</tr>
<tr>
<td>F 8:00am to 12:00pm</td>
<td>M - TH 9:00am to 7:00pm</td>
</tr>
<tr>
<td>Phone: (951) 487-3480</td>
<td>F 9:00am to 12:00pm</td>
</tr>
<tr>
<td>Tutoring starts at 9am</td>
<td>Phone: (951) 639-5480</td>
</tr>
</tbody>
</table>

Learning Resource Center Staffing - The Learning Centers are under the supervision of academic deans. Both Learning Centers are under the direction of faculty coordinators with the support of a Tutorial Services Specialist. Learning Resource Center website

SERVICES AVAILABLE FOR STUDENTS

Tutoring - The Learning Centers at both campuses offer trained, highly qualified tutors for most academic areas. The centers are staffed with Associate Faculty and peer tutors. The peer tutors have taken the classes for which they provide tutorial assistance and have received an A/B in those classes. All peer tutors have successfully completed a tutor training class and have received recommendations from college instructors. Each year a memo is sent to all instructors inviting them to recommend their top students as potential tutors. Instructor recommendations have provided the Learning Centers with a continuing source of high quality tutors.

Title 5 regulations require instructors to refer students to the centers which allow students to receive services. Referrals should be made via EagleAdvisor at the beginning of each semester.

Online Tutoring - Online tutoring is available through NetTutor, which can be accessed through Canvas. This is free to students, and follows the pedagogical guidelines we use in the Learning Centers. For more information regarding online tutoring contact the Learning Resource Center at either the Menifee campus or the San Jacinto campus.

Computer Lab - The Learning Centers at both campuses maintain an instructional computer lab with computers and software available for student use. All of the computers are equipped with word processing software, which students may use for writing term papers and other course
assignments. They all have internet connectivity. Students must bring their own storage media. In addition, a wide range of academic support software is available at both campuses. If you utilize specific software in a class and would like the software made available to your students in the Learning Centers please contact the respective Tutorial Services Specialist or Faculty Coordinator. As long as there are no licensing issues and/or software incompatibility issues, the software will be made available for your students in the LRC.

Testing Services - Testing services are available to students who must make up missed exams. Please see the MVC and SJC Learning center websites for more detailed information as this policy is different on each campus.

Resource Handouts - The Learning Centers at both campuses maintain a supply of resource handouts which are available to students at no charge. These handouts include term paper packets, MLA and APA documentation guidelines, English and Math worksheets, and helpful information on study skills and time management. Other materials are developed as the need arises.

SERVICES AVAILABLE FOR INSTRUCTORS
Classroom Visits - Each semester, upon the instructor’s request, members of the Learning Center staff will visit your classroom and explain the services of the Center to your students. To schedule a visit, just fill out the online form or e-mail the Tutorial Services Specialist or Faculty Coordinator and return it to the appropriate Learning Center’s mailbox. The promotional visits take approximately ten to fifteen minutes and include time for student questions. When a personal visit is not possible due to schedule conflicts or off-campus location of classes, the Center will provide copies of brochures or an electronic document, which describe the services available at each campus.

Computers - Faculty are welcome to use computers in the Learning Center labs as long as no students are waiting to use them. More and more publishers are providing computer software to supplement textbooks used in college classes. As part of our plan to improve Learning Center services and to better meet the needs of our students, we are offering to house your academic support software and to make it available to your students during our hours of operation. Please identify your computer disks and CDS with your name and course number if you wish them to be returned. Provide instructions, if necessary on how to access the disk and how to run the program.

NOTE: The Offices of Instruction DO NOT accept homework from students. Please inform your students that they should use the Learning Center in order to drop off homework or other assignments for your classes.
SUPPLEMENTAL INSTRUCTION

Supplemental Instruction (SI) is a premier academic assistance program that provides out-of-class review sessions for students enrolled in identified historically difficult courses. Student SI Leaders provide peer assistance by facilitating out-of-class collaborative SI review sessions that integrate course content and learning strategies. Data consistently demonstrate that students who participate in SI earn higher grades and persist at higher rates than non-SI participants.

The MSJC SI Program earned certification by the International Center for Supplemental Instruction in January 2018. Certification endorses the MSJC SI Program’s commitment to the core principles of the SI Model.

SI Staffing – The SI Program is under the supervision of an academic dean. The SI Program is coordinated by a full-time faculty Coordinator and a part-time staff Specialist.

SI Contacts
SI Coordinator (district):
Janice Levasseur, jlevasseur@msjc.edu, 951-639-5427

SI Specialist:
Kathalena Rios, krios@msjc.edu, 951-487-3251

SI Rooms
Menifee Valley Campus 500 Building, Room 505
San Jacinto Campus 1250 Building, Room 1250B
ACADEMIC SENATE
In the spirit of collegiality and in accordance with Title 5 of the Administrative Code of California, Section 53200, the faculty is provided the opportunity to participate in the formulation and development of district and college policies and procedures that will have an effect on teaching, learning, or faculty responsibilities. The Academic Senate is the representative body that effects this participation. Specific areas of participation, as outlined in Title 5 California Administrative Code 53200, are:

1. Curriculum, including establishing prerequisites and places 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. District and 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 institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

According to Education Code, the Academic Senate is also responsible for jointly developing with the District policies and procedures related to faculty hiring (section 87360B), Administrative retreat rights (section 87458A), and Delegation of Authority to the Academic Senate (BP 2100.1 and 2100.2 - Reference BP 4011.1).

MSJC Academic Senate’s web site

Academic Senate Executive Committee, 2018-2019

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>President</td>
<td>Tamara Smith</td>
</tr>
<tr>
<td>Vice – President</td>
<td>Ted Blake</td>
</tr>
<tr>
<td>Correspondence Secretary</td>
<td>Julie Freeman</td>
</tr>
<tr>
<td>Appointment Secretary</td>
<td>Peter Zografas</td>
</tr>
<tr>
<td>Associate Faculty Representative – SJC</td>
<td>Jennifer Allard</td>
</tr>
<tr>
<td>Associate Faculty Representative – MVC</td>
<td>Cara Tan</td>
</tr>
</tbody>
</table>
Site Councils, 2018-2019

<table>
<thead>
<tr>
<th></th>
<th>SJC Site Council</th>
<th>MVC Site Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Tamara Smith</td>
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<td>Julie Freeman</td>
<td>Peter Zografos</td>
</tr>
<tr>
<td>Secretary</td>
<td>Lyndsey Tone</td>
<td>Anjeanette Oberg</td>
</tr>
<tr>
<td>Senator</td>
<td>Jennifer Borton</td>
<td>Morgan Hoodenpyle</td>
</tr>
<tr>
<td>Senator</td>
<td>Michelle Vogel Trautt</td>
<td>Roy Mason</td>
</tr>
<tr>
<td>Associate Faculty Rep.</td>
<td>Jennifer Allard</td>
<td>Cara Tan</td>
</tr>
</tbody>
</table>

**SHARED GOVERNANCE COMMITTEE STRUCTURE**

The structure of collegial consultation at Mt. San Jacinto College is a committee structure. This committee structure includes representation from the four campus constituencies (Faculty, Classified, Students, and Management) and is organized to allow consideration of ideas from every area of the College and, where appropriate, of proposals to be recommended for action. The following are standing committees:

- **College Council** – The College Council is the decision-making body that forwards recommendations on shared governance issues that do not require mutual agreement between the Academic Senate and Board to the Superintendent/President for action or for presentation to the Board for action. The College Council provides the means for the combined thinking of faculty, staff, students, and management to be included in the formation of all these recommendations except curriculum issues. The College Council may also review and provide input for all items that require MAC consideration with the exception of Curriculum Committee issues.

- **Mutual Agreement Council (MAC)** – The Mutual Agreement Council is composed of the College President, Vice President of Instruction, Academic Senate President, and Vice President of the Academic Senate. MAC may function in two ways: First, it may respond to actions initiated by the co-chairs of standing committees or by the College Council. Second, it may initiate actions, introducing them into the shared governance committee structure for consideration.

- **Basic Skills Committee** – This committee shall serve to organize, coordinate, assess, and recommend programs and services related to Basic Skills students and programs to increase student success. The committee shall also decide matters of dispersal of funds such as those from the Basic Skills Initiative and track yearly expenditures related to that funding and/or other funding designated for basic skills use.

- **Budget Committee** – Budget Committee is charged with recommending the parameters, process, and documentation for developing the annual budget; reviewing and recommending the process by which the District’s discretionary funds are allocated; and assessing the effectiveness of the allocation process in the prior and current years.

- **Bookstore Commission (Budget Committee Ad Hoc)** – The Bookstore Commission is an ad-hoc committee of the Budget Committee. The Commission will ensure the District Bookstore continues the dedication of serving the campus
community and providing the needed tools for students to achieve their educational goals. As one of the few remaining independent College Bookstores, the Commission will discuss and ensure effective practices and procedures in accordance with AP 6900.

- **Career Education Advisory Committee** – The Career Education Advisory Committee will study the needs for career education, workforce development, and professional training programs in the Mt. San Jacinto College District. The committee will make recommendations to the Career Technical Education department, administration, and the Curriculum Committee as they relate to the planning and improvement of new and existing programs.

- **Curriculum Committee** - The Curriculum Committee shall serve to consider and recommend policies and procedures regarding curriculum development, prerequisites, graduation requirements, general education requirements, program review, grading policies, and program discontinuance.

- **District Professional Development** – The District Professional Development Committee advocates for and coordinates the critical professional development needs of faculty, associate faculty, classified, and management employees.

- **Diversity Advisory Committee** – The Diversity Advisory Committee engages in an ongoing, active process that creates, celebrates, and promotes knowledge and respect for the diversity of the human experience within the District and surrounding communities. Active engagement involves the creation, promotion, and maintenance of programs/activities that further the understanding of diversity and programs/activities that discourage discrimination and intolerance.

- **Educational Technology Committee** – The committee will address the evolving technology needs of Mt. San Jacinto College in a variety of areas related to the use of technology for instructional purposes and function as the recommending body for curriculum, policies, procedures, systems and purchases that relate to distance education and technology used for teaching and learning.

- **Information, Communication, and Technology Committee** – The Information, Communication, and Technology Committee (1) identifies and evaluates district technology support resources; (2) develops, monitors, and updates District Technology Master Plan; (3) performs continuous assessment of technology, (4) recommends goals and priorities and incorporate a process for continuous replacement and upgrading as appropriate.

- **Institutional Planning Committee** – The Institutional Planning Committee shall oversee and coordinate district-wide strategic planning through the following: (1) review and provide advice to the groups on campus that develop plans and the budget development committee, (2) review and endorse the Integrated Institutional Plan, Education Master Plan, Facilities Master Plan, Strategic Master Plan, Staffing Plan and Technology Plan; (3) review critical data needed for planning, including analysis of internal and external trends, and publish its findings to assist planning throughout the college; (4) contribute to the development of District annual strategic and multi-year planning goals; (5) review forecasts and recommend planned growth, program development parameters for education planning, and staffing allocation levels; and (6) complete an annual review of the IPC charge to confirm that the committee is working to meet internal expectations and accreditation standards.
• **Institutional Assessment and Program Review Committee** – The IAPRC will oversee assessment and program review throughout the district. It will ensure practices and processes support high-quality, efficient programs and services. Recommendations will go to the senates and appropriate shared governance committees. The committee will recommend improvements to the assessment model and program review process as needed.

• **Physical Resources Committee** – The Physical Resource Committee will oversee the college’s facilities improvements to ensure compliance with the Facilities Master Plan and advance planning for capital projects, space management, facility efficiencies, and to evaluate the total cost of ownership of any facility modifications and new construction projects. The committee will make recommendations to the Budget Committee for further consideration.

• **Safety Committee** – The Safety Committee assumes the responsibility of overseeing and promoting safety throughout the College based on Local, State, and Federal laws and regulations as they pertain to the facilities and their occupants. Included in the charge of this committee is the responsibility of conducting periodic inspections of all facilities and work sites.

• **Student Equity Committee** – Works to advance institutional equity at Mt San Jacinto College. The committee acts as the oversight of the Student Equity Plan and all components of the plan. The committee will develop goals and oversee the implementation of activities addressing Student Equity populations and indicators as defined in statute and Title 5 based on the disproportionate impact data as described in MSJC’s Student Equity Plan.

• **Student Services Committee** – The Student Services Committee studies the support needs of students and recommends changes in policy and procedures to the College Council. The areas of concern are primarily admissions and records; registration procedures; attendance; grading policies; athletics; academic and career counseling; articulation; disabled student programs; EOPS; student activities; financial aid and academic standards. Select committee members, not to include student members, also functions as the appeals committee for academic standards and financial aid petitions. Recommendations will be made to College Council or the appropriate steering committee.

For more information go to the [MSJC Shared Governance](#) or [Academic Senate](#) webpages.

### CURRICULUM

Courses offered by the college must be taught following an outline of record which is approved by the local Curriculum Committee, the MSJC Board of Trustees, and the California Community College Chancellor’s Office. In addition, degrees and certificates granted by MSJC must be likewise approved. Faculty members are responsible for developing and reviewing curriculum and awards.

The curriculum at MSJC has been used as a model across the state. The Curriculum Committee website and various publications developed by the Committee detail the process and procedures by which courses, degrees, and certificates are written, adopted, and revised (See in particular

The Chancellor’s Office identifies as necessary for good curriculum (derived from statute, regulation, guidelines provided by transfer institutions [including IGETC] and industry, recommendations of accrediting institutions and standards of good practice established in the field of curriculum design):

- **Appropriateness to mission.** A course or program should be an appropriate level for a community college, should address a valid transfer, occupational, basic skills, civic education or lifelong learning purpose, and should provide distinct instructional content and specific instructional objectives.
- **Need.** There should be evidence of the need for a course or program in the college service area.
- **Curriculum Standards.** There should be a local approval process that includes scrutiny by faculty and administrators, consistent with the requirements of accrediting agencies.
- **Adequate Resources.** The college should have the resources needed to offer the course or program at the quality described in the course outlines of record.
- **Compliance.** The design of a course or program cannot be in conflict with any state or federal law, statutes or regulations.

Since curriculum develops out of Program Review, faculty members who wish to get involved in writing and revising curriculum should contact their department chairs before starting to make sure that courses and programs fit the need and direction of the department. The Curriculum Committee offers periodic workshops for faculty members who are writing and revising curriculum. Courses and programs are developed through the CurricUNET database; therefore, faculty authors must take CurricUNET training.

**PROGRAM REVIEW**

**Program Review** relies on data analysis to improve programs, inform planning and drive budget allocation. It is a continual, on-going process. For this process, a **program** is either 1.) a collection of courses that leads to a degree or certificate or 2.) an entity that has its own budget.

At MSJC, we have a three-year program review model. Every instructional, student services and administrative unit program completes a review every year. The instructional program review template captures data analysis from achievement and learning outcome data and updates the goals and needs of the program. Completed program reviews are housed at the Program Review web page.

**ASSESSMENT**

**Learning Outcomes Assessment** is the measurement of core student knowledge, habits, traits and values. Outcomes exist at the course, program and institutional levels. At least three (3) course
learning outcomes (CLOs) are utilized every time a course is assessed. Every program has program learning outcomes (PLOs). There are seven (7) institutional level outcomes, called core competencies (CCs).

At the course-level, data collection occurs at the conclusion of course learning experiences. This course learning outcome data is entered by faculty into eLumen, our assessment software. The following semester, analysis of this data is recorded in Course Improvement Plans (CIPs), also housed in eLumen and exported to the Program Review webpage. The course learning outcome data is exported to the Learning Outcomes Assessment webpage.

ASSESSMENT, PROGRAM REVIEW AND BUDGET ALLOCATION

Each semester, assessment data collected the prior semester is analyzed. This analysis, captured in the course improvement plan (CIP), is incorporated in the annual program review. When improvements to student learning documented in the program review require funding beyond the annual program budget, a Resource Allocation Proposal (RAP) is submitted. By connecting data analysis to budget allocation, program review ensures district resources support those improvements that align most closely with district plans and priorities. In other words, successful RAPs fund improvements that are most likely to increase student learning and achievement. Here is our glossary of acronyms and terms.

VISUALS

General Assessment Cycle: CLOs, RAPs, Closing the Loop

The Specifics of Assessment, Program Review and Budget Allocation
ACADEMIC FREEDOM AND PROFESSIONAL ETHICS

Academic freedom and professional ethics are governed by Board Policy.

BP 4030 – Academic Freedom

AP 3715 – Intellectual Property

Mt. San Jacinto College Academic Senate
Ethics Statement

Mt. San Jacinto College faculty members are educators committed to student success and the advancement of knowledge. We, as faculty members, recognize our special responsibilities as teachers and counselors, scholars, colleagues, members of an academic community, and citizens. Our profession is guided by a deep conviction of the worth and dignity of the advancement of knowledge, and as such, we recognize the special responsibilities placed upon us as educators. We will always honor our responsibility to advance the knowledge of our students in the most effective ways possible, and strive to always seek and state the truth as we see it. We will carry out our professional duties honestly, fairly, and reflectively while showing respect for all persons. In line with that objective, we are committed to maintaining our scholarly and academic competence in our respective fields, and to respecting our ethical responsibilities to our students, colleagues, institution, and community alike.

**MAINTAINING SCHOLARLY AND ACADEMIC COMPETENCE**

Every discipline requires scholarship. It is a faculty member’s obligation to pursue professional and academic development enabling them to offer students the best available information based on current research, and to infuse appropriate changes in curriculum and practices as necessary to ensure a competitive and effective education for our students. As lifelong scholars, faculty members:

- Practice the best scholarly and ethical standards of their discipline.
- Accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.
- Practice intellectual honesty.
- Although faculty may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
- Maintain currency in their discipline(s), which includes participating in professional organizations in order to maintain and improve knowledge and skills
- Influence the broader course of our profession by seeking and sharing knowledge and skills.
• Develop and improve our pedagogical/andrological competence; including attending conferences and acquiring additional training to improve our teaching and practical competencies in and outside the classroom.

In addition, faculty members have academic freedom to pursue the truth. The intellectual virtues of being open-minded, fair, honest and objective in the consideration of differing views, reaching a well-reasoned viewpoint, should all be fostered within the intellectual character of the faculty member, and effectively modeled for our students.

• ETHICAL OBLIGATIONS TO STUDENTS

As educators, we should encourage the free pursuit of learning in our students. Faculty should always demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. We should make every reasonable effort to foster an honest and effective academic environment, for all students. As honorable educators, faculty members have the following responsibilities to, and for, our students:

• When relating to students as individuals, faculty members should strive to recognize the unique circumstances of each student and use pedagogical tools recognized for reaching those students.
• Motivate and guide students to achieve their full academic potential.
• Keep current with changing college/university policies and standards and transmit accurate information to assist students in their educational planning.
• Maintain the confidential nature of the relationship between professor and student.
• Protect students’ academic freedom and encourage tolerance and open-mindedness in the pursuit of learning, while modeling and fostering honest academic conduct.
• At all times, avoid any intimidation, exploitation, harassment, or discriminatory treatment of students.
• Acknowledge significant academic or scholarly assistance from students.
• Avoid favoritism, nepotism, breaches of confidentiality, and creating appearances thereof.
• Avoid romantic or sexual relationships with students under our academic charge.
• Do not allow our personal problems to diminish the learning/counseling environment.
• Distribute and follow a comprehensive syllabus that is consistent with the course outline of record.
• Assure that evaluations of students reflect each student’s true merit.
• Maintain accurate class records and inform students of progress in a timely manner.
• Begin classes on time and productively use the allotted time.
• Keep announced office hours and other appointments.

Finally, faculty members have an ethical responsibility as educators to minimize barriers to the pursuit of education and to seek new methods to assure our students' success in a fair and equitable manner. "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” (East Los Angeles College Faculty Ethics Policy, 2013). These barriers may include restrictive or difficult admission procedures, lack of access to counseling, unjustified prerequisites, and other obstacles. It is critical that we advocate for students who are disproportionately impacted and work to create a college culture free of insensitivity and discrimination; but instead actively work to create an environment of awareness and support, curiosity and creativity, rich in cultural sensitivity, appreciation for diversity, dialogue, and respect for diverse experiences and worldviews.

● **ETHICAL OBLIGATIONS TO COLLEAGUES**

As colleagues, we should always respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own (AAUP, 2009). It is imperative that we always strive to be objective in our professional judgment of colleagues and actively work in partnership to honor our collective responsibility for the governance of our institution. In line with those objectives, faculty have a responsibility to:

- Encourage and respectfully support our colleagues in all aspects of academic life.
- Respect and defend the free inquiry of associates.
- Strive to be objective and fair in our professional judgment or evaluation of colleagues.
- Do not discriminate against or harass colleagues.
- Accept our share of faculty responsibilities for the governance of our institution, including attendance at department meetings and participation in the Faculty Association and Academic Senate, actively serving on committees and contributing to other college efforts that support the success and well-being of our students (The Ethical Professor, 2002).

● **ETHICAL OBLIGATIONS TO INSTITUTION**

Although professors observe institution regulations, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision of such policies and practices. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. We actively work to create an effective institutional culture that supports the wellbeing of our students, staff, faculty, administrators, and community alike. As such we maintain the following responsibilities as part of supporting a thriving larger institutional culture:

- Seek above all to be effective teachers, scholars, advisors and counselors.
- Exercise our rights and responsibilities to review and revise institutional regulations to best serve the needs of the students above all else.
- Do not allow the pursuit of subsidiary interests to compromise the integrity of our academic mission.
- Duly consider the effect of a decision to interrupt or terminate our service upon the program and the institution and give due notice of our intentions (The Ethical Professor, 2002).

Finally, it is important that we give proper consideration to our role within the institution and make
every effort to actively contribute to healthy institutional functioning for as long as we are part of
the college. “All faculty members have a responsibility to act in good faith and be active
participants in contributing to the creation and enhancement of a community culture of respect,
inclusion, civility, dignity and understanding for the people with whom they work” (East Los Angeles
College Faculty Ethics Policy, 2013).

Respecting individuals across the institution is an ethical imperative for faculty. “All individuals
deserve the respect of faculty regardless of their cultural background, ethnicity, race, gender,
religious beliefs, political ideologies, disability, learning differences, sexual identity, gender identity,
sexual orientation, age, or socioeconomic status. Not only should faculty exhibit an appreciation
and respect for individuals from all backgrounds, but it is also imperative that they teach and model
behavior which is tolerant and shows appreciation and respect for others. Different ways of
approaching a topic are an essential component when fostering diversity of ideas and
understanding of new concepts which are at the heart of academic freedom. Faculty must be
cognizant of the possible perceptions and interpretations that others may have in response to their
interaction. All parties, at a minimum, are required to be open about concerns and listen to each
other’s point of view. Incivility and disrespect in the workplace can be a barrier to effective
communication” (East Los Angeles College Faculty Ethics Policy, 2013). The barriers can escalate,
which may lead to more severe behaviors including workplace harassment and violence. Incidents
of incivility cannot be ignored and must be addressed. The College should not tolerate any type of
harassment, bullying, or retaliation in any form (e.g. electronic communication, verbal and
nonverbal communication), and faculty should actively strive to ensure the institutional culture free
of such things. Rather, we should work toward the ongoing improvement of practices, policies, and
cultural views that support the overall well-being of all members of our institution with fairness,
compassion, and respect.

● ETHICAL OBLIGATIONS TO COMMUNITY

As members of their community, faculty, have the rights and obligations of other citizens. Faculty
should 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 faculty speak or act as private
persons, we should avoid creating the impression of speaking or acting for the college or institution
as a whole. Faculty have an obligation to promote free inquiry and to further the understanding of
academic freedom. Therefore, we should maintain the following obligations to our community:

● Maintain awareness of pressing community issues and needs that may be served through
college partnerships, and/or student engagement.
● Understand the social and industrial needs of our surrounding communities and develop
programs and curriculum that can effectively meet those needs as much as is reasonable.
● Provide education and events aimed at raising community awareness and addressing larger
public issues that benefit from scholarly knowledge and guidance.
● Impress upon our students their civic responsibilities and the importance of applying their
critical thinking skills and educational knowledge toward the betterment of their
communities.

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Equivalency Committee

The Academic Senate formed an Equivalency Committee to review applicant hiring requests and make recommendations for granting an equivalency to the state minimum qualifications. Equivalency expands hiring pools and supports qualified candidates. Equivalency, however, is not a hiring process and does not support emergency hiring practices. The committee is charged with ensuring that the equivalency process meets all legal requirements and adheres to the standards and requirements of the board of governors’ minimum qualification regulations (Title 5, Sections 53400-53430) as set forth within the disciplines lists and guidelines in the Minimum Qualifications for Faculty and Administrators in Community Colleges handbook, along with guidance from discipline experts (department chairs). The most recent edition of the Minimum Qualifications handbook, committee charge and processes, schedule of meetings, and all related forms are posted on the Equivalency web page for committee and faculty reference.

Dual Enrollment Program

The purpose of the Dual Enrollment Partnership is to afford current high school students the opportunity to enroll in dual-credit courses. The Dual Enrollment program expands student access to affordable higher education, provides challenging academic and occupational experiences to qualified high school students during their Sophomore, Junior and Senior years, and reduces costs of a college education for students and their families.

Successful completion of transfer courses will enable students to simultaneously earn college credit transferable to two-and four-year colleges and universities and satisfy high school graduation requirements. Additionally, successful completion of Career/Technical Education courses will allow students to simultaneously earn college credits to satisfy State and/or MSJC and high school graduation requirements, and to assist in the transition to the community college, job opportunities or careers.
An Affiliation Agreement will be developed, signed, and approved by both MSJC and participating high school districts each academic year. A template of the current Affiliation Agreement is in the appendix.

Policies and Regulations:
Dual Enrollment courses are governed by the policies and regulations of Mt. San Jacinto College and the High School District. These policies, regulations and standards apply to students, faculty, staff, instructional procedures, academic standards and course offerings, whether courses are offered at the college campus, at off-campus sites, including distance learning and internet, or at secondary schools.

Dual enrollment faculty must adhere to the same academic and professional standards of all MSJC faculty outlined in this handbook. Syllabi for Dual Enrollment courses should be submitted to dualsyllabi@msjc.edu.
DIRECTIONS TO CAMPUSES AND SITES

SAN GORGONIO PASS CAMPUS
3144 West Westward Avenue,  
Banning, CA 92220  
(951) 922-1327

From San Jacinto or Hemet  
Take N. State St. north. It becomes Gilman Springs Rd. Turn right (north) onto SR.79, Beaumont Ave.  
At I-10, go east (right).  
Exit Sunset (city of Banning). Turn right (south).  
Continue on Sunset approximately ½ a mile. The campus is on the left.

From Riverside  
Take SR 60 east until it merges with I-10. Continue on I-10 east.  
Exit Sunset (city of Banning) Turn right (south).  
Continue on Sunset approximately ½ a mile. The campus is on the left.

From Redlands  
Take I-10 east.  
Exit Sunset (city of Banning) Turn right (south).  
Continue on Sunset approximately ½ a mile. The campus is on the left.

Parking permits are required on campus. A daily parking permit may be purchased at the entrance to each parking lot for $1.00.

SAN JACINTO CAMPUS
1499 N. State Street San Jacinto, CA 92583 (951) 487-6752  
(800) 624-5561 (Toll free number accessible in 951 areas only)

From Moreno Valley  
Take SR. 60 east towards Beaumont. Exit Gilman Springs Rd.  
Continue on Gilman Springs Rd. You will be heading southeast. Stay on Gilman Springs as it crosses underneath SR. 79/Sanderson Ave.  
Gilman Springs Rds. turns into N. State St. approximately 1 mile before reaching the campus. The campus is on the left.

Option 1-North Campus Parking  
Turn left onto Community College Entrance.  
Turn right at the stop sign. There are three Visitor and Student Parking Lots options (B, D, & E).

Option 2-South Campus Parking  
From N. State St. turn left onto Community College Drive at the southern edge of the campus. Staff Parking (Lot A) is on the left.
From Redlands
Take I-10 east towards the city of Beaumont. Exit Beaumont Ave.
Turn right (south) onto Beaumont Ave. (SR. 79). Exit Gilman Springs Rd.
Turn left (east) on Gilman Springs Rd.
Stay on Gilman Springs Rd. You will be heading southeast. Stay on Gilman Springs as it crosses underneath SR. 79/Sanderson Ave.
Gilman Springs Rds. turns into N. State St. approximately 1 mile before reaching the campus. The campus is on the left.

Option 1-North Campus Parking
Turn left onto Community College Entrance.
Turn right at the stop sign. There are three Visitor and Student Parking Lots options (B, D, & E).

Option 2-South Campus Parking
From N. State St. turn left onto Community College Drive. Staff Parking (Lot A) is on the left.

From Beaumont/Banning
Take I-10 west towards Riverside. Exit Beaumont Ave.
Turn left (south) on Beaumont Ave. (SR. 79). Exit Gilman Springs Rd.
Turn left (east) on Gilman Springs Rd.
Stay on Gilman Springs Rd. You will be heading southeast. Stay on Gilman Springs as it crosses underneath SR. 79/Sanderson Ave.
Gilman Springs Rds. turns into N. State St. approximately 1 mile before reaching the campus. The campus is on the left.

Parking Option 1-North Campus Parking
Turn left onto Community College Entrance.
Turn right at the stop sign. There are three Visitor and Student Parking Lots options (B, D, & E).

Parking Option 2-South Campus Parking
From N. State St. turn left onto Community College Drive. Staff Parking (Lot A) is on the left.

Parking permits are required on campus. A daily parking permit may be purchased at the entrance to each parking lot for $1.00.

MENIFEE VALLEY CAMPUS
28237 La Piedra Road Menifee, CA 92584
951) 487-6752
(800) 624-5561 (Toll free number accessible in 951 areas only)

From Lake Elsinore
Take Railroad Canyon Rd. east.
Railroad Canyon Rd. becomes Newport Rd. Take Newport Rd. across I-215.
Turn right (south) onto Antelope Rd. The campus is on the left.
There are parking lots on the east and north sides of campus (Lots A, B, C, & D).

From Moreno Valley
Take I-215 S east towards Escondido. Take the Newport Rd. exit. Turn left (east) onto Newport Rd. Be on the right hand lane as you cross the bridge. Turn right (south) onto Antelope Rd. The campus is on the left. There are parking lots on the east and north sides of campus (Lots A, B, C, & D).

**From the San Jacinto Campus**
Turn left (south) onto N. State St. Turn right (east) onto Cottonwood Ave. Turn left (south) onto Sanderson Ave. Turn right (east) onto Domenigoni Parkway. As you get closer to MVC Domenigoni Parkway becomes Newport Rd. Turn left (south) on Menifee Rd. Turn right (east) on La Piedra Rd. The campus is on the left. There are parking lots on the east and north sides of campus (Lots A, B, C, & D).

**From Temecula**
Take I-15 N toward Riverside. At the I-15, I-215 split stay on the right continuing north on I-215. Take the Scott Road exit. Turn right (east) onto Scott Road. Turn left (north) onto Antelope Rd. The College will be on the right. There are parking lots on the east and north sides of campus (Lots A, B, C, & D).

**Parking permits are required on campus. A daily parking permit may be purchased at the entrance to each parking lot for $1.00.**

**Temecula Education Complex (TEC 1)** 27447-27463 Enterprise Circle West Temecula, CA 92590 (951) 506-6752

**From Lake Elsinore**
Take I-15 south towards Escondido. Exit Winchester Road. Turn right (west) on Winchester Rd. Turn left (south) onto Enterprise Circle South. Enterprise Circle South turns into Enterprise Circle West. College building is on the right hand side.

**From San Jacinto or Hemet**
Take Domenigoni Parkway west toward I-215. Take I-215 south then merge to I-15 south. Exit Winchester Road. Turn right (west) onto Winchester Rd. Turn left (south) onto Enterprise Circle South. Enterprise Circle South turns into Enterprise Circle West. College building is on the right hand side.

**From Moreno Valley**
Take I-215 south towards Escondido. Merge onto I-15 south. Exit Winchester Road Exit Winchester Road. Turn right (west) onto Winchester Rd.
Turn left (south) onto Enterprise Circle South Enterprise Circle South turns into Enterprise Circle West College building is on the right hand side.

**Temecula Higher Education Center (THE Center)**
43200 Business Park Drive Temecula, CA 92590
(951) 506-6752

**From Menifee**
Take I-215 south and merge onto I-15 south. Exit Winchester Rd./CA-79. Turn right (west) onto Winchester Rd. Turn left (south) onto Diaz Rd. Turn right (west) onto Rancho Way. Turn right (north) onto Business Park Dr. The Center is on the left.

**From Escondido**
Take the I-15 N toward Riverside Exit Rancho California Rd. toward Old Town Front St. Turn left (west) onto Rancho California Rd. Turn right (north) onto Diaz Rd. Turn left (west) onto Rancho Way. Turn right (north) onto Business Park Dr. The Center is on the left.

[Maps and Directions to MSJC Locations](#)

[Campus Maps and Contacts](#)
Curriculum Changes Outside of the Normal Process due to Title 5, Ed Code, Chancellor’s Office or Legal Mandates

Typically, changes to courses and awards must be handled through the CurricUNET approval process. In those instances where legal mandates (such as Title 5, Ed Code, or legal rulings) or Chancellors Office or Academic Senate requirements or recommendations require a more global review of courses or awards or processes, changes may be made outside of the normal curriculum approval process and guidelines. For example, when the repeatability law mandated the removal of repeatability in all courses that were not identified as allowable, the committee determined a policy and then applied the new rules to all courses simultaneously without requiring a revision through the standard process. Because each of these situations and the timelines by which they must be made will vary, such changes outside of the process will require a two-read approval of the process by which the changes will be made with approval by Site Council and Executive Senate before individual courses or awards are identified for change.

It is important that area representatives notify faculty of any impending changes of this nature so that faculty are aware of the reasons for the change and the possible implications. Any changes to specific courses or awards will be communicated to discipline faculty and, as appropriate or allowable, faculty will be asked for their recommendations for applying the changes to their courses and awards.
**Role of Committee with respect to mediating conflicts with curriculum that impacts multiple departments**

In some cases one department’s curriculum may impact another department’s curriculum: a course may serve as a prerequisite for a course in another department or may be in an employment concentration, certificate, or award for another department. Any major changes in courses or awards (such as changes in units or deactivations) by a department that impact another department require notification of the department whose courses or awards will be impacted by such changes. Departments initiating the curricular change should email the chair of the impacted department (copying the curriculum email) prior to the course or award changes or deactivations being submitted so that the impacted department can make prerequisite or award substitutions or removals. Impacted departments need ample time to make appropriate course or award revisions through the curriculum approval process.

In the instance where the impacted department does not respond to the request for course or award revisions within a reasonable time frame (five working days), the department wishing to make the change should contact the curriculum faculty chair who will work in consultation with the Academic Senate to decide the appropriate course of action. Actions may include but are not limited to the following: meeting with each department chair either separately or together to hear both sides of the issue(s) and recommend action; consulting with curriculum committee chair and academic deans to clarify the impact of the conflict and/or issues; notifying department chairs and curriculum committee of the outcome and appropriate course of action; asking department to bring curriculum or award to the committee so that faculty with differing perspectives can present the different sides of the issue to the committee to make a decision.

11 April 2018
PROPOSED CHANGES TO NON-CREDIT MNEMONICS

Currently, a number of mnemonics exist for NC courses; it seems in the past every time a new NC course was created, it was given its own mnemonic. This is confusing and unnecessarily complicated. To this end, we propose a number of changes meant to streamline mnemonics and standardize mnemonics for non-credit moving forward.

1. We propose the deactivation of the following mnemonics: NC/BARB, NC/SERV, NC/GED, NC/COMP

2. The Non-Credit department will use the following four mnemonics:
   - NC/ABE (for all courses dealing with Adult Basic Education, including what were formerly GED mnemonic courses);
   - NC/CEP (for all courses dealing with Career Enhancement or bridging to credit programs except in those instances where the credit department wants to be responsible for the curriculum, scheduling, and staffing of NC courses related to their discipline; this will include courses that were formerly NC/COMP)
   - NC/CTZN (for all courses dealing with students working toward citizenship)
   - NC/ESL (for all non-credit ESL courses that the Non-Credit department is responsible for – curriculum, scheduling, staffing)

3. We also propose for consistency sake the following NC mnemonic rule: when a credit department creates non-credit curriculum related to their program and wants to be responsible for the curriculum, staffing, and scheduling, the mnemonic will be NC/__ where the underlined portion will align with the credit department mnemonic.

   - We propose this new standard so that we do not have to ask for a new mnemonic when credit departments wish to propose a non-credit course in support of their program. An A10 form would have to be completed and approved by the curriculum committee.

   - The following mnemonics aligned with a credit department currently exist: NC/MATH, NC/MUS, NC/ART.

   - We would like to add at this time NC/AUME for those courses in the Light Duty Automotive Services certificate related specifically to Automotive as well as any the Automotive department wishes to add in the future.

4. There would be no change to the NC/LL and NC/SSS mnemonics at this time.