Supporting MSJC faculty in their teaching and professional development with information about college policies and procedures.

**San Jacinto Campus (SJC)**  
*District Headquarters*  
1499 N. State Street  
San Jacinto, CA 92583  
951-487-MSJC (6752)

**Menifee Valley Campus (MVC)**  
28237 La Piedra Road  
Menifee, CA 92584  
951-672-MSJC (6752)

**San Gorgonio Pass Campus (SGP)**  
3144 W. Westward Avenue  
Banning, CA 92220  
951-922-1327

**Temecula Higher Education Center (THE Center)**  
43200 Business Park Drive  
Temecula, CA 92590

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

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**Additional Information**
- Introduction to MSJC
- Faculty Resources
- Student Enrichment
- Procedures
- End of Term
- Disabled Students
- Library Services
- Learning Resource Centers
- Shared Governance
- Curriculum
- Program Review
- Academic Freedom
- Professional Ethics
- Equivalency Committee
- Dual Enrollment
- Locations and Maps
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

The following are the 10 key institutional goals of the 2014-2017 Strategic Plan:

Goal 1: Reduce time to completion of student educational goals to increase degree, transfer and certificate completion

Goal 2: Drive institutional decision-making using internal and external data to inform planning and prioritize resources

Goal 3: Improve fiscal responsibility that is sustainable for the long term

Goal 4: Expand and improve student involvement in campus life

Goal 5: Increase the College's visibility, value, and recognition in the service area

Goal 6: Promote quality of institution through enhanced communication within community (internal/external)

Goal 7: Identify sustainability strategies to improve efficiencies in processes district-wide

Goal 8: Enhance the overall campus life

Goal 9: Refine staffing plan and process

Goal 10: In an effort to serve students, build bridges between instructional services, student services, and administrative services

***2017-2020 Strategic Master Plan Goals are being finalized***
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

#### Students

<table>
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<tr>
<th>FTES Funding Level</th>
<th>10,642</th>
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<tr>
<td>Number of Students</td>
<td>19,399</td>
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<tr>
<td>Percent Female</td>
<td>57%</td>
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<tr>
<td>Percent Male</td>
<td>43%</td>
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<tr>
<td>Percent White</td>
<td>33%</td>
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<tr>
<td>Percent Hispanic</td>
<td>44%</td>
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<tr>
<td>Percent Black</td>
<td>9%</td>
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<tr>
<td>Percent Filipino</td>
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<td>0.5%</td>
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<tr>
<td>Percent Pacific Islander</td>
<td>0.3%</td>
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<tr>
<td>Percent Disabled</td>
<td>8%</td>
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<tr>
<td>Percent First Generation</td>
<td>75%</td>
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</table>

#### Basic Skills Placement year 2015

- Mathematics: 80%
- English: 89%

#### Ages of Students

- Percent Less Than 18: 4%
- Percent 18 & 19: 26%
- Percent 20 to 24: 40%
- Percent 25 to 29: 15%
- Percent 30 or More: 24%

#### Number of Degrees

( AA/AS)/year (AY14-15 1,727

- Percent Female: 64%
- Percent Male: 35%
- Percent White: 41%
- Percent Hispanic: 37%
- Percent Black: 5%
- Percent Filipino: 5%
- Percent Asian: 3%
- Percent American Indian: 4%
- Percent Pacific Islander: 5%

#### Fall 2014 Enrolled Seats/FTES

- SJC: 11,461/1455
- SGP: 855/100
- MVC: 18,169/2275
- TEC: 2,863/336

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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 itself 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 ADMINISTRATOR DIRECTORY

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Location</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President of Instructional Services, Rudolph Besikof</td>
<td></td>
<td>SJC</td>
<td>(951) 487-3404, (951) 639-5404</td>
</tr>
<tr>
<td>Executive Assistant, Debbie Grace</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dean of Instruction Support Services, Jamail Carter</td>
<td></td>
<td>SJC</td>
<td>(951) 487-3409</td>
</tr>
<tr>
<td>Dean of Instruction, Academic Programs, SJC Carlos Tovares</td>
<td></td>
<td>SJC</td>
<td>(951) 487-3410</td>
</tr>
<tr>
<td>Administrative Assistant, Kathy Ponio</td>
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<tr>
<td>Dean of Physical Education and Athletics, Patrick Springer</td>
<td></td>
<td>SJC</td>
<td>(951) 487-3590</td>
</tr>
<tr>
<td>Administrative Assistant, Amber Rogers</td>
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</tr>
<tr>
<td>Dean of Instruction, Arts, Humanities, and Social Sciences, MVC Jeremy Brown</td>
<td></td>
<td>MVC</td>
<td>(951) 639-5420</td>
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<tr>
<td>Administrative Assistant, Rose Russell</td>
<td></td>
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<td>(951) 639-5421</td>
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<tr>
<td>Administrative Assistant, Sherri Sawyer</td>
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<tr>
<td>Dean of Instruction, Career &amp; Technical Education and Nursing/Allied Health, Joyce Johnson</td>
<td>MVC</td>
<td>(951)-639-5350</td>
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<tr>
<td>Administrative Assistant, CTE, Selena Paez</td>
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<td></td>
<td>(951) 639-5351</td>
</tr>
<tr>
<td>Associate Dean of Career &amp; Technical Education, Jeffrey Holmes</td>
<td></td>
<td>SJC</td>
<td>(951) 487-3440</td>
</tr>
<tr>
<td>Associate Dean of Career &amp; Technical Education, Mark Fields</td>
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<td>MVC</td>
<td>(951) 639-5531</td>
</tr>
<tr>
<td>Associate Dean, Nursing, Vacant</td>
<td></td>
<td>MVC</td>
<td>(951) 639-5560</td>
</tr>
<tr>
<td>Administrative Assistant, Nursing &amp; Allied Health, Julie Baker</td>
<td></td>
<td></td>
<td>(951) 639-5561</td>
</tr>
<tr>
<td>Dean of Instruction, Distance Education and Technology, Micah Orloff</td>
<td></td>
<td>MVC</td>
<td>(951) 639-5440</td>
</tr>
<tr>
<td>Administrative Assistant, Shelley Excel-Wertmann</td>
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<td>(951) 639-5441</td>
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<tr>
<td>Dean of Instruction, Math and Sciences, MVC Marc Donnhauser</td>
<td></td>
<td>MVC</td>
<td>(951) 639-5426</td>
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<tr>
<td>Administrative Assistant, Carrie Stantz</td>
<td></td>
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<td>(951) 639-5431</td>
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</table>
**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.

<table>
<thead>
<tr>
<th>Week 1 Evening Dean, Varies</th>
<th>SJC</th>
<th>(951) 487-3400</th>
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<tr>
<td>Week 1 Evening Dean, Varies</td>
<td>MVC</td>
<td>(951) 639-5400</td>
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<tr>
<td>Evening Classified Staff Member, Varies</td>
<td>SJC</td>
<td>(951) 487-3400</td>
</tr>
<tr>
<td>Evening Classified Staff Member, Diane Rhodes</td>
<td>MVC</td>
<td>(951) 639-5400</td>
</tr>
<tr>
<td>Evening Administrator, Drew Scherrer</td>
<td>SGP</td>
<td>(951)-264-2992</td>
</tr>
<tr>
<td>Evening Administrator, Greg Abt</td>
<td>SGP</td>
<td>(909)-435-5554</td>
</tr>
<tr>
<td>Evening Administrator, Nancy Mierzwik</td>
<td>SGP</td>
<td>(951)-222-1034</td>
</tr>
<tr>
<td>Evening Administrator, Brian May</td>
<td>TEC1</td>
<td>(951)-764-2465</td>
</tr>
<tr>
<td>Evening Administrator, Mark Koscielak</td>
<td>TEC1</td>
<td>(909)-229-0645</td>
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# Academic Calendar 2017-2018

## Fall Semester Commences 2017-2018 AY

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- **87 Service Days**
  - Fall Semester
  - Spring Semester
  - Final Exams
  - Holiday - College Closed
  - 6 Week Summer Sessions
  - 8 Week Summer Sessions

- **99 Service Days**
  - Convocation - Required Faculty Day
  - Optional Instructional Improvement Days
  - Classified Staff Development Day
  - Commencement - Required Faculty Day
  - No Classes - College Open

### Notes
- Fall Semester = Convocation - Required Faculty Day
- Spring Semester = Optional Instructional Improvement Days
- Final Exams = Classified Staff Development Day
- Holiday - College Closed = Commencement - Required Faculty Day
- 6 Week Summer Sessions = No Classes - College Open
- 8 Week Summer Sessions = *Summer school conditional pending funding

[Link to Academic Calendar](http://www.msjc.edu/Catalog/Documents/Catalog2017-2018/Calendar2017-18color.pdf)
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 http://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:
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.
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 Instructional Technology staff.

• 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 coordinators.
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. We have established the following deadlines: April 13, for Summer and April 26, for Fall.

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

The login account is specific to the bookstore-not the same as EagleAdvisor or Canvas.

To establish an account, please contact Morgan Ward
mward@msjc.edu
(951)639-5133

DESKTOP 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

IT IS IMPORTANT TO CHECK YOUR MAILBOX WEEKLY!

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)
(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>
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<tbody>
<tr>
<td>M–Th 6:30 a.m. to 4:00 p.m. F 8 a.m. to 12 p.m.</td>
<td>M–Th 6:30 a.m. to 4:00 p.m. 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

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 9:00am-5:00pm
Friday – By Appointment Only

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:
Kara McGee – Director of Risk and Support Services
951-487-3131, kmcgee@msjc.edu

Cindy Davis, Int. Bookstore Supervisor
951-487-3132, 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.
AFTER THE FIRST DAY: 
COLLEGE INFORMATION AND RESOURCES

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 (3) 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 here], you will be added to [course name and section] if you respond to this email by 9:00 a.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 our receptionist at drhodes@msjc.edu.

- 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 OPPORTUNITES**

**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 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.”

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:

• Full-Time Faculty – Faculty Association CTA/NEA Contract, July 1, 2015 to June 30, 2016.
• Associate Faculty – Communications Workers of America CWA Contract, July 1, 2013 - June 30, 2017.
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

Reference:

Education Code Sections 66250 et. Seq., 200 et. Seq., and 72010 et seq.;
Penal Code Sections 422.55 et seq.; Title 5, Sections 59300, et seq.;
ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation
Standard Catalog Requirements (formerly II.B.2.c)

These are the written policies and procedures for filing and processing complaints of unlawful discrimination and sexual harassment at Mt. San Jacinto Community College District. See Board Policies 3410 and 3430. These policies and procedures incorporate the legal principles contained in nondiscrimination provisions of the California Code of Regulations, Title 5, sections 59300 et seq. as well as other state and federal substantive and procedural requirements.

General Harassment: Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, or the perception that a person has any or more of these characteristics is illegal and violates District policy.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person’s competency to do the job, when based on that person’s gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct:

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race, gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race, nationality, sexual orientation or other protected status.

- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person’s gender, race, national origin, sexual orientation or other protected status.
• **Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

• **Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his or her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

A copy of the district's unlawful discrimination policy will be displayed in a prominent location in the main administrative building or other areas where notices regarding the institution's rules, regulations, procedures, and standards of conduct are posted.

The unlawful discrimination policy was adopted by the Mt. San Jacinto Community College District Governing Board on March 11, 2010, in accordance with the procedures of the Board.


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**Unlawful Discrimination Policy**

The policy of the Mt. San Jacinto Community College District is to provide an educational and employment environment in which no person is unlawfully denied full and equal access to the educational and/or employment environment based on unlawful discrimination or harassment.

The District's prohibitions on unlawful discrimination and sexual harassment are set out in Board Policies 3410 and 3430

**Responsible District Officer**

The Mt. San Jacinto Community College District has identified the Vice President of Human Resources to the State Chancellor's Office and to the public as the single District officer responsible for receiving all unlawful discrimination complaints filed pursuant to Title 5, section 59328, and for coordinating their investigation. Informal charges of unlawful discrimination should be brought to the attention of the responsible district officer, who shall oversee the informal resolution process pursuant to section 59327. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract with the District. Such delegation procedures will be used whenever the officer designated to receive complaints is named in the complaint or is implicated by the allegations in the complaint.

Administrators, faculty members, other District employees, and students shall direct all complaints of unlawful discrimination to the responsible District officer.
Students and Employees Notice, Training, and Education

The Mt. San Jacinto Community College District's responsible officer shall make arrangements for or provide training to employees and students on the District's unlawful discrimination policy and procedures. Faculty members, members of the administrative staff, and members of the support staff will be provided with a copy of the District's written policy on unlawful discrimination at the beginning of the semester of the college year after the policy is adopted.

All District employees will receive this training and/or a copy of the unlawful discrimination policies and procedures during the first year of their employment. Because of their special responsibilities under the law, supervisors will undergo mandatory sexual harassment training at least every two years. All new supervisory employees shall be provided with sexual harassment training within six months of assuming a supervisory position. In years in which a substantive policy or procedural change has occurred all District employees will attend a training update and/or receive a copy of the revised policies and procedures.

A training program or informational services will be made available to all students at least once annually. The student training or informational services should include an explanation of the policy, how it works, and how to file a complaint. In addition, a copy of the District's

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1 The Office for Civil Rights (OCR) advises educational institutions to give one official responsibility for oversight and coordination of all sexual harassment complaints to insure consistent practices and standards in handling complaints as well as coordination of record keeping. This will help ensure that the educational institution can and will resolve recurring problems and identify students or employees who have multiple complaints filed against them. The State Chancellor’s Office advises that having the responsible district officer, identified pursuant to Title 5, section 59324, coordinate both sexual harassment and other unlawful discrimination complaints satisfies OCR’s instruction on this subject.

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**Retaliation**

It is unlawful for anyone to retaliate against someone who files an unlawful discrimination complaint, who refers a matter for investigation or complaint, who participates in an investigation of a complaint, who represents or serves as an advocate for an alleged victim or alleged offender, or who otherwise furthers the principles of this unlawful discrimination policy.

**Informal/Formal Complaint Procedure**

Whenever any person brings charges of unlawful discrimination to the attention of the District’s responsible officer, that officer shall:

1. Undertake efforts to informally resolve the charges;
Advise the complainant that he or she need not participate in informal resolution;

Notify the person bringing the charges of his or her right to file a formal complaint and explain the procedure for doing so;

Advise the complainant that he or she may file a non-employment-based complaint with the Office for Civil Rights of the U.S. Department of Education (OCR) where such a complaint is within that agency's jurisdiction.

The purpose of the informal resolution process is to allow an individual who believes she/he has been unlawfully discriminated against or sexually harassed to resolve the issue through a mediation process rather than the formal complaint process. Typically, the informal process will be invoked when there is a simple misunderstanding or the complainant does not wish to file a formal complaint. Resolution of an informal complaint may require nothing more than a clarification of the misunderstanding or an apology from the respondent and an assurance that the offending behavior will cease. However, the district is responsible for maintaining a safe and discrimination free educational environment and serious allegations may need to be investigated even if the complaining party considers the matter resolved. In an informal process the district officer shall advise the complainant of his or her rights and responsibilities under both the formal and informal processes. If the complainant declares his or her preference for the informal process, the responsible district officer shall present the complainant with a document that describes the informal/formal process that contains the basics of complainant’s allegations of unlawful discrimination. This document will clearly indicate that the complainant opted for the informal resolution process and should be signed and dated by the complainant. The informal resolution process will not be made a predicate to the process and investigation of a formal complaint. If a formal complaint is filed, an investigation must be completed within the time required unless it is voluntarily rescinded by a complainant as a result of a successful informal resolution.

If the complaint is employment-related, the complainant should also be advised that he or she may file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) where such a complaint is within the jurisdiction of those agencies.

Efforts at informal resolution need not include any investigation unless the District’s responsible officer determines that an investigation is warranted by the seriousness of the charges. Selecting an informal resolution does not extend the time limitations for filing a formal complaint. Efforts at informal resolution may continue after the filing of a formal written complaint, but after a complaint is filed an investigation is required to be conducted pursuant to Title 5, section 59334, and must be completed unless the matter is informally resolved and the complainant dismisses the complaint or the complainant files with the DFEH and the Chancellor elects not to require further investigation pursuant to Title 5, section 59328(f)(2). Even if the complainant does dismiss the complaint, the responsible district officer may require the investigation to continue if he or she determines that the allegations are serious enough to warrant an investigation. Any efforts at informal resolution after the filing of a written complaint will not exceed the 90-day period for rendering the administrative determination pursuant to Title 5, section 59336.

Allegations of unlawful discrimination made by parties who have not personally suffered unlawful discrimination, and thus are not complainants under the description set out in Title 5, section 59328(a), are not covered by Title 5. However, the District may process and investigate such allegations under the above informal or formal complaint process (as required by federal regulations governing OCR). When such a complaint is processed under the formal process, the complainant's appeal rights shall be up to and including the first-level appeal to the Governing Board. All complainants shall be advised of their right to file complaints with the OCR (for non-employment matters) and with EEOC or DFEH (for employment matters).

In employment-related cases, if the complainant also files with the Department of Fair Employment and Housing or with the U.S. Equal Employment Opportunity Commission, a copy of that filing will be sent to the State Chancellor's Office.
requesting a determination of whether a further investigation under Title 5 is required. Unless the State Chancellor's Office determines that a separate investigation is required, the District will discontinue its investigation under Title 5 and the matter will be resolved through the Department of Fair Employment and Housing or the U.S. Equal Employment Opportunity Commission.

The District will provide for representation where required by law and may allow for representation for the accused and complainant in other circumstances on a case-by-case basis.


Filing of Formal Written Complaint

If a complainant decides to file a formal written unlawful discrimination complaint against the District, he or she must file the complaint on a form prescribed by the State Chancellor. These approved forms are available from the District's Human Resources Office and also at the State Chancellor’s website, as follows:

http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx#CmpltForm

(above link valid as of enactment of this Administrative Procedure)

The completed form must be filed with the District representative or mailed directly to the State Chancellor’s Office of the California Community Colleges.

If a complaint of unlawful discrimination is presented in another written format, such as a letter, the District may request that the complainant complete the form. If there is a delay in obtaining a completed form, or the complainant refuses to transfer the information or otherwise complete the form but wishes to pursue the formal complaint process, the District may attach the letter to the form and open a formal investigation. While a complaint filed in an improper form is still procedurally defective under Title 5 standards, the merits of the complaint itself may still be valid and must be addressed. The timelines set out by Title 5 and this procedure for filing complaints (title 5, sections 59328(d) and (e) shall be calculated based on the initial complaint—regardless of the form in which it is filed.

Once a complaint is filed, the individual(s) accused of engaging in prohibited discriminatory conduct should be advised of that filing and the general nature of the complaint. This should occur as soon as possible and appropriate under the circumstances. The District will also advise the accused that an assessment of the accuracy of the allegations has not yet been made, that the complaint will be investigated, that the accused will be provided an opportunity to present his/her side of the matter, and that any conduct that could be viewed as retaliatory against the complainant or any witnesses must be avoided. The accused individual(s) do not have a right to a copy of the actual complaint.


Threshold Requirements Prior to Investigation of a Formal Written Complaint

When a formal written complaint is filed it will be reviewed to determine if the complaint meets the following requirements:

a. The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination or by one who has learned of such unlawful discrimination in his or her official capacity as a faculty member or administrator. The exception to this general rule is addressed in the
The complaint shall be filed with the Chancellor of the California Community Colleges or with the District’s designated officer.

The complaint shall be in a form prescribed by the Chancellor’s Office. If the complaint is not filed on this form, every effort should be made to have the complaint filed on this form and to obtain complainant's signature. However, where a complainant has indicated that he or she wishes to pursue the formal complaint process, a complaint should not be rejected solely based on the failure to file the complaint on this form.

In any complaint not involving employment, the complaint shall be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.

In any complaint alleging discrimination in employment, the complaint shall be filed within 180 days of the date the alleged unlawful discrimination occurred, except that this period should be extended by no more than 90 days following the expiration of the 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days.

In any complaint alleging discrimination in employment, the district shall:

1. Advise the complainant that he or she may file the complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the Department of Fair Employment and Housing (DFEH) where the complaint is within the jurisdiction of those agencies; and

2. Forward a copy of any filing by the complainant with the DFEH to the Chancellor’s Office for a determination of whether the issues presented require an independent investigation of the matter under the provisions of this subchapter.

Defective Complaint

When the District receives a complaint which it finds does not meet the requirements of Title 5 section 59328 the District shall immediately notify the complainant that the complaint does not meet the requirements of Title 5 section 59328 and shall specify in what requirement the complaint is defective. A copy of the notice to the complainant will also be sent to the State Chancellors Office.

Authority: Cal. Code Regs., tit. 5, § 59328; and §59332.

Notice to State Chancellor or District

Immediately upon receiving a complaint filed in accordance with Title 5 section 59328, the District shall forward a copy of the complaint to the Chancellor.


Complaints Filed with the Chancellor

Upon receiving a complaint filed pursuant to Title 5 section 59328, the Chancellor will immediately forward a copy of the complaint to the District’s designated responsible officer who shall respond pursuant to Title 5 section 59332 or initiate the investigation required pursuant to Title 5 section 59334. In any complaint alleging employment discrimination, the Chancellor shall notify the complainant that he or she has the right to file with the Department of Fair Employment and Housing (DFEH) or the U. S. Equal Opportunity Employment Commission where the complaint is within the jurisdiction of those agencies.
Confidentiality of the Process

Investigative processes can best be conducted within a confidential climate, and the District does not reveal information about such matters except as necessary to fulfill its legal obligations. However, potential complainants are sometimes reluctant to pursue a complaint if their names will be revealed.

The inability to reveal the name of a complainant or facts that are likely to reveal the identity of the complainant can severely limit the ability of the District to respond. Complainants must also recognize that persons who are accused of wrongdoing have a right to present their side of the matter, and this right may be jeopardized if the District is prohibited from revealing the name of the complainant or facts that are likely to disclose the identity of the complainant.

If a complainant insists that his or her name not be revealed, the responsible officer should take all reasonable steps to investigate and respond to the complaint consistent with the complainant's request as long as doing so does not jeopardize the rights of other students or employees.

It is also important that complainants and witnesses understand the possibility that they may be charged with allegations of defamation if they circulate the charges outside of the District’s process. In general, persons who are participating in a District investigative or disciplinary process that is related to a charge of discrimination are protected from tort claims such as defamation. However, persons who make allegations outside of these processes or who discuss their claims with persons outside of the process may expose themselves to tort charges. Complainants, witnesses, and those accused of discrimination will all be asked to sign a confidentiality acknowledgement statement.

Where an investigation reveals the need for disciplinary action, the complainant may wish to have information about what disciplinary actions the District took. However, the privacy rights of the persons involved often prevent the District from providing such information. In student disciplinary actions for sexual assault/physical abuse charges, Education Code, section 76234 provides that the victim shall be informed of the disciplinary action, but that the victim must keep the information confidential. Disciplinary actions taken against employees are generally considered confidential.

3 Complainants must trust the District to take appropriate action and must understand that the District is generally not at liberty to discuss personnel or student matters, particularly disciplinary matters. In some disciplinary cases, the complainant may be required to testify at a hearing, and would therefore be aware of the proposed disciplinary action.

School Employees, Other Students, or Third Parties, Title IX, Office for Civil Rights, January 19, 2001.

District Investigation

Upon receiving a complaint that is properly filed in accordance with section 59328, the District will commence an impartial fact-finding investigation of that complaint and notify the complainant and Chancellor that it is doing so. The results of the investigation shall be set forth in a written report that shall include at least all of the following:

a. a description of the circumstances giving rise to the complaint;

b. a summary of the testimony provided by each witness, including the complainant and any viable witnesses identified by the complainant in the complaint;
c. an analysis of any relevant data or other evidence collected during the course of the investigation;
d. a specific finding as to whether there is probable cause to believe that discrimination occurred with respect to each allegation in the complaint; and
e. any other information deemed appropriate by the District.

During the course of the investigation, involved persons (including complainant(s), accused person(s), witness(es)) shall be interviewed and relevant documents collected and reviewed, as applicable. All interviewed persons shall be advised of the prohibition against retaliation.


**Discipline and Corrective Action**

If unlawful harassment, discrimination and/or retaliation occurred in violation of Board Policies 3410 and 3430 and this procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense. If discipline is imposed, the nature of the discipline will not be communicated to the complainant.

Disciplinary actions against faculty, staff and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The District shall also take reasonable steps to protect the complainant from further harassment, and/or discrimination, and to protect the complainant and witnesses from retaliation as a result of communicating the complaint and/or assisting in the investigation. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties to the extent possible without impeding the District's ability to investigate and respond effectively to the complaint.

*See Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX, Office for Civil Rights, January 19, 2001 at p. 16.*

**Administrative Determination**

In any case NOT involving employment discrimination, within ninety (90) days of receiving an unlawful discrimination complaint filed under Title 5, sections 59300 et seq., the responsible District officer shall complete the investigation and forward a copy of the investigative report (see District Investigation section above (Title 5 section 59334) to the State Chancellor, a copy or summary of the report to the complainant, and written notice setting forth all the following to both the complainant and the State Chancellor:

- a) the determination of the chief executive officer or his/her designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;
- b) a description of actions taken, if any, to prevent similar problems from occurring in the future;
- c) the proposed resolution of the complaint; and
- d) the complainant's right to appeal to the District governing board and the State Chancellor pursuant to Title 5 sections 59338 and 59339.

In any case involving employment discrimination, within ninety (90) days of an unlawful discrimination complaint filed under Title 5, sections 59300 et seq., the responsible District officer shall complete the investigation and forward
The determination of the chief executive officer or his/her designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;

b) a description of actions taken, if any, to prevent similar problems from occurring in the future;

c) the proposed resolution of the complaint; and

d) the complainant's right to appeal to the District governing board and to file a complaint with Department of Fair Employment and Housing.

The Mt. San Jacinto Community College District recognizes the importance of and is therefore committed to completing investigations and resolving complaints as quickly as possible, consistent with the requirements for a thorough investigation.


Complainant's Appeal Rights

Complainants have appeal rights that they may exercise if they are not satisfied with the results of the District’s administrative determination. At the time the administrative determination is mailed to the complainant, the responsible District officer or his/her designee shall notify the complainant of his or her appeal rights as follows:

I. First-Level Appeal: Final District Decision; Appeals to the Local Governing Board

a. If the complainant is not satisfied with the results of the administrative determination rendered pursuant to Title 5 section 59336, the complainant may submit a written appeal to the District's governing board within fifteen (15) days from the date of the administrative determination. The governing board shall review the original complaint, the investigative report, the administrative determination, and the appeal and issue a final District decision in the matter within forty-five (45) days after receiving the appeal.

b. A copy of the final District decision rendered by the governing board that includes complainant's right to appeal the District's decision to the Chancellor pursuant to Title 5 section 59339 shall be forwarded to complainant and the Chancellor.

c. If the governing board does not act within forty-five (45) days, the administrative determination shall be deemed approved and shall become the final District decision in the matter. The District shall notify the complainant and the Chancellor that the board took no action and the administrative determination is deemed approved pursuant to Title 5 section 59338. The complainant shall also be notified of his or her right to appeal the District's decision to the Chancellor pursuant to Title 5 section 59339.

II. Second-Level Appeal: Appeal to Chancellor

a. In any case not involving employment discrimination, the complainant shall have the right to file a written appeal with the Chancellor within thirty (30) days from the date that the governing board issues the final District decision or permits the administrative determination to become final pursuant

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4 If it is determined that discrimination did occur, possible remedies to prevent similar problems from occurring in the future include all the standard District disciplinary actions for students and employees, ranging from undocumented reprimand to termination or expulsion. If formal disciplinary action is inappropriate, other possible remedies include training in the pertinent area(s) of unlawful discrimination, apology, and restricting or forbidding contact between the perpetrator and victim.
to Title 5 section 59338. Such appeals shall be processed pursuant to the provisions of Title 5 section 59350 et seq. The appeal must be accompanied by a copy of the decision of the governing board or evidence showing the date on which the complainant filed an appeal with the governing board and a statement under penalty of perjury that no response was received from the governing board within forty-five (45) days from that date.

b. In any case involving employment discrimination, the complainant may, at any time, before or after the final District decision is rendered, file a complaint with the Department of Fair Employment and Housing (DFEH) where the complaint is within the jurisdiction of that agency.

Complainants must submit all appeals in writing.

5 The Department of Fair Employment and Housing (DFEH) has final jurisdiction over employment-related cases. In addition, title 5, section 59339 (b) does not provide appeal rights to the State Chancellor in employment-related discrimination cases. The Title 5 process, which is set out in this Administrative Procedure, provides no corresponding appeal rights to any other parties aside from the complainants.

Authority: Cal. Code Regs., tit. 5, §§ 59338 and 59339

Provision of Information to State Chancellor

In any case not involving employment discrimination, within 150 days of receiving a complaint the responsible district officer will either:

Forward the following to the State Chancellor:

- A copy of the final District decision rendered by the governing board or a statement indicating the date on which the administrative determination became final as a result of taking no action on the appeal within 45 days.
- A copy of the notice of appeal rights the District sent the complainant.
- Any other information the State Chancellor may require; or

Notify the State Chancellor that the complainant has not filed an appeal with the district governing board and that the District has closed its file.

The District will keep these documents on file for a period of at least three years after closing the case, including cases involving employment discrimination, make them available to the State Chancellor upon request.

Authority: Cal. Code Regs., tit. 5, §§ 59338 and 59340

Extensions

If for reasons beyond its control, the District is unable to comply with the 90-day or 150-day deadlines specified above for submission of materials to the complainant and the State Chancellor's Office, the responsible District officer will file a written request that the State Chancellor grant an extension of the deadline. The request will be submitted no later than 10 days prior to the expiration of the deadlines established by Title 5 in sections 59336 and/or 59340 and shall set forth the reasons for the request and the date by which the District expects to be able to submit the required materials.

A copy of the request for an extension shall be sent to the complainant, who shall be notified that he or she may file written objections with the State Chancellor within 5 days of receipt.
The State Chancellor may grant the request unless delay would be prejudicial to the investigation. If an extension of the 90-day deadline is granted by the State Chancellor of the 90-day deadline or the 150-day deadline is automatically extended by an equal amount.

If the District fails to comply with the requirements of Title 5 sections 59336 or 59340 by the required deadline, including any extensions granted pursuant to the above-mentioned procedures, the Chancellor may proceed to review the case as provided in Title 5 section 59350 et seq. based on the original complaint and any other relevant information then available.


Definitions

Definitions applicable to nondiscrimination policies are as follows:

- "Appeal" means a request by a complainant made in writing to the Mt. San Jacinto Community College District governing board pursuant to Title 5, section 59338, and/or to the State Chancellor's Office pursuant to Title 5, section 59339, to review the administrative determination of the District regarding a complaint of discrimination.

- "Association with a person or group with these actual or perceived characteristics" includes advocacy for or identification with people who have one or more characteristics of a protected category listed under "Unlawful Discrimination Policy" and Title 5, section 59300, participation in a group associated with persons having such characteristics, or use of a facility associated with use by such persons.

- "Complaint" means a written and signed statement meeting the requirements of Title 5, section 59328 that alleges unlawful discrimination in violation of the nondiscrimination regulations adopted by the Board of Governors of the California Community Colleges, as set forth at Title 5, section 59300 et seq.

- "Days" means calendar days.

- "Gender" means sex, and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

- "Mental disability" includes, but is not limited to, all of the following:
  1. Having any mental or psychological disorder or condition, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities, that limits a major life activity. For purposes of this section:
     a. "Limits" shall be determined without regard to mitigating measures, such as medications, assistive devices, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.
     b. A mental or psychological disorder or condition limits a major life activity if it makes the achievement of the major life activity difficult.
     c. "Major life activities" shall be broadly construed and shall include physical, mental, and social activities and working.
  2. Any other mental or psychological disorder or condition not described in paragraph 1 that requires special education or related services.
  3. Having a record or history of a mental or psychological disorder or condition described in paragraph 1 or 2, which is known to the District.
  4. Being regarded or treated by the District as having, or having had, any mental condition that makes achievement of a major life activity difficult.

Being regarded or treated by the District as having, or having had, a mental or psychological disorder or condition that has no present disabling effect, but that may become a mental disability as described in paragraph 1 or 2."Mental disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs.

- "Physical disability" includes, but is not limited to, all of the following:
(1) Having any physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss that does both of the following:
   (a) Affects one or more of the following body systems: neurological, immunological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine.
   (b) Limits a major life activity. For purposes of this section:
      (i) "Limits" shall be determined without regard to mitigating measures such as medications, assistive devices, prosthetics, or reasonable accommodations, unless the mitigating measure itself limits a major life activity.
      (ii) A physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss limits a major life activity if it makes the achievement of the major life activity difficult.
      (iii) "Major life activities" shall be broadly construed and includes physical, mental, and social activities and working.
(2) Any other health impairment not described in paragraph (1) that requires special education or related services.
(3) Having a record or history of a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment described in paragraph (1) or (2), which is known to the District.
(4) Being regarded or treated by the District as having, or having had, any physical condition that makes achievement of a major life activity difficult.
(5) Being regarded or treated by the District as having, or having had, a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment that has no present disabling effect but may become a physical disability as described in paragraph (1) or (2).
(6) "Physical disability" does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs.  

• "District" means the Mt. San Jacinto Community College District or any District program or activity that is funded directly by the state or receives financial assistance from the state. This includes any other organization associated with the District or its college(s) that receives state funding or financial assistance through the District. This also includes any person acting as an agent of the District.

6 If the Americans with Disabilities Act of 1990 definitions would result in broader protection of the civil rights of individuals with a mental or physical disability, or would include any medical condition not included within these definitions, then that broader protection or coverage shall be deemed incorporated by reference into, and shall prevail over conflicting provisions of the definitions in Government Code section 12926 and should be included in district policy. (Gov. Code, § 12926(l).)

7 Ibid.
(b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

(c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

(d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the District.

- Examples of sexual harassment include but are not limited to the following:
  1) Making unsolicited or unwelcome written, verbal, physical, and/or visual contacts with sexual overtones. Examples of possible sexual harassment that appear in a written form include, but are not limited to: suggestive or obscene letters, notes, invitations, and e-mails. Examples of possible verbal sexual harassment include, but are not limited to: leering, gestures, display of sexually aggressive objects or pictures, cartoons, or posters. Examples of possible physical sexual harassment include, but are not limited to inappropriate or offensive touching or interfering with free movement such as kissing, grabbing, or blocking another person.
  2) Continuing to express sexual interest after being informed that the interest is unwelcomed.
  3) Making reprisals, threats of reprisal, or implied threats of reprisal following a rebuff of harassing behavior. The following are examples of conduct in an academic environment that might be found to be sexual harassment: threatening to withhold, or actually withholding, grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied.
  4) Engaging in explicit or implicit coercive sexual behavior within the work environment which is used to control, influence, or affect the employee's career, salary, and/or work environment. Engaging in explicit or implicit coercive sexual behavior within the educational environment that is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
  5) Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.
  6) Awarding educational or employment benefits, such as grades or duties or shifts, recommendations, etc., to any student or employee with whom the decision maker has a sexual relationship and denying such benefits to other students or employees.

- “Sexual orientation” means heterosexuality, homosexuality, or bisexuality.
- “Unlawful discrimination” means any complaint of unlawful discrimination based on a category protected under Title 5, section 59300, including retaliation and sexual harassment.

Authority: Gov. Code, § 12926; Education Code, § 212.5; Cal. Code Regs., tit. 5, § 59311; Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX, Office for Civil Rights, January 19, 2001.

**Academic Freedom**

The Mt. San Jacinto Community College District Governing Board reaffirms its commitment to academic freedom. The District recognizes that its discrimination policy is intended to protect students and employees from unlawful discrimination, not to regulate the content of speech, however, academic freedom does not allow any form of unlawful discrimination. It is recognized that an essential function of education is a probing of opinions and an exploration of ideas that may cause some students discomfort. Therefore, in order to establish a claim, the discrimination must be sufficiently severe, persistent, or pervasive to disrupt or sufficiently threaten to disrupt a student’s ability to participate in or benefit from the education program or to create a hostile or abusive educational environment. It is further recognized that academic freedom insures the faculty’s right to teach and the student’s right to learn. Finally, nothing in these policies and procedures shall be interpreted to prohibit bona fide academic requirements for a specific community college program, course or activity.
When investigating unlawful discrimination complaints containing issues of academic freedom Mt. San Jacinto Community College District will consult with a faculty member appointed by the Academic Senate with respect to contemporary practices and standards for course content and delivery.


**Consensual Relationships**

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student’s or employee’s work or make decisions affecting the employee or student. An employee in such a relationship should remove himself or herself from decisions affecting the other person in the relationship. Decisions affecting the other person include grading, evaluating, supervising, or otherwise influencing that person’s education, employment, or participation in any other District activity. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District may seek to transfer any involved employee(s) to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee. As in any case of sexual harassment, if conduct is determined to be unwelcome, then the District may pursue discipline and/or other corrective actions.

**Record Retention**

Unlawful discrimination records that are part of an employee’s employment records may be classified as Class-1 Permanent records and retained indefinitely or microfilmed in accordance with Title 5, California Code of Regulations, section 59022. Unlawful discrimination records of a student that are deemed worthy of preservation but not classified as Class-1 Permanent may be classified as Class-2 Optional records or as Class-3 Disposable records, to be retained for a period of three years.
Unlawful Discrimination Complaint Form

Name: ________________________________

Address: ________________________________

Phone: Day ________ Evening ________ I

Am a: Student  Employee  Other: ________________________________

I Wish To Complain Against: ________________________________

District: ________________________________ College: ________________________________

Date of Most Recent Incident of Alleged Discrimination: ________________________________

(Non-employment complaints must be filed within one year of the date of the alleged unlawful discrimination. Employment complaints must be filed within six months of the date of the alleged unlawful discrimination.)

I Allege Discrimination Based on the Following Category Protected under Title 5 (you must select at least one):

☐ Age  ☐ Ethnic Group Identification  ☐ Physical Disability  ☐ Retaliation**
☐ Ancestry  ☐ Mental Disability  ☐ Race  ☐ Sex/Gender (includes Harassment)  Color  National Origin  Religion  Sexual Orientation

Perceived to be in protected category or associated with those in protected category

Clearly state your complaint. Describe each incident of alleged discrimination separately. For each incident provide the following information: 1) date(s) the discriminatory action occurred; 2) name of individual(s) who discriminated; 3) what happened; 4) witnesses (if any); and 5) why you believe the discrimination was because of your religion, age, race, sex or whatever basis you indicated above. **If applicable, explain why you believe you were retaliated against for filing a complaint or asserting your right to be free from discrimination on any of the above grounds. (Attach additional pages as necessary.)

What would you like the District to do as a result of your complaint –what remedy are you seeking?

I certify that this information is correct to the best of my knowledge.

______________________________  ________________________________
Signature of Complainant  Date

Send Original to:  Mt. San Jacinto College  or  Chancellor’s Office
Attention: Human Resources  Attention: Legal Affairs Division
1499 N. State Street  1102 Q Street
San Jacinto, California 95238-2399  Sacramento, California 95811
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.
AP 3430    Prohibition of Harassment

Reference:

*Title 5, Sections 59020, et seq.*

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District.

**Definitions**

**General Harassment.** Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation of any person, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person’s competency to do the job, when based on that person’s gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct:

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person’s race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual’s body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person’s gender, race, national origin, sexual orientation or other protected status.

- **Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.
• **Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his or her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

**Sexual Harassment.** In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

• submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
• submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
• the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or
• submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

• "Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

"Hostile environment" sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

**Examples:** Harassment includes, but is not limited to the following misconduct:

• **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person’s protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.

• **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.

• **Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.
• **Environmental**: An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his or her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual’s learning or work.

**Consensual Relationships**

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student’s or employee’s work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

**Academic Freedom**

To the extent the harassment policies and procedures are in conflict with the District’s policy on academic freedom, the harassment policies and procedures shall prevail. If the faculty member wishes to use sexually explicit materials in the classroom as a teaching technique, the faculty member must review that use with an administrator to determine whether or not this violates the sexual harassment policy.
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 Community College District. 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.
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.
ACCIDENT/INJURY PROTOCOLS FACULTY AND STAFF

If You Experience A Life Threatening Injury On Campus
• If you are seriously injured and need help call 911.
• 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 injures call 911.
• For non-emergency situations, refer injured employees to Company Nurse at 1-877-518-6702.
• 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>Emergencies</th>
<th>911</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Company Nurse</strong></td>
<td><strong>877-518-6702</strong></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>
</tr>
</tbody>
</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, we suggest submitting a 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.

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 a Standards of Student Conduct Violation Form. Verbal or email submissions will not be accepted. Information regarding student conduct can be found on the college’s website: http://www.msjc.edu/StudentServices/StudentConduct/Pages/default.aspx. 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 dean appointed to your campus (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 VerCite 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
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

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
- Person 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
- Student'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.
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

For more detailed information regarding accommodations and services for students with disabilities provided through DSP&S, please visit the [DSP&S Faculty Handbook](http://www.msjc.edu/DSPS/Pages/Faculty-and-Staff.aspx).

**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](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 Student Handbook. 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 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:**
Marlene Cvetko, Learning Disabilities Specialist, (951) 487-3490
James Decker, 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.
MSJC LIBRARIES

Library Hours (MVC & SJC):
- Mon–Thurs  8am-8pm
- Friday     8am-Noon

Website:  http://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
- Monica Flores   951-639-5456, mflores@msjc.edu

San Jacinto Campus

Circulation Desk  951-487-3455
Reference Desk    951-487-3452

Librarians
- Adrienne Walker 951-487-3450, awalker@msjc.edu
- Anya 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 – 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 to schedule an orientation at the appropriate campus.

**Textbooks** – The Libraries offer open-shelved 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 using the online [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 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.

San Jacinto Campus
Learning Resource Center/Library
300 Building
M - TH 7:30am to 7:00pm
F 8:00am to 12:00pm
Phone: (951) 487-3480
Tutoring starts at 9am

Menifee Valley Campus
Learning Resource Center/Library
800 Building, First floor/ 812C
M - TH 9:00am to 7:00pm
F 9:00am to 12:00pm
Phone: (951) 639-5480
Tutoring starts at 9am

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.

SJC Contacts
Learning Center Coordinator:
Evelyn Menz, emenz@msjc.edu, (951) 487-3488

Math Center Coordinator:
Luis Mondragon, amondragon@msjc.edu, (951) 487-3644

Writing Center Coordinator:
Andrea Hammock, ahammock@msjc.edu, (951) 487-3755

Tutorial Services Specialist:
Maria M. Aquino, maquino@msjc.edu (951) 487-3481

Front Desk:
Connie Hill, chill@msjc.edu, (951) 487-3480
Sandra Darnell, cdarnell@mjsc.edu (951) 487-3480

Administrative Support:
Betty Ihrig, bihrig@mscj.edu (951) 487-3482

MVC Contacts
Learning Center Coordinator:
Ted Blake, tblake@msjc.edu, (951) 639-5487
Front Desk:
Becky Ames, bames@msjc.edu, (951) 639-5480

Tutorial Services Specialist:
Rafael Reynaga (951) 639-5481

Math Center Coordinator:
TBA (contact Ted Blake, tblake@msjc.edu, (951) 639-5687)

Writing Center Coordinator:
Carol Coffin, ccoffin@msjc.edu, (951) 639-5667

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. All tests are stored in secure file cabinets, and students are required to show picture ID before taking any exams. Tests are monitored and timed, if necessary, and then returned to the instructor’s file in the Learning Center's workroom. Procedure guides are available on request, which will outline how to set up a testing service.

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.

Homework Drop Off Service - The Learning Center provides a convenient location where students may drop off homework assignments for their instructors. Assignments are logged in time/date stamped, and placed in an instructor file for instructor’s to pick up from the Learning Center.

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) provides weekly review sessions facilitated by a peer SI Leader for students in targeted historically difficult courses. The SI Leaders are former students who successfully completed the course and now attend the course as model students and lead SI sessions. Supplemental Instruction sessions are interactive reviews that incorporate course content (what to learn) and study strategies (how to learn).

**SI Staffing** – The Supplemental Instruction Program is under the supervision of an academic dean. The SI Program is coordinated by a faculty and an SI 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, 2017-2018

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>President</td>
<td>Rhonda Nishimoto</td>
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<tr>
<td>Vice-President</td>
<td>Tamara Smith</td>
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<tr>
<td>Correspondence Secretary</td>
<td>Janice Levasseur</td>
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<tr>
<td>Appointment Secretary</td>
<td>Julie Freeman</td>
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<tr>
<td>Associate Faculty Representative – SJC</td>
<td>David Smith</td>
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<td>Associate Faculty Representative – MVC</td>
<td>Stephanie Velona</td>
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Site Councils, 2017-2018

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<thead>
<tr>
<th>Role</th>
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<th>MVC Site Council</th>
</tr>
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<tr>
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<tr>
<td>Secretary</td>
<td>Lyndsey Tone</td>
<td>Morgan Hoodenpyle</td>
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<tr>
<td>Senator</td>
<td>Payden Ackerman</td>
<td>James Decker</td>
</tr>
<tr>
<td>Associate Faculty Rep.</td>
<td>David Smith</td>
<td>Stephanie Velona</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 does not meet regularly, but convenes to respond when needed to actions initiated by the co-chairs of standing committees or College Council or initiate actions to introduce into the shared governance process.

- **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.
• **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. The committee will make recommendations to the Career and Technical Education department, administration, and the Curriculum Committee as they relate to the planning of new program offerings.

• **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 Staff Development** – The Staff Development Committee discovers, through survey and various other tools, staff development needs within all constituents at MSJC (faculty, classified, and management) and produces the district staff development yearly plan. This includes the FLEX calendar, classified staff development calendar, and the management staff development calendar.

• **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 evaluates the existing District technological structure on campus; develops, monitors, and updates the Technology Master Plan for the District to incorporate a process for continuous replacement and upgrading as appropriate; and evaluates benefits and applications of current and planned technology through continuous assessment and maintain state-of-the-art awareness in educational technology.

• **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; and (5) review forecasts and recommend planned growth, program development parameters for education planning, and staffing allocation levels.

- **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.

- **Matriculation Committee** - The Matriculation Committee is responsible for guiding the development, implementation, and evaluation of matriculation services. These services include the processes of admissions, orientation, assessment, advisement, and follow-up to ensure that students receive the educational services necessary to optimize their opportunities for success.

- **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** - The Student Equity Committee develops and recommends programs, resources, and policies (i.e., student equity plan) to increase the access, retention, completion, and transfer of all student groups, especially underrepresented ones. Ongoing coordination, evaluation, and revisions of programs and policies are designed to achieve student equity.

- **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. The committee (minus the student members) also functions as the appeals committee for academic standards and financial aid petitions.

For more information go to the [MSJC Shared Governance](#) webpage.

**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 MSJC Curriculum Best Practices Handbook and CurricUNET Guide.)

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 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 program review templates capture data analysis from achievement and learning outcome data and update 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. Both the course learning outcome data and course improvement plans are exported and housed on the Learning Outcome Assessments web page.

**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.

**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. See the text of BP 4030 below.

Board Policy on Academic Freedom and Professional Ethics
BP 4030 Academic Freedom

References:
Title 5 Section 51023; Accreditation Standard 2.2

Academic Freedom

(A) Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(B) Faculty members are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(C) College and university faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

(D) Faculty members in non-teaching fields have the same claim to freedom of inquiry and expression of professional opinion as teaching faculty, and they have parallel obligations as well.

Statement on Professional Ethics

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

(B) Faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty members demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

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

(D) As members of an academic institution, faculty members seek above all to be effective faculty members and scholars. Although faculty members observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty members give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

(E) As members of their community, faculty members have the rights and obligations of other citizens. Faculty members measure the urgency of these obligations in light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the
impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.
AP 3715 Intellectual Property

Reference:

17 USC 101 et seq.; 35 USC 101 et seq.; and 37 CFR 1.1 et seq.

The following intellectual property procedure shall be interpreted consistent with other District policies, including, but not limited to, the District’s policy on academic freedom (BP 4030) and federal and state statutes and regulations. This procedure shall also be interpreted consistent with all collective bargaining agreements.

Definitions

For the purposes of this procedure, the following definitions apply to the following words or phrases:

“Administrative Activity” means the execution of the District’s management or administrative functions such as preparing budgets, policies, contracts, personnel management, printing course materials and catalogues, maintenance of computer data, long range planning, and keeping inventories of equipment. Teaching and academic endeavors are not administrative activities.

“Author” or “Creator” means an individual who alone or as part of a group of other creators, invent, author, discover, or otherwise create intellectual property.

“District Resources” means all tangible resources including buildings, equipment, facilities, computers, software, personnel, and funding.

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

“Course Syllabus” means a document that includes information about the outline, standards for student evaluation, and additional information which reflects the academic work of the faculty member.

“Digital Encoded Work” means a work (on a bit-sequence) that can be stored on computer-readable media, manipulated by computers, and transmitted through data networks.
“Employee” means an individual employed by the District, and shall include full-time and part-time faculty, classified staff, student employees, appointed personnel, persons with “no salary” appointments, and academic professionals, who develop intellectual property using District resources, unless there is an agreement providing otherwise.

“Intellectual Property” means works, products, processes, tangible research property, copyrightable subject matter, works of art, trade secrets, know how, inventions and other creations the ownership which are recognized and protected from unauthorized exploitation by law. Examples of intellectual property include scholarly, artistic, and instructional materials.

“Student” means an individual who was or is enrolled in a class or program at the District at the time the intellectual property was created.

“Student Employee” means a student who is paid by the District, and may include students participating in a work study program or who receive stipends while they are acting within the scope of their employment at the District at the time the intellectual property was created.

“Substantial Use of District Resources” means use of District resources beyond the normal professional, technology, and technical support generally provided by the District and extended to an individual or individuals for development of a product, project or program. The use of District resources must be important and instrumental to the creation of the intellectual property. The following do not constitute substantial use of the District’s resources: (1) incidental use of District resources and/or (2) extensive use of District resources commonly available to District employees. A substantial use of the District’s resources may be implicated in situations where the creator spends such time and energy in the creation of a work that results in a great reduction of the creator’s teaching activity.

“Work” means an “original work of authorship fixed in a tangible medium” as used in the Copyright Act.

**Ownership of Intellectual Property**

The ownership rights to a creation at the District shall be determined generally as set forth below, unless ownership is modified by an agreement.

**Employee Intellectual Property Rights.** A District employee who is the creator of an academic work in his or her field of expertise owns the copyright in that work. Academic works include textbooks, lecture notes and other course materials, literary works, artistic works, musical works, architectural works and software produced with no more than nominal or incidental use of the District’s resources. Academic works described in this paragraph are owned by the employee even though such works may have been developed within the employee’s scope of employment.

Intellectual property unrelated to an individual's employment responsibilities at the District, and that is developed on an individual's own time and without the District’s support or use of District facilities is the exclusive property of the creator and the District has no interest in any such property and holds no claim to any profits resulting from such intellectual property.

**District Intellectual Property Rights.** The District owns all other intellectual property, including but not limited to patentable inventions, such as computer software, created by its employees under the following circumstances:

(A) If intellectual property is created through the District’s administrative activities by an employee working within his or her scope of employment; or

(B) If intellectual property is created by an employee executing a duty or specific assignment designated by the District; or
(C) If intellectual property is created through the substantial use of District resources; or

(D) If intellectual property is commissioned by the District pursuant to a signed contract; or

(E) If intellectual property is produced within one of the nine categories of works considered works for hire under copyright law pursuant to a written contract, or

(F) If intellectual property is produced from research specifically supported by state or federal funds or third party sponsorship.

Where circumstances give rise to District intellectual property rights, as described above, the creator of the potential intellectual property will promptly disclose the intellectual property to the District. The District and the creator may enter into a written agreement whereby the creator executes documents assigning intellectual property rights to the District.

The Superintendent/President may waive the District’s interests in its intellectual property by executing a written waiver.

**Student Intellectual Property Rights.** District students who created a work are owners of and have intellectual property rights in that work. District students own the intellectual property rights in the following works created while they are students at the District: (1) intellectual property created to meet course requirements using college or District resources, and (2) intellectual property created using resources available to the public. Intellectual property works created by students while acting as District employees shall be governed under provisions for employees.

**Modification of Ownership Rights**

The general provisions for ownership of intellectual property rights set forth in Section II may be modified by the parties as follows:

**Sabbatical Works.** Generally, intellectual property created by District employees during a sabbatical is defined as an academic work. However, where a work to be created as part of an approved sabbatical plan requires resources beyond those normally provided to other employees during a sabbatical (substantial use of District resources), the parties may enter into a written agreement to define the District and employee’s intellectual property rights in the sabbatical work.

**Assignment of Rights.** When the conditions outlined in the sections on employee intellectual property rights or student intellectual property are met, ownership will reside with the employee or student responsible for creating the intellectual property. In these circumstances, the creator may pursue intellectual property protection, marketing, and licensing activities without involving the District. If such a decision is made, the creator is entitled to all revenues received.

Any person may agree to assign some or all of his or her intellectual property rights to the District. In the event the creator offers to share or assign intellectual property rights in the creation to the District, the District may support and finance application for intellectual property protection (trademark, patent, or copyright) or it may enter into an agreement for other exploitation of the work, including management, development and commercialization of the property under terms and conditions as may be agreeable to the parties. After evaluating the creator’s offer, the District may or may not decide to become involved in a joint investment agreement. A negative response from the District will be communicated in writing to the creator. An affirmative response from the District will be summarized as an offer to enter into a written contract. If the creator accepts the District’s proposed contract, any revenues received from commercialization of the intellectual property will be distributed as defined in the contract.

**Sponsorship Agreements.** A sponsored work is a work first produced by or through the District in the performance of a written agreement between the District and a sponsor. Sponsored works generally include interim and final technical reports, software, and other works first created in the performance of a sponsored agreement. Sponsored works do not include
journal articles, lectures, books or other copyrighted works created through independent academic effort and based on the findings of the sponsored project, unless the sponsored agreement states otherwise. Ownership of copyrights to sponsored works shall be with the District unless the sponsored agreement states otherwise. Where a sponsorship agreement does not define ownership of the intellectual property, ownership shall be determined under applicable law. Any sponsorship agreement that provides for ownership of the work by one other than the District generally shall provide the District with a nonexclusive, world-wide license to use and reproduce the copyrighted work for education and research purposes.

**Collaboration/Partnership Agreements.** The District may participate in projects with persons/organizations that result in the creation of intellectual property. Ownership rights of such intellectual property will be defined by the collaboration/partnership agreement, or shall be determined under applicable law.

**Special Commissions.** Intellectual property rights to a work specially ordered or commissioned by the District from a faculty member, professional staff member, other District employee, or other individual or entity, and identified by the District, as a specially commissioned work at the time the work was commissioned, shall belong to the District. The District, and the employee shall enter into a written agreement for creation of the specially commissioned work.

**Use of Substantial District Resources.** In the event the District provides substantial resources to an employee for creation of a work and the work was not created under an agreement (such as a sponsorship agreement, individual agreement, or special commission) the District and the creator shall own the intellectual property rights jointly in proportion to the respective contributions made.

**Encoded Works/Software for Administrative Activities.** The District may hire an individual or entity to develop software or other encoded works, to be used in the District’s administrative activities. The District shall maintain ownership of the intellectual property rights in such encoded works. Similarly, the District shall have ownership of the intellectual property rights in encoded works created by an employee, even where the work was created out of the employee’s own initiative, if the work in related to the employee’s job responsibilities. For example, if an employee in the student records office creates a software program, on his own initiative that will organize student records, such work is related to the employee’s job duties and will belong to the District. Where an employee creates a program that does not relate to his or her job duties, and that program was created on the employee’s own time, the work belongs to the employee.

**Collective Bargaining Agreement.** In the event the provisions of these procedures and the provisions of any operative collective bargaining agreement conflict, the collective bargaining agreement shall take precedence.

**Jointly Created Works.** Ownership of jointly created works shall be determined by separately assessing which of the above categories applies to each creator, respectively. Rights between joint owners of a copyright shall be determined pursuant to copyright law.

**Work Acquired by Assignment or Will.** The District may acquire copyrights by assignment or will pursuant to the terms of a written agreement or testament. The terms of such agreements should be consistent with District policies and these procedures.

**Materials Implicating Third Party Rights**

District employees and students must comply with District policies and state and federal laws, including copyright and privacy laws, in creating works. District employees and students must obtain all required licenses, consents, and releases necessary to avoid infringing the rights of third parties. District employees and students with questions or concerns regarding third party rights should direct all inquiries to Dean of Library Sciences.
Intellectual Property Coordinator

The Dean of Library Sciences shall be the District’s Intellectual Property Coordinator. The coordinator shall administer this procedure and will implement the District’s Intellectual Property Policy. The Intellectual Property Coordinator will also monitor the development and use of the District’s intellectual property. Any questions relating to the applicability of the District Intellectual Property or this procedure may be directed and answered by the Intellectual Property Coordinator.

Preservation of Intellectual Property Right

Protection of Rights. The District shall undertake such efforts, as it deems necessary to preserve its rights in original works for which the District is the sole or joint owner of intellectual property rights. The District may apply for a patent, for trademark registration, for copyright registration, or for other protection available by law on any new work in which it maintains intellectual property rights.

Payment of Costs. The District may pay some or all costs required for obtaining a patent, trademark, copyright, or other classification on original works for which it exclusively owns intellectual property rights. If the District has intellectual property rights in a jointly owned work, the District may enter into an agreement with the joint owners concerning payment of such costs.

Commercialization of Intellectual Property

Right of Commercialization. The District may commercialize its Intellectual Property using its resources or it may enter into agreements with others to commercialize the work as authorized by law.

Distribution of Proceeds. An employee who creates a work and retains an intellectual property interest in such work in which the District maintains intellectual property rights is entitled to share in royalties, licenses, and any other payments from commercialization of the work in accordance with applicable agreements and applicable laws. All expenses incurred by the District in protecting and promoting the work including costs incurred in seeking patent or copyright protection and reasonable costs of marketing the work, shall be deducted and reimbursed to the District before the creator is entitled to share in the proceeds.

Intellectual Property Account. The District shall deposit all net proceeds from commercialization of intellectual property in its own general intellectual property account. The [insert authorized position] may use the account to reimburse expenses related to creating or preserving the District’s intellectual property rights or for any other purpose authorized by law and District policy including the development of intellectual property.

Notification

The Intellectual Property Coordinator shall provide a copy of these Intellectual Property Procedures to persons upon request. The District shall arrange training on a periodic basis for faculty, staff and/or other persons who are covered by this Intellectual Property Procedure.
Equivalency Committee

The Academic Senate formed an Equivalency Committee to review requests and make recommendations for granting equivalency. 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. 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.
This Affiliation Agreement serves as an agreement between the Mt. San Jacinto Community College District (College) and the Insert School District Name Here (District) to provide dual-credit courses for academic, developmental and career technical education courses that will be accessible and beneficial to high school students.

**Term**
This Agreement will become effective on July 1st, 2017 and will terminate on June 30th, 2018. This Agreement will be evaluated for renewal on an annual basis prior to the termination date. Signed Affiliation Agreements with an approved “Course Proposal/Renewal” form must be submitted to MSJC Business Services and the Instructional Dual Enrollment liaison before July 1st. Failure to submit signed affiliation agreements with an approved Course Proposal/Renewal form before the deadline automatically terminates the dual enrollment program for the academic year.

**Termination**
This Agreement can be terminated by either party and without cause by providing sixty (60) days written notification to the other party prior to the commencement of an academic term. Failure to comply with any element of this agreement is grounds for termination and non-renewal.

**Fingerprint & TB Requirements**
Prior to starting their employment with Mt. San Jacinto Community College District, all permanent employees including associate counselors and associate instructors must be cleared by our Human Resources Department to work in an educational institution within the State of California through a criminal fingerprint process. All permanent employees including associate counselors and associate instructors are required to have had a TB test completed within the last four (4) years with a negative result prior to starting their employment with the College. During their employment with the College, all permanent employees including associate counselors and associate instructors are required to continue to receive a negative TB test result every four years from the date of their last negative TB test result.

**Mutual Indemnification and Hold Harmless**
The College will indemnify and hold harmless the District, its officers, employees, representatives, agents and volunteers from and against any and all liabilities, losses, claims, demands, suits, damages, causes of action, costs and expenses, including reasonable attorney’s fees, arising from personal or bodily injuries, property damage or otherwise, arising out of or in connection with any activity undertaken by the District pursuant to this Agreement hereof; provided that such liabilities, losses, claims, demands, suits, damages, causes of action, costs and expenses are not the result of the negligence or willful misconduct, errors or omissions of the District’s officers, employees, representatives, agents or volunteers.

The District will indemnify and hold harmless the College, its officers, employees, representatives, agents and volunteers from and against any and all liabilities, losses, claims, demands, suits, damages, causes of action, costs and expenses, including reasonable attorney’s fees, arising from personal or bodily injuries, property damage or otherwise, arising out of or in connection with any activity undertaken by the College pursuant to this Agreement hereof; provided that such liabilities, losses, claims, demands, suits, damages, causes of action, costs and expenses are not the result of the negligence or willful misconduct, errors or omissions of the College’s officers, employees, representatives, agents or volunteers.

**Insurance**
The College will maintain for itself appropriate commercial general liability insurance coverage in the minimum amounts of $1,000,000 per occurrence (combined single limit for bodily injury and property damage); $1,000,000 for personal and advertising injury liability; $1,000,000 aggregate on products and completed operations; and $2,000,000 for general aggregate.
The District will be required to provide to the College a certificate of liability insurance prior to the College providing services as outlined per the terms of this Agreement. The minimum limits of liability will be $1,000,000 for each occurrence (combined single limit for bodily injury and property damage); $1,000,000 for personal and advertising injury liability; $1,000,000 aggregate on products and completed operations; and $2,000,000 for general aggregate. The District will be required to add the College as an additional insured to their insurance policy.

Confidentiality
The College and the District will perform the services as outlined in this Agreement in accordance with the privacy and confidentiality rules and regulations as mandated by federal, state, and or local laws. The College and the District will not disclose any confidential information to a third party except as required by law.

Applicable Law
This Agreement will be subject to and will comply with all federal, state and local laws and regulations applicable with respect to its performance under this Agreement.

Governing Law, Jurisdiction and Venue
This Agreement will be governed, construed and enforced in accordance with the laws of the State of California. The jurisdiction will be the State of California and the venue will be Riverside County, California.

Disputes
The Parties will attempt to resolve any dispute or claim arising out of or in relation to this Agreement. If the dispute or claim cannot be resolved, each Party agrees that the resolution of the dispute shall be determined by a court of competent jurisdiction located within Riverside County, California and in accordance with the laws of the State of California. The Parties can mutually agree in writing to have the dispute or claim submitted to arbitration for resolution.

Purpose
The purpose of the Dual Enrollment Program is to afford current high school students the opportunity to enroll in dual enrollment courses to expand student access to affordable higher education, provide challenging academic and career technical education experiences to qualified high school students during their junior and senior years, and reduce the costs of a college education for students and their families. Some highly qualified ninth and tenth grade students may be admitted based upon demonstrated ability to handle advanced study and in accordance with Mt. San Jacinto Community College’s concurrent enrollment policies and procedures. 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. Successful completion of career technical education courses will allow students to simultaneously earn college credits, to satisfy high school graduation requirements, and to assist in the transition to the community college or job opportunities or careers.

Program Management
Dual enrollment courses are governed by the policies and regulations of Mt. San Jacinto Community College 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.

Each high school and/or district will select a coordinator that will be the liaison between the high school district and Mt. San Jacinto Community College and will be responsible for submitting all necessary student documentation prior to the students taking any courses.

The College will have an Academic Senate oversight committee consisting of at least 9 members. The members will include three administrators, six faculty, and one classified member. The committee will meet three times per semester to review the program and develop suggestions for improvement.

Student withdrawal dates/policies will adhere to the existing adopted policies of the College.

Academic advising will be the joint responsibility of both institutions.
Matters of student discipline will be handled cooperatively between the appropriate Mt. San Jacinto Community College dean of instruction and the respective high school administrators.

Matters of complaint regarding instruction will be handled cooperatively between the appropriate Mt. San Jacinto Community College dean of instruction, the appropriate Mt. San Jacinto Community College department chair and the high school administrators.

Mt. San Jacinto Community College and the participating high school district will jointly propose dual enrollment courses for transfer and/or career technical education areas. Initial “Course Proposal/Renewal” must be submitted to the Dual Enrollment Instructional liaison before April 1st. Forms are then (from the designated Dual Enrollment liaison within Instruction) distributed to Instructional Deans and Department Chairs for completion of the Department Chair Sign Off forms. If any sections are added or deleted, revised forms will be generated and resubmitted to the deans for distribution to the Department Chairs. Department chairs retain the right of refusal for the renewal, addition, or expansion of courses through the Department Chair Sign Off form.

A dual enrollment course will be identified on both the college and high school transcript in the standard format and will not be identified as dual enrollment.

Dual Enrollment instructors are required to assess Mt. San Jacinto College CLOs (Course Learning Outcomes) for any course that is scheduled for assessment at the college. If a high school requires its own assessment mechanisms (benchmarks, etc), then the MSJC CLOs will serve as the measurement for the high school assessment mechanism. Dual enrollment instructors will coordinate all CLO assessments with the Mt. San Jacinto College department chair.

All participating charter schools will be invoiced for faculty provided by Mt. San Jacinto Community College. Payment will be divided according to the number of charter schools participating in the consortium. Adjustments may be made if a charter school is supplying the faculty member. For example, the Math section will be taught by faculty member provided by charter school “A”; charter schools “B” and “C” will split the cost equally for the English section – all schools will have equal seats available in both the Math and English sections. Charter schools that are not participating in the consortium will fully fund each section when Mt. San Jacinto Community College provides the faculty member.

Admissions/Tuition/ & Books/Fees
All students enrolled in College coursework, including students enrolled in the Dual Enrollment Program, are responsible for paying a transportation fee (the current Go Pass rate) each semester. All students will have access to utilize the RTA bus system within Riverside County.

The participating high schools will be responsible for providing onsite College matriculation services for students enrolling in the dual enrollment program classes at the high school/district campuses.

Mt. San Jacinto Community College will provide the necessary training regarding matriculation services to the participating high schools. All high school students must be fully matriculated to the college prior to taking Mt. San Jacinto Community College courses (application, assessment, and orientation) except for the career and technical tracks. Students in a career technical education track must complete a Mt. San Jacinto Community College application.

Participating high schools must submit a process that identifies students for assessment. The process should reflect a high degree of confidence that the student being assessed is eligible for an academic track.

High school students who enroll in dual enrollment courses taught at the high school will not be charged tuition, provided they are a California resident.

Parent School Agreement Contracts will be collected from each high school student participating in the dual enrollment program and submitted as a group packet by the designated coordinator at the participating high school.
Students taking academic transferable courses as defined by Mt. San Jacinto Community College must have a minimum GPA of 3.0 or higher.

Student taking career technical education courses as defined by Mt. San Jacinto Community College must have a minimum GPA of 3.0 or higher. Exceptions may be made for specific career and technical courses for those Mt. San Jacinto Community College departments that agree to a lower GPA.

Dual enrollment students will have access to Mt. San Jacinto Community College services, i.e., library, tutoring, student identification (ID) cards etc.

The maximum number of students who will be allowed to enroll in a dual enrollment course should be limited to the course cap as determined by the course outline of record.

Recruitment into the dual enrollment program will be the responsibility of both institutions. Enrollment in the dual enrollment courses may be open to the public.

Courses identified as dual enrollment at the high school may only enroll dual enrollment high school students into the course during the regular high school schedule.

All participating students will purchase all textbooks and materials. The participating high school district may provide the textbook(s) for the course, based upon need.

All textbooks for dual enrollment classes must be approved by the appropriate College department chair and may be used for at least three years for those courses but cannot be used for more than five years in those instances where the textbook has a newer edition.

**Minimum Qualifications/Employment Application/Faculty Mentoring/Faculty Replacement**

Instructors must submit a completed employment application to the Mt. San Jacinto Community College Human Resources department. If an applicant meets the required minimum qualifications and a department has a need for more instructors, the department chairs will vet applicants. Applications must be fully vetted and approved by the department chairs prior to instructors' teaching any College courses.

Faculty teaching dual enrollment college level, career technical education, or developmental courses must meet the minimum qualifications as defined by the Chancellor's Office document Minimum Qualifications for Faculty and Administrators in California Community Colleges, as well as, the relevant hiring criteria required by Mt. San Jacinto Community College District.

College faculty who teach in dual enrollment courses either at a high school or on one of the College campuses will be compensated at a step and pay in alignment with the Associate or Full-time faculty College regulations, including sick leave and union dues.

The appropriate College instructional dean in consultation with the appropriate College department chair and the **Insert School District Name Here** will grant final approval to teach dual enrollment courses. The appropriate College instructional dean and/or the appropriate department chair will orient the approved faculty member to the College’s policies and procedures.

In addition to meeting minimum qualifications, faculty teaching dual enrollment courses may be required to have at least one year previous college teaching and/or participate in a program of mentoring for each course assigned (for example - one semester for English 101, one semester for English 103). Once the mentoring of a high school faculty member has been completed a "train the trainer" concept may be utilized to provide the mentoring for any additional approved faculty within the high school district depending on the requirements of the respective College department.

In addition to teaching dual enrollment courses, district high school teachers may teach Mt. San Jacinto Community College courses up to sixty-seven percent (67%) of a full-time teaching load which is also the limit for the regular Mt. San Jacinto Community College Associate Faculty who teach for the College.
On a short-term basis, a substitute who does not have the appropriate minimum qualifications to teach a course may be used if a dual enrollment instructor is absent. However, a dual enrollment instructor whose absences threaten the student’s ability to earn college credit may need to be replaced. In that instance, the replacement should have the appropriate minimum qualifications, as stated above and complete the same vetting procedure with the college’s department chairs for approval.

It will be the responsibility of the high school district to find and fund a replacement for a high school faculty member participating in the dual enrollment program if the faculty member is unable to complete his or her instructional assignment. Mt. San Jacinto Community College will make every attempt to assist in finding an appropriate replacement to complete the term.

**Faculty Evaluation and Responsibilities**

It will be the sole responsibility of Mt. San Jacinto Community College to address faculty issues and conduct evaluations in accordance with the Mt. San Jacinto Community College Faculty Contract. The District will be kept informed of the process and the progress.

Instructors for dual enrollment courses should consult the Faculty Handbook for the academic and professional standards of instruction for all MSJC faculty.

All dual enrollment courses will be taught to the approved Mt. San Jacinto Community College course outline of record, demonstrating the pace, rigor, and quality of a college-level course. Courses must meet in accordance with the approved number of hours aligned with course units:

**LECTURE Hours:**
- 2 units = 32-36 hours
- 3 units = 48-54 hours
- 4 units = 64-72 hours
- 5 units = 80-90 hours

**LAB Hours:** (with or without lecture hours)
- Contact the MSJC Instruction Office for the number of hours for a particular course.

Courses may be scheduled to meet up to 10 hours more due to the possibility of classes being cancelled for school assemblies, teacher training, or other district-mandated holidays. High schools must submit the scheduled instructional hours with affiliation agreements and document any other hours associated with the course with a full explanation of how that time is being spent. Failure to comply with the Course Outline of Record and permissible hours of instruction are grounds for termination of this agreement or non-renewal of the agreement in subsequent semesters.

The instructors for dual enrollment courses will take attendance and notify the designated high school administrator/counselor of any attendance problems.

Instructors teaching dual enrollment courses will discuss with either the high school counselor or the dual enrollment liaison any recommendations to drop a student prior to any formal drop process being implemented.

Employees of the District’s high schools who teach dual enrollment courses as part of the school/district contracted teaching assignment shall not receive any additional (extra duty) compensation from the District or the College.

Instructors teaching dual enrollment college courses must submit grades to both the College and their respective participating high school.

To ensure effective communication between dual enrollment instructors and their respective MSJC departments, dual enrollment faculty must utilize and regularly check their MSJC email account. Communication regarding department events, CLO assessment information, and various college deadlines
are circulated through MSJC email. Dual enrollment instructors will use MSJC’s Course Management System (Canvas) for their classes.

By the end of the second week of instruction each semester, a complete syllabus and schedule of all class meetings must be submitted to the respective Office of Instruction for dual enrollment courses. All syllabi and class schedules must meet the requirements of the Syllabus Checklist developed through the Academic Senate of MSJC; this document and the faculty handbook are updated each spring. Hours of instruction noted on the syllabus and individually listed on the class schedule must be in compliance with the Course Outline of Record. All syllabi require current Course Learning Outcomes and ADA statements.

All dual enrollment instructors must implement the CLO assessments for their classes according to the department schedule. Assessment scores are due with final grades for scheduled semesters and are submitted in elumen. Dual enrollment instructors should contribute to the formation of the assessments and the completion of feedback for Course Improvement Plans. Dual enrollment instructors should consult their department chairs for the CLO assessment schedules.

**TIMELINE**

1. The Dual Enrollment Oversight Committee will revise the Affiliation agreement by the end of February each year (as necessary).
2. The revised agreement will go to the Academic Senate and the Curriculum committee for approval once approved by the oversight committee.
3. Once the curriculum committee and Academic Senate approve of the affiliation agreement, the forms will be sent to Business Services.
4. The high schools will receive the revised affiliation agreement by the end of the academic year.
5. High schools will complete Course Proposal and Renewal forms before April 1st.
6. All high schools participating in the Dual Enrollment program will sign and submit the affiliation agreement and “Hours of Instruction” form by July 1st.
7. With the affiliation agreement, documentation of all instructional hours must be submitted for each course with explanation of how any other hours associated with the courses will be spent.
8. Signed agreements for all schools participating in the program will come as an information item to the curriculum committee for the September agenda cycle.
Entire Agreement
This Agreement contains the entire Agreement between the parties and supersedes all prior written and oral agreements with respect to the subject matter herein. Any modifications will require mutual agreement by both parties. This Agreement may only be amended by a written amendment approved and signed by both parties.

Notices
All notices to either party pertaining to this Agreement must be in writing and will be delivered either in person, by certified or registered mail, and will be addressed as follows:

To the College: Mt. San Jacinto Community College District
Business Services Department
1499 No. State Street
San Jacinto, CA 92583

To the District: Insert School District’s Name Here
Insert School District’s Address Here
Insert School District’s City, State, & Zip Code Here

Execution of Agreement
This Agreement will not become effective or in force until all of the parties named below have fully executed this Agreement. Only the legally authorized representative of each institution is allowed to sign this Agreement.

Mt. San Jacinto Community College District
Signature: __________________________________________
Name: __________________________________________
Title: Vice-President of Business Services
Date: __________________________________________

Insert School District’s Name Here
Signature: __________________________________________
Name: __________________________________________
Title: __________________________________________
Date: __________________________________________
**Dual Enrollment Offering Proposal Form**

*Please complete one form per discipline listed in the table below.*

<table>
<thead>
<tr>
<th>Chair:</th>
<th>High School:</th>
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<tbody>
<tr>
<td>Discipline:</td>
<td>Semester:</td>
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<td>Academic Dean:</td>
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**Course Request:** (list each section)

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<thead>
<tr>
<th>Name/Number</th>
<th>New or Sections</th>
<th>New</th>
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<tr>
<th>Course</th>
<th>Course Type</th>
<th>Existing</th>
<th>Sections</th>
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<td>New/Needs</td>
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<td>Vetting</td>
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<td>Complete</td>
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<td></td>
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<td>Y or N</td>
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**Evaluation:** Chair Response:

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<th>Cpt. Chair Response:</th>
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<td>Required?</td>
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- All courses should be marked as continuing or new.
- All faculty should be marked as returning or needing to be vetted.

**Vetting:**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>HR Screening Complete</th>
<th>Dept. Chair Vetting Date(s)</th>
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<td>Y or N</td>
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**HR Screening Complete**

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<th>Faculty Name</th>
<th>Dept. Chair Vetting Date(s)</th>
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Department Chair recommendations other than those related to faculty (including, but not limited to minimum requirements for sections, facilities, old textbooks, class size, etc.):

Dean recommendations:

Department Chair (or discipline expert): ______________________ Date: ________________
Dean approval: __________________________________________ Date: ________________

Follow-up Required:

Dean follow-up (response and date):

Dual Enrollment High School partner response (and date):

Timeline/Process:

Initial forms are sent (from the designated Dual Enrollment liaison within Instruction) out during schedule development for any given semester to Deans for distribution to Department Chairs. If any sections are added or deleted, revised forms will be generated and resubmitted to the Deans for distribution to the Department Chairs. Forms are returned to the Instructional Dual Enrollment liaison at least one week prior to priority registration for any given semester. Dual Enrollment sections/Early College activated (with enrollment restrictions) prior to priority registration.

Load sheets and potential contracts for Dual Enrollment faculty, for subsequent semesters will be generated prior to the end of the current semester.

Please return this completed form to Martha Crawford for processing.
<table>
<thead>
<tr>
<th>New or Existing Course</th>
<th>Course</th>
<th>Period</th>
<th>Faculty</th>
<th>Offered As</th>
<th>Units &amp; Hours (Lee/Lab)</th>
<th>Course Cap Size</th>
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is requesting to offer the abovementioned courses. I confirm that the courses being requested and the specific course information is correct and accurate. I understand I need to provide the college with all changes to the above request immediately.

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HS Principal/Designee  Date  
HS Counselor/DE Coordinator  Date  

MSJC Approval  Date
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 Gorgonio Pass Campus Maps

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.
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) on 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.

Temecula Higher Education Center Map