

G R O S S M O N T
C O L L E G E



WELCOME TO GROSSMONT COLLEGE

Grossmont College is committed to providing high quality educational opportunities to our community in an atmosphere that encourages intellectual, personal and social development. As a faculty member at Grossmont College, you are vital to our mission. The purpose of this handbook is to provide you with general information, to both enhance your effective and efficient service to students and the College, and to make your faculty experience here a positive and rewarding one.

As diligent as we have tried to be in making the information in the handbook as accurate and complete as possible, the operations and procedures outlined herein are subject to change. For example, references to Governing Board policy numbers may be omitted due to a comprehensive policy review and revision initiative, soon to be completed. An updated handbook, with corrections, will be distributed electronically in the years to follow, through making it available on the Internet at:

http://www.grossmont.edu/faculty_staff/faculty_handbook/default.asp

Subsequent hard copy editions of this manual will be published every three to five years, as the volume of revisions dictates.

We appreciate your professional and dedicated approach to our work, and value your contributions to our students and community. We invite any comments and suggestions that may help us make your role more effective in meeting students' needs and, to the extent that our resources, policies and procedures permit, that would make your work here more efficient. We wish you continued growth and success as a faculty member at Grossmont College.

Dr. Sunita V. Cooke
President

Dr. Tina Pitt
Vice President,
Academic Affairs

John Colson
Vice President,
Student Services

TBA
Vice President,
Administrative Services

Chris Hill
Academic Senate President

NONDISCRIMINATION NOTICE

The district is committed to equal opportunity in educational programs, employment, and institutional programs and activities.

No person shall be unlawfully subjected to discrimination or denied full and equal access to, or the benefits of, district programs or activities on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, marital status, or physical or mental disability, or because he or she is perceived to have one or more of those characteristic, or based on association with a person or group with one or more of these actual or perceived characteristics. District programs and activities include, but are not limited to any that are administered or funded directly by or that receive any financial assistance from the California Community Colleges Chancellor's Office.

The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulation and those of other agencies that administer state and federal laws regarding nondiscrimination.

No district funds shall be used for membership, or for any participation involving financial payment or contribution on behalf of the district or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of ethnic group identification, national origin, religion, age, sex (i.e. gender), race, color, medical condition, ancestry, sexual orientation, martial status, or physical or mental disability, or because he or she is perceived to have one or more of those characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics. (Board Policy 3410)

Inquiries regarding the equal opportunity policies, the filing of grievances, or for requesting a copy of the college's grievance procedures may be directed to:

- Augustín Albarrán, Assistant Dean, Student Affairs
Title IX Coordinator
Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 644-7600, Room 636
- Brad Tiffany, Dean, Admissions and Records
Section 504 Compliance Officer and ADA
Coordinator
Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 644-7187, Room 123

Grossmont College recognizes its obligation to provide overall program accessibility for those with physical and mental disabilities. Contact the Disabled Students Programs and Services department at (619) 644-7112, tone device for deaf (619) 644-7119, Room 110, to obtain information on programs and services, activities and facilities on campus and for a geographical accessibility map.

Inquiries regarding federal laws and regulations concerning nondiscrimination in education or the colleges compliance with those provisions may also be directed to:

Office for Civil Rights
U.S. Department of Education
221 Main Street, Suite 1020
San Francisco, CA 94105

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COLLEGE VISION STATEMENT

“Educational Excellence for a Productive Citizenry”

MISSION STATEMENT

The primary mission of Grossmont College is to serve the broad and diverse community of individuals who seek to benefit from the college’s wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- Instructional programs that meet student needs for transfer education, vocational and career education, general education, and developmental courses;
- Community education programs and services; and
- Programs that promote economic, civic, and cultural development.

To facilitate this mission, Grossmont College provides a comprehensive range of support services, including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

In support of its primary mission to promote student learning, Grossmont College structures its planning processes and engages the college community to pursue the following areas of focus:

- Student Development and Academic Excellence
- Our Community
- Fiscal Resources
- Human Resources
- Physical Resources
- Campus Life

Adopted by the Governing Board November 14, 2006

STRATEGIC PLAN GOALS

- Goal 1: Grossmont College will support and maintain educational excellence.
- Goal 2: Grossmont College will actively seek, sustain and value a high-quality, diverse staff dedicated to accomplishing the goals of the College.
- Goal 3: Grossmont College will provide high-quality instructional programs and appropriate technologies, support services and staff to achieve educational goals.
- Goal 4: Grossmont College will establish, value and promote a climate that enhances diversity, collaboration, effectiveness, and student success.
- Goal 5: Grossmont College will be a visible, engaged and responsive leader within the wider community.
- Goal 6: Grossmont College will identify and meet internal standards of accountability and will promote external standards of accountability.
- Goal 7: Grossmont College will increase funding, maximize resources and enhance staff understanding of and involvement in all budgeting processes.
- Goal 8: Grossmont College will provide and maintain an environment, including infrastructure, that is safe, functional, attractive, accessible, and ecologically sound.

PROFESSIONAL ETHICS

On November 16, 1992, the Grossmont College Academic Senate adopted the Academic Senate for California Community Colleges' modification to the 1987 "Statement of Professional Ethics" of the American Association of University Professors. The statement sets forth five ethical obligations of faculty to which Grossmont College subscribes.

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

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

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

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

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

ACADEMIC FREEDOM

Academic freedom is critical to the integrity and effectiveness of the teaching/learning process. On December 18, 2001 the Governing Board of the District adopted the following statement (Governing Board Policy 4030).

The Grossmont-Cuyamaca College District Governing Board shall promote public understanding and support of academic freedom for the implementation of the educational philosophy of Grossmont-Cuyamaca Community College District. Academic freedom is fundamental for the protection of the rights of the instructor in teaching, and of the student to freedom in learning. It carries with it duties correlative with rights.

1. Instructors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching material that has no relation to their subject. The intent is not to discourage what is “controversial.” Controversy is at the heart of the free academic inquiry that this entire policy is designed to foster. Instructors should avoid persistently introducing material that has no relation to their subject.
2. Instructors are citizens, members of a learned profession, and may be viewed by those outside of the District as representatives of the District. When they speak or write as citizens outside of their roles with the District, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and instructors, they should remember that the public might judge their profession and Grossmont-Cuyamaca Community College District 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 District.
3. As colleagues, faculty members have obligations that derive from the code of ethics (adopted by both the Grossmont College Academic Senate [11/16/92] and the Cuyamaca College Academic Senate [4/6/95]). Faculty members do not discriminate against or harass colleagues and students. 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. Such exchanges shall focus upon the substance and content rather than personal characteristics of individuals. Uncivil, intemperate, or abusive language and behavior is contrary to a productive and safe working and educational environment. This does not contravene academic freedom and free exchange of ideas and opinions, but requires accuracy, appropriate restraint, and respect for the professional expression of others.
4. Instructors are entitled to full freedom in academic research and publication, subject to the adequate performance of their other academic duties, but research and publication for pecuniary return should be based upon an understanding consistent with the collectively bargained agreement between the District and the exclusive bargaining representatives.

DIRECTORY

This directory provides information that was current at the time the handbook was published.

For any updated information, please dial "O" for the campus operator.

You can also view our online directory at <http://www.gcccd.net/staffdirectory/search.asp>

GOVERNING BOARD MEMBERS

Richard D. Alexander

Greg Barr

Timothy L. Carruthers, D.C.

Bill Garrett

Deanna Weeks

Dan Lewis, Student Member

Charles Taylor III, Student Member

EXTENSION

Off Campus: (619) 644 + extension

DISTRICT ADMINISTRATORS

Omero Suarez, Ph.D.....	Chancellor	7569
Sue Rearic.....	Vice Chancellor, Business Services	7592
Ben Lastimado, Ed.D.	Vice Chancellor, Human Resources and Administrative Services	7571
Robert H. Hertel	Interim Associate Vice-Chancellor, Districtwide Academic, Student Planning and Research Services	7736
Dale Switzer.....	Senior Director, Facilities Planning, Development and Maintenance....	7797
Amber Green.....	Director, Employment Services	7631
Dana Quittner	Associate Vice-Chancellor, Intergovernmental Relations/ Economic Development/Public Information	7573
Joel Javines	Director, Public Safety	7654
Linda Bertolucci.....	Senior Director, Purchasing and Contracts and Ancillary Services	7585
Robert Eygenhuysen, J.D.....	Director, Risk Management.....	7710

GROSSMONT COLLEGE ADMINISTRATORS

Office of the President

Sunita V. Cooke Ph.D.	President	7100
Rick Griffin.....	Interim Manager, College and Community Relations	7840
Stanley C. Schroeder	Director, District Auxiliary	7684
Ernest Ewin	Executive Director, Grossmont College Foundation.....	7109

Academic Affairs

Tina Pitt, Ed.D.	Vice President, Academic Affairs.....	7103
Fred Allen.....	Senior Dean, Business and Professional Studies	7158
Roger Owens, Ph.D.	Dean, Communication and Fine Arts	7155
Kats Gustafson.....	Dean, Learning and Technology Resources	7390
Janet Castaños, Ph.D.	Dean, Humanities and Social/Behavioral Sciences	7161
Jerry Buckley.....	Dean, Mathematics, Natural Sciences, Exercise Science and Wellness .	7163
Debbie Yaddow	Interim Associate Dean, Health Professions.....	7300
Pamela Amor, Ed.D.	Associate Dean, Instructional Services	7159
Carrie Clay.....	Associate Dean, Regional Occupational Program	7550
Jennifer Newmann	Assistant Dean, Grant/Contract Programs	7556

Student Services

John Colson	Vice President, Student Services	7107
Brad Tiffany.....	Dean, Admissions and Records	7187
Jim Fenningham	Dean, Counseling, Student Development and Matriculation	7626
Jim Spillers	Associate Dean, Athletics.....	7412
Francis Steindorf.....	Associate Dean, Extended Opportunity Program and Services.....	7617
Agustín Albarrán	Associate Dean, Student Affairs	7600
Michael Copenhagen	Director, Financial Aid	7123

Administrative Services

TBA.....	Vice President, Administrative Services	7141
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Tim Flood	Director, Campus Facilities and Operations.....	7653
Walter Sachau.....	Manager, Campus Projects.....	7629

DEPARTMENT CHAIRPERSONS AND PROGRAM COORDINATORS

Chair, Council of Chairs and Coordinators.....	Patty Morrison.....	7788
ACE (American Collegiate English)	Helen Liesberg.....	7293
Administration of Justice.....	PJ Ortmeier	7306
American Sign Language.....	Jennifer Carmean	7870
Art.....	James Wilsterman.....	7297
Astronomy, Physics, Physical Science	Ross Cohen.....	7825
Behavioral Sciences:		
Anthropology, Psychology, Sociology.....	Israel Cardona.....	7784
Biological Sciences	Virginia Dudley.....	7858
Business Administration	Judy Zander	7555
Business Office Technology	Linda Snider	7816
Cardiovascular Technology, Orthopedic Technology.....	Rick Kirby.....	7302
Chemistry, Science.....	Jeff Lehman.....	7341
Child Development, Family Studies	Sheridan DeWolf.....	7081
Child Development Center	Kathryn Ingram.....	7715
Communication.....	Joel Castellaw.....	7805
Computer Science Information Systems	Janet Gelb.....	7708
Cross-Cultural Studies	Tom Gamboa.....	7529
Culinary Arts	Joe Orate	7469
Dance.....	Kathy Meyer.....	7408
Earth Sciences:		
Geography, Geology, Oceanography.....	Gary Jacobson.....	7342
English	Oralee Holder	7496
English as a Second Language	Chuck Passentino	7561
Exercise Science, Health Education	Jim Symington.....	7418
Foreign Languages.....	Antonio Crespo.....	7741
Arabic.....	Sonia Ghattas-Soliman	7348
French.....	Muriel Vitaglione	7556
German.....	Johannes Bruestle	7347
History.....	Sue Gonda.....	7875
Humanities, Philosophy, Religious Studies.....	Zoe Close.....	7510
International Business, Management, Marketing.....	Priscilla Rogers.....	7446
Library.....	Patty Morrison.....	7788
Mathematics	Susan Working.....	7290
Media Communications	Evan Wirig.....	7465
Music.....	Derek Cannon	7257
Occupational Therapy Assistant	Christine Vicino	7305
Personal Development – Counseling	Donne Leigh.....	7226
Personal Development – Special Services.....	Jane Nolan.....	7114
Political Economy:		
Economics, Political Science.....	Joe Braunwarth.....	7514
Respiratory Therapy.....	Lorenda Seibold-Phalan.....	7813
Theatre Arts.....	Craig Everett	7273

OTHER FREQUENTLY CALLED NUMBERS

Academic Senate.....	7750
ACE (American Collegiate English)	7293
Admissions and Records	7186
Adult Re-Entry Center (ARC).....	7697
Articulation Office	7616
ASGC (Associated Students).....	7604
Assessment Center	7200
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Bookstore – General Information	7674
Bookstore – Textbooks	7675
Business Communications Services.....	7621
Cafeteria	7681
Campus Facilities and Operations	7653
Career Planning Center.....	7614
Center for Advancement of Teaching & Learning (CATL).....	7383
Child Care Center	7715
Communication Services.....	7135
Counseling Center.....	7208
Custodial Services/Grounds.....	7624/7599
Disabled Student Services	7112
District Police	7654 or 644-7654
Employment Services	7637
Evening Division	7159
Graphics	7379
Health Services	7192
Information/Campus Operator.....	0 or 644-7000
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Tutoring Center	7387
United Faculty.....	7554
Voice Mail	7454 or 644-7454
Word Processing	7354

INSTRUCTIONAL INFORMATION

FACULTY SERVICE QUALIFICATIONS

In order to teach at Grossmont College you must meet the minimum qualifications of your discipline area, meet the equivalency standards determined by the Department in which you will be teaching, or have a valid credential as a California Community College Instructor, Counselor or Librarian. Current tuberculosis test results and a social security number should also be on file in the Personnel Office located in the District Annex. Failure to have any of these may delay receipt of your paycheck.

ORIENTATION

As a new full-time faculty member, an orientation is conducted throughout your first year of service. Monthly sessions are carefully planned by the administration and faculty leadership. Representatives from across the campus cooperate in your acculturation to the Grossmont College family.

Similarly, as a new part-time faculty member orientation sessions are held for you at the beginning of each semester at several dates and times during Professional Development Week and the first week of instruction. This orientation is designed to acquaint you with programs, policies and procedures that will be helpful in your assignment. A schedule of Professional Development Week meetings will be made available to you prior to each semester. Please consult this program to find the date, time, and location of these important sessions.

SYLLABI

Each instructional division office will call for a current course syllabus to be on file with that office for every class section. It is extremely important that you attend to the submission of these syllabi. Syllabi are often a critical document used toward resolution of student inquires or instructor/student conflicts.

See section in Appendices, "The Art of Teaching and Learning," for a more complete discussion of the syllabus and several samples of syllabi.

STUDENT ACCESS TO EDUCATIONAL COURSES AND PROGRAMS

Unless specifically exempted by statute, the Board (Board Policy #3415) ensures that every course, course section or class, for which the average daily attendance is to be reported for state aid shall be open to enrollment and participation by any person who has been admitted to the college. Students who enroll must also meet the bona fide academic prerequisites of such course as may be established pursuant to law and such exceptions as permitted by law.

The description of each course must be clear and understandable to the prospective student and published in the official catalog, and/or schedule of classes, and/or addenda. A course description may indicate that the course is designed to meet certain specialized needs. If so indicated, the availability of the course to all qualified students must be affirmed.

Prerequisites shall not state or imply that enrollment in a course is limited to a specialized clientele, unless such limitation is specifically authorized by law.

MAINTAINING CLASS HOURS

Grossmont College is obligated by law, as well as maintenance of accreditation with the Western Association of Schools and Colleges, to provide a specified number of hours of instruction for each unit awarded. (See California Education Code listed below.) Beginning class late or dismissing class early jeopardizes our certification that this requirement has been met. It is necessary, therefore, that you and your students make full use of the time allocated

for each class. Arrangements for a class meeting time at other than that within the official class schedule must be made with the prior advisement and approval of the dean of your division.

A college unit of credit represents three hours of the student's time each week for one semester: one hour in scheduled classroom lecture or discussion and two hours in outside preparation. For laboratory, the college unit represents three hours of work in laboratory or in comparable experience under classroom supervision. Unit value may differ in certain courses where field experience is involved. (California Education Code section 78206.)

The class hour unit for graded and ungraded classes is defined as not less than 50 consecutive minutes exclusive of passing time. In block scheduling of more than one class hour only one contact hour may be counted in each clock hour of 60 minutes, except that a fractional part of a class hour beyond the last full clock hour may be counted from and including the 51st minute of the last full clock hour, providing there is no class break in the last full clock hour or the partial class hour. The divisor for this fractional part of a class hour shall be 50. (California Education Code 84527)

ROOM ASSIGNMENTS

Room assignments are made by your department chair/coordinator and dean in conjunction with the Instructional Operations Office, room 109. Please contact your department chair/coordinator if you need a change in your room assignment. Please do not change your room without first obtaining authorization from your department chair/coordinator, your division dean or the associate dean in the Evening Division office, room 102. It is important that we be able to locate you and your students should any appropriate need (including an emergency) occur.

PROFESSIONAL AND COURTEOUS ROOM UTILIZATION

As a courtesy to the next instructor and class, please be sure that the room is in order before leaving by removing litter, replacing furniture that has been moved and erasing the chalk or white boards. Help conserve energy by turning out the lights and closing the door upon leaving.

RECORD KEEPING

1. First Week of Classes

Class rosters will be distributed before the first class meeting of the semester. These rosters may be used for the recording of grades and attendance. Updated rosters will be distributed at the end of the 2nd, 8th and 14th week for semester-length classes.

2. No Show Drop Rosters

No Show Drop Rosters will be distributed before the first class meeting of the semester. These rosters must be completed and returned in order to drop students who failed to attend class or stopped attending prior to the census date.

These rosters are necessary for the college to be in compliance with Title V, Section 58004:

“Districts shall, according to procedures adopted by the governing board, clear the rolls of inactive enrollment.”
(Inactive enrollment is defined as a “no show” or a “student no longer participating in the course.”)

Your cooperation in complying with this regulation is greatly appreciated.

3. Program Adjustment Period

Students may add and drop classes the first two weeks of the semester. Classes dropped by a student during this program adjustment period will not appear on the student's transcript.

Students registered for classes that are subsequently cancelled will be referred to other possible classes to meet their educational objective.

A late applicant must report to the Admissions and Records Office, room 123, where the student will be

admitted to the college and referred to instructors to try to secure classes.

4. **Student Attendance Roster**

As mentioned above, before the first class meeting of the semester, the instructor will receive class rosters with the names listed of those people officially enrolled in classes. Do not admit a student to the class if the student's name is not on the roster. If a student claims enrollment in the class and is not on the roster, send the student to the Admissions and Records Office, room 123, to determine the reason for the discrepancy.

All attendance and grade records must be turned in to the Admissions and Records Office, room 123, at the end of the semester.

5. **Attendance**

The college is allocated funds for student attendance by a measure called "Full-Time Equivalent Student" (or FTES). FTES data are collected for fall and spring semesters on the census day that, for full-term classes, is the Monday of the third week of class. For short-term classes, as well as winter intersession and summer sessions, the census day is nearest to 20% of the number of days the course meets.

You will not be called upon for any data on these census days. However, you can be extremely helpful by insuring that all class adds are processed during the add period. Please report all excessive absences promptly to the Admissions and Records Office, room 123.

For Fall and Spring classes less than a semester in length, you must record day-by-day attendance and be prepared to report to the Admissions and Records Office, room 123, the number of class sessions a student has missed.

6. **Excessive Absence**

Instructors are obligated, at the beginning of the semester, to announce to students their policy regarding excessive absence. (This policy should also be listed in your course syllabus.)

When absences exceed the number of hours a class meets in one week, you may consider dropping the student for excessive absence. In the event that you judge a student's absences to be so excessive as to make it impossible for the student to complete the course successfully, you may drop the student from the class **as long as the date of the drop precedes the twelfth week of the semester or a proportionate amount for short term courses.** (See next section)

It is the student's responsibility to withdraw from classes he/she is not attending and to discuss anticipated extensive absences with you. Make-up work for absences of any kind must be completed to your satisfaction. No absence relieves the student of the responsibility of completing all work assigned.

Throughout the semester, up to the deadline for withdrawal, you must report excessive absences to the Admissions and Records Office, room 123. Excessive absence forms are available in the appropriate dean's office (see form in Appendix). When completed, the form should be placed in the Admissions and Records Office mailbox. It is very important that those students not in attendance during the first week of the semester be reported before the end of the second week through use of the Drop Roster (see form in Appendix). This will ensure that subsequent class and grade rosters accurately reflect the students in your class(es). This will also help prevent erroneous calculation of FTES (Full-time Equivalent Students), the means of reporting attendance to the State.

Excessive absences turned in after the start of the third week of the semester are recorded as part of the student's permanent record with "W" grades. Upon turning in an excessive absence you will delete the student's name from your class roster.

7. **Withdrawal From Courses** (Governing Board Policy #5013)

A student desiring to drop a course can do so through WebConnect via the Internet or College Connection using the telephone. The student or instructor may initiate this withdrawal through the last day of instruction of the twelfth week for semester-length courses or a proportionate amount for short-term courses. It should be pointed out that the "W" will be taken into consideration when determining probationary or disqualification status. Drops during the program adjustment period do not appear on transcripts.

8. Adding Courses

After the semester begins a student can add classes through WebConnect or College Connection with an “add code” issued by you.

No student may enroll in more than 18 units unless the student has received permission from the Dean of Counseling, Student Development and Matriculation, room 632.

9. Auditing Courses

Audit enrollment will not be permitted until students have completed the allowable number of repeats in practice or performance courses. Courses are determined through agreement between the department and the appropriate administrator. Priority class enrollments are given to students desiring to take the course for credit. No student will be permitted to enroll for audit purposes until Monday of the second week of instruction.

Audit enrollment will be based on “seats available” and will not be used to count toward minimum enrollment requirements. If a class closes after an auditor has been admitted, the auditor may be asked to leave to make room for the credit students. Your discretion is strongly recommended. Audit enrollments which allow you to be eligible for large class bonus will not be counted. No student auditing a course shall be permitted to change his or her enrollment in that course to receive credit for that course. Permission to audit a class is done at your discretion and with your signed permission. No credit will be received for auditing a course. The College will not maintain any attendance or academic records. However, a student’s Course Audit Application (see Appendix G, page 109) will be maintained in the Office of Admissions and Records.

See the class schedule for a list of courses permitted for auditing purposes.

10. End of Semester Record Keeping Procedures

A summary of classroom administrative procedures is distributed by the Admissions and Records Office near the close of the semester. Similarly, the Instructional Operations office calls for final examination information. If you were issued keys and will not be teaching the following semester, you must turn them in to Business Communications Services, room 103B. Finally, all borrowed materials must be returned to the Learning Resource Center, or to the department chair for materials belonging to the department. It is critical that you attend to these procedures. Students heavily depend on timely and accurate recording of their academic progress by the Admissions and Records Office, room 123. These other administrative processes ensure effective and efficient support of the learning process as well. Your cooperation is greatly appreciated.

COURSE OUTLINES

Official course outlines are kept on file in the Instructional Operations Office, room 109, for every Grossmont College course (including 299 courses, see below). These outlines are required for the following reasons:

1. State regulations.
2. Accreditation standards.
3. Clarifying for instructors and students the objectives and the content of a course.
4. Promote consistency of student learning experience, regardless of instructor assignment, time or location.
2. Defining the course for transfer colleges and universities when they evaluate credits earned at Grossmont College.

All course outlines must be approved by the College’s Curriculum Committee, with the exception of 299 courses which are approved by a subcommittee of the Curriculum Committee. Course outlines must be prepared according to the format provided. The guide for preparation of course outlines is available in the Instructional Operations Office, room 109. Departments are reminded to update outlines regularly.

Proposed course outlines are reviewed and approved by the Curriculum Committee in the year prior to the course’s first offering. Deadline for submission of the outline is mid-September. However, review and approval of a 299 course outline typically occurs in the semester prior to its offering.

199 COURSES – SPECIAL PROJECTS (INDEPENDENT STUDY)

199 Special Projects contracts must be on file in the Admissions and Records Office, room 123, by the end of the second week of the semester.

The provision of 199 sections is a voluntary professional service of the faculty (no LED assigned). Therefore, the dean shall not assign a 199 to an instructor.

No 199 Special Projects course should substantially duplicate a course in the catalog. Because of the distinctive characteristics of 199 projects in individual discipline areas, it should be the dean and instructor's decision as to how many students should be admitted. Whenever a 199 situation takes the form of a class (20 or more students), the instructional format should be designated as a 299 course (see next section). It shall be the faculty member's responsibility to determine a student's eligibility for a special projects contract.

299 COURSES – EXPERIMENTAL CURRICULA

When a 299 course is developed, it will be presented to the department (or departments if cross-listed) and then to the division dean(s) for review and approval prior to being submitted to the Instructional Operations Office, room 109.

An "Application for 299 Course" form must be used when planning to schedule a 299 course for an upcoming semester or summer session. A COURSE OUTLINE MUST ACCOMPANY EACH APPLICATION. The application forms are located in the Instructional Operations Office, room 109. A subcommittee of the Curriculum Committee will consult with the appropriate department chair/coordinator and or/or division dean(s) regarding the curricular, instructional, and economic appropriateness of the proposed 299.

If a course is first introduced as a 299 in the Fall, it is allowed to be offered for two semesters. If a course is first introduced as a 299 in the Spring, it is allowed to be offered for three semesters. If by the end of those two (or three) semesters it is determined by the department that the course would be a valuable part of the curriculum, then a Course Addition proposal must be submitted to the Curriculum Committee. If the Course Addition proposal is not approved by the Curriculum Committee, the course will no longer be offered.

It is important to consider that a 299 course does not qualify for general education credit and some may not count toward transfer to the California State University System.

A 299 course may be a class taught as part of load or as an overload or part-time assignment.

HONORS COURSES

Grossmont College Honors courses are experiences intended to promote students' academic excellence. Students enrolled are typically one or more of the following: intellectually gifted, academically well-prepared, highly motivated, unusually creative, or especially talented.

Students who desire these additional challenges will take part in a spirited learning process that is designed to provide greater breadth and depth than is generally available in regular courses in the designated discipline. In addition, participation may increase students' ability to transfer to selected universities, depending on such articulation arrangements, or to gain employment in the occupational fields for which they are preparing.

If you are interested in teaching honors study at Grossmont College you should consult with the appropriate department chair/coordinator and division dean and then contact the Honors Coordinator at extension 7345. Students interested in taking Honors courses should consult the appropriate section of the class schedule and, as necessary, contact the Honors Coordinator.

EXAMINATIONS

Final Examinations

Formal written and/or performance examinations are required to be given at the end of each course and, as provided in the course outline, as frequently during the semester as sound evaluation practice dictates. Final examinations must be given according to the schedule provided in the class schedule. No student may be excused from final examinations. You should not ordinarily give final examinations at any time other than those regularly scheduled times. At the conclusion of each semester, a copy of each course's final examination, or description of the required activity, must be submitted to the Instructional Operations Office, room 109. These exams are kept on file for three years and are then shredded.

Early Final Examinations

If, in your opinion, an extreme emergency justifies the giving of a final examination to a student prior to the regularly scheduled date, you shall obtain approval from the appropriate dean in writing that an early examination is being given. This request shall include the title of the course, the reason why the early examination is authorized, and the name of the student.

Late Finals

In the event severe illness or other emergency prevents your student from taking a final examination during the regularly scheduled date, you must be notified at the time. Upon your approval, your student must make up the examination missed as soon as possible. If the make-up final exam cannot be taken and made part of the evaluation of student work prior to the deadline for submission of grades to the Admission and Records Office, room 123, then an incomplete grade may be assigned and an incomplete grade form submitted. (See form in Appendix) In all cases, the illness or emergency must be verified.

CREDIT BY EXAMINATION (Governing Board Policy #4235)

Credit may be earned by students who satisfactorily pass authorized examinations. The Chancellor, in a manner consistent with Board Policies 2410 and 2510, establishes administrative procedures to implement this policy.

The primary function of the Credit by Examination process is to permit the student to challenge the content of a course in which his or her prior knowledge of the subject is at such a level that enrollment in the course would be of limited value. The student may prove competency in a subject by successfully passing the examination offered by one of the divisions listed in the class schedule.

The faculty and administration at Grossmont College emphasize that participation in classroom and laboratory activities contributes significantly to the learning process. Students should not deprive themselves of these valuable experiences unless they have good reason to believe that they would not profit significantly by enrolling in the course.

Therefore, the College strongly recommends that, before any student applies to take an examination for credit, he or she considers very carefully the reasons for doing so in light of his/her future plans and goals.

For each semester, examinations in courses which are specifically listed will be given at a time designated by individual divisions. Students who wish to take one of these examinations should contact the appropriate dean no later than noon of the last day of registration. This contact should be made before the student registers for classes.

Our campus procedure is as follows:

Credit may be granted (but it shall not count toward the residence requirement) to any student who satisfactorily passes an examination approved by proper authorities of a college within the Grossmont-Cuyamaca Community College District. Such credit may be granted only:

1. To a student who is registered at a specific college within the district and who is in good standing.
2. For a course listed in that college's catalog and identified in the class schedule as one for which credit by examination may be granted.
3. In an amount not greater than the credit listed for the course.
4. To a student who has not enrolled in or completed the same course in the area in which credit by examination is requested.

Information regarding courses offered for credit by examination may be found in the Counseling Center, room 118, and the Class Schedule.

The procedure that a student should take is as follows:

1. Obtain and complete a petition for Credit by Examination from the Admissions and Records Office, room 123.
2. Obtain approval for taking an examination from the division dean.
3. Take an examination on the established date.
4. Send all transcripts to the Admissions and Records Office.

If the examination is passed satisfactorily, certification is forwarded by the instructor to the division dean. The

division dean will forward the Credit by Examination form to the Admissions and Records Office, room 123, for posting on the student's transcript.

GRADING SYSTEM

Grades are earned in each course and recorded on a semester basis on the student's permanent record. A copy of the permanent record is the transcript. Grades should be interpreted as follows:

- A Excellent
- B Good
- C Satisfactory
- D Passing, less than satisfactory
- F Failing
- W Withdrawal (issued to students who withdraw before the final drop deadline). Students who are enrolled after the final drop date must receive a letter grade (A-F).
- MW Military Withdrawal awarded to active or reserve military personnel upon receipt of military orders compelling a withdrawal from courses.
- CR Credit ("C" or higher), units are not calculated in GPA
- NC No Credit (less than a "C"), units are not calculated in GPA
(“CR” or “NC” may be assigned only if the course is indicated as credit/no credit or if the student has elected this option.)
- I Incomplete. Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an “I” symbol being entered in the student’s record. An incomplete grade may be given only after the student has contacted you. The grade to be assigned in lieu of the removal of an Incomplete shall be stated by you on the grade roster and filed with the Admissions and Records Office, room 123.

The “I” may be made up no later than one semester following the end of the term in which it was assigned. The “I” symbol shall not be used in calculating units attempted nor for grade points. A student may petition for extension of the time limit for removal of the incomplete.
- IP In progress. The “IP” symbol shall be used only in courses which are offered on an “open entry/open exit” basis. It indicates that work is “in progress,” but that assignment of a grade must wait its completion. The “IP” symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation. The appropriate grade and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” shall not be used in calculating grade point averages.

If a student enrolled in an “open entry/open exit” course is assigned an “IP” at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, you must assign a grade to be recorded on the student’s permanent record for the course.
- RD Report Delayed. The “RD” symbol may be assigned by the Admissions and Records Office only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” is not used in calculating grade point averages.

Grade Points

Academic achievement is reported in terms of grade point average (GPA). This is derived from the following weighting system:

- A 4 grade points per unit earned
- B 3 grade points per unit earned
- C 2 grade points per unit earned
- D 1 grade point per unit earned

F 0 grade points per unit attempted

Grade point average is computed by dividing total units attempted into total grade points earned. Decisions on probation and disqualification, scholarship, eligibility for graduation, and transfer are all influenced or determined by grade point average; hence, students should pay constant attention to their own grade point standing.

Credit/No Credit Grading (Governing Board Policy #5011)

The Chancellor shall establish procedures, in collegial consultation with the Academic Senates (per Title 5, Article 2, Sections 53200 to 53204), for offering courses in a Credit/No Credit option as specified in Title 5, Section 55752. These procedures shall be published in appropriate college publications.

It shall be the policy of the Board that a Credit/No Credit system of grading be implemented as follows:

The Credit/No Credit (CR/NC) grading option is offered so that students may explore subject areas of interest outside those of their known abilities or assumed competence without competing for grades with students who are majoring in that subject.

In any course offered in the District, a student may elect to be graded on a "CR/NC" basis providing the course is not part of the major. (This applies to the two-year A.A. and A.S. degree majors only.) In all cases, a student enrolled in a course must have met course prerequisites.

A maximum of twelve credit units earned at the district colleges with "CR" grades may be counted to satisfy general education and elective curriculum requirements for graduation. Grades received from other accredited institutions, as well as credits authorized for military courses, may be applied as "CR" credit, when appropriate, toward graduation.

Some courses in the curriculum are offered exclusively on a "CR/NC" basis. Credit units earned in these courses are exempt from the twelve-unit restrictions. In all other nonmajor courses, the election to be graded on a "CR/NC" basis shall be established in writing by the end of the fifth week of the semester. Once such a grade has been recorded, the student may not have it changed to a letter grade.

A "CR" grade shall represent at least a satisfactory level of performance but shall not be counted as units attempted in computing grade point average.

An "NC" grade indicates unsatisfactory completion of course requirements but will not be counted as units attempted in computing grade point average. "NC" grades will be taken into consideration in the determination of probation or disqualification status.

Selection of the Credit/No Credit Option

You shall not assign the credit ("CR/NC") grade if the student has not elected that option in writing with the Admissions and Records Office by the end of the fifth week of the semester.

GRADE FORGIVENESS (Governing Board Policy #5012)

Grade forgiveness is defined as the intentional omission of courses in which "D" or "F" grades are earned when computing grade point average (GPA) for the granting of degrees. Under the forgiveness policy, degree candidates must meet all the requirements stated in the college catalog with the following exception:

Any course in which a "D" or "F" grade is earned may be forgiven without repeating if that particular course is not being used to meet degree requirements at a college within the District, and when the grade point average prior to forgiveness is below 2.0, and the grade point average after grade forgiveness is 2.0 or better.

The Grossmont College forgiveness policy will automatically be applied upon completion of the student's last semester's work.

NOTE: The University of California and the CSU system students will still compute all grades attempted for graduation purposes including the "F" grades. The Associate of Arts or Science degrees will not insure the acceptance of a student to a four-year college. All grades must be shown on the transcripts.

COURSE REPETITION (Governing Board Policy #4225)

Students may repeat a course in which a substandard final grade (D, F, or NC) is earned. A course may be repeated only once under this policy. When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible as part of the permanent record, insuring a true and complete academic history.

A student may not repeat a course in which a grade of “C” or higher was earned except by petition under extenuating circumstances. If such circumstances do exist, the grade earned in the repeated course shall not be counted in calculating the student’s GPA.

The campus procedure is as follows:

It shall be the policy that a student is not obligated to repeat a course which he/she has failed unless it is a course required for graduation, or for transfer, or is prerequisite to another required course.

Substandard Work

1. A student may repeat any course in which a substandard final grade (“D,” “F,” or “NC”) was earned. A course may be repeated only once under this policy.
2. Upon completion of a repeated course, the original grade will be annotated and removed from the cumulative totals on the permanent record card in such manner that all work remains legible, insuring a true and complete academic history. Only the last grade will be included in determining GPA and academic standing, and only those units will be counted toward graduation. No assurance can be provided that repeated course(s) will be treated in this manner by other institutions.

ACADEMIC DEFICIENCY

At any time when in your opinion a student is deficient in a course, you may require a conference with the student to discuss his/her progress. A notice that the student is doing deficient work may be conveyed by you to the student either in writing or by oral communication. At no time should lists of students who are deficient in academic areas be published or distributed.

PROBATION AND DISQUALIFICATION (Governing Board Policy #5016)

It shall be the policy of the Board that grades earned at other schools prior to admission to district colleges shall not be considered in determining probationary status.

Academic Probation

Any student whose scholarship falls below 2.0 (“C” average) in courses receiving letter grades for work attempted at a college within the District shall be placed on academic probation.

Lack-of-Progress Probation

Any student who has enrolled in a total of at least 12 semester units at a college in the District shall be placed on probation when the student’s cumulative units indicate fifty percent or more units of “W,” “I,” and/or “NC.”

Removal from Probation

Any student placed on academic probation shall be removed from probation when the cumulative grade point average at a college in the district has improved to 2.0.

Any student placed on lack-of-progress probation shall be removed from probation when the cumulative units of “W,” “I,” or “NC” recorded are less than fifty percent of the total units attempted.

Disqualification

Any student disqualified from a college within the Grossmont-Cuyamaca Community College District may not attend any college within the District during the next consecutive semester. The student may, however, attend summer intersession.

Academic Disqualification

Any student on academic probation, whose semester grade point average falls below 2.0 shall be academically disqualified. Any student on academic probation whose semester grade point average equals or exceeds 2.0 but whose cumulative grade-point average for all units attempted remains below 2.0 shall be continued on probation.

Lack-of-Progress Disqualification

Any student who is on lack-of-progress probation and whose semester work indicates 50 percent or more units of “W,” “I,” or “NC” will be disqualified. Any student on lack-of-progress probation whose semester work indicates fewer than 50 percent units of “W,” “I,” or “NC,” but whose cumulative records show 50 percent or more units of “W,” “I,” or “NC” will be continued on lack-of-progress probation.

Reinstatement

Any student believing to be unjustifiably disqualified may file a petition with the Admissions and Records Office, room 123, requesting that such disqualification be reconsidered.

ACADEMIC RENEWAL

When previously recorded Grossmont College work is substandard and not reflective of a student’s present level of demonstrated ability, academic renewal will allow alleviation of substandard work. Two semesters may be alleviated; only complete semesters may be alleviated – i.e., not individual courses. Summer session, if it is to be alleviated, will be counted as a semester.

When courses are alleviated, grades in courses taken during the semester to be alleviated remain on the student record but are not used in the computation of the GPA.

Please see the college catalog under academic renewals for detailed eligibility criteria.

FIELD TRIPS AND EXCURSIONS (Governing Board Policy #4300)

The Chancellor, in a manner consistent with Board Policy 2410 and 2510, shall establish procedures that authorize the college administration to approve field trips and excursions when used as devices for teaching and learning integral to the instructional or student services programs of the college. The Board shall approve in advance such trips that take students outside the state of California. Approval of the appropriate administrator shall be necessary for all other trips.

The Board does not endorse, support or assume liability in any way for any staff member of this District who takes students on trips not approved by the Board or appropriate administrator of the college.

District funds may be used to support student expenses for approved state and out-of-state field trips or excursions. The expenses of instructors, chaperones, and other personnel traveling with students may be paid from District funds.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

Field trip waivers are available in the Business Communications Services Office, room 103B. All students going on field trips must fill one out and return to the instructor before each event.

The campus procedure is as follows:

Field trips are a recognized part of a course when used as devices for teaching and learning integral to the curriculum in the instructional program of the college (Governing Board Policy #2410 and 2510). Students may not be required to take part in field trips unless it is clearly stated in the catalog course description. An

instructor wishing to include optional field trips will provide alternative assignments for those students unable to attend a field trip.

Board agenda items regarding Governing Board approval for an out-of-state field trip must be submitted 60 days prior to the planned travel. If you plan to take classes on field trips, you must provide your division dean with information regarding the trip, and students must complete a field trip waiver form in advance of the field trip. Forms are available from the division dean or the Associate Dean, Instructional Services, room 102.

The District does not provide students with transportation to field trips or alternative meeting sites. An instructor transporting students is not covered by District insurance. Instructors conducting field trips are advised to tell students where they will meet at the field trip site, but not become involved in arranging transportation (including car pools). Class convenes at the field site.

INTERNATIONAL STUDENT STUDY TRAVEL PROGRAMS

The College encourages international study-travel programs when used as a means for teaching and learning integral to the instructional program of the district.

Those programs which take students outside the continental United States must have prior Board approval. Approval may be granted under Title 5 which provides, in part, the following: "All persons making the field trip or excursion shall be deemed to have waived all claims against the District or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims."

Students participating in approved international study-travel programs must complete a release and agreement to hold harmless and indemnify form.

All international study-travel programs for credit and non-credit must be approved in writing by the College President and Chancellor prior to submission to the Board.

Board approval for international study-travel programs must be obtained at least 120 days prior to the beginning of such programs. No promotional material using the District's or colleges' names or implying District or college names or implying District or college sponsorship may be posted, distributed or prepared prior to Board approval.

It is the intent of the Governing Board to ensure, whenever possible, that the District's faculty, staff and students are not knowingly placed in harms way during an international field trip experience. Therefore, official United States State Department travel advisories must be included in all advertising material related to the trip. Seventy-two hours prior to departure, the leader-instructor for the trip will confirm, via the United States State Department, that safe travel is advised for the country/countries in question. Final approval for all international field trips shall rest with the Board or designee. In the event travel advisories have changed, new information must be conveyed to the College President for further consideration.

All programs to be approved by the Board shall use travel contractors for provision of non-instructional services. Contractors must provide evidence of meeting specific requirements prior to Board approval.

CONTROVERSIAL ISSUES (Governing Board Policy #4035, 7216)

The Governing Board recognizes that controversial issues have a legitimate place in the instructional program. Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

In the discussion of an issue, an instructor may express his/her personal opinion, but shall identify it as such and must not express such opinion for the purpose of persuading students to the instructor's point of view.

Treatment of controversial issues will be free of malevolent intent when involving issues such as race, color, religious creed, gender, disability, medical condition, age, marital status, sexual orientation, economic status or national origin, or status as a Vietnam-era veteran.

The Chancellor shall ensure that the college administration assist the faculty in developing techniques for the management of controversial issues which do not stifle the spirit of free inquiry.

ACADEMIC INTEGRITY

All students at Grossmont College are bound by high standards of academic integrity and the acceptance of individual responsibility in the performance of their classroom requirements and assignments.

On May 5, 2003, the 2002-2003 Academic Senate approved the Academic Fraud document which may be found on page 92, Appendix E. The Academic Senate has full support of the administration. The definitions of Academic Fraud are an effort to enhance students' understanding of academic honor and basic principles of honesty.

Students are expected to be committed to bringing honor to their classroom work and to live up to the standards set by the faculty and administration. If a student commits an offense by committing a violation of the academic standards, the student breaches the trust of the campus community and will be subject to authorized penalties by the faculty or administration.

The institution would like students to enjoy the campus atmosphere of freedom to develop their intellectual and personal potential.

For further clarification and information on these issues, please contact the Assistant Dean of Student Affairs Office, room 632. You are strongly encouraged to notify the Student Affairs Office for administrative support and procedural information for issues of academic integrity.

GUEST SPEAKERS

If you have invited a guest speaker to your class, inform your division dean of the date and the planned topic. Official meeting times are to be observed and a certificated instructor must be in attendance. Guest passes for parking are available from your division dean or the Associate Dean, Instructional Services. The guest pass is valid in all parking zones excluding metered areas. Disabled guests may also use spaces reserved for handicapped drivers.

On-Campus Speakers

Regarding controversial issues of any nature, as well as those of partisan politics, the College recognizes the need for presentations by guest lecturers, political personalities, forums, assembly programs, etc., dealing with controversial topics of significant interest and concern so long as reasonable effort is made to make clear the conflicting viewpoints in an equitable manner. Specific to partisan politics, this is interpreted to mean that during political campaigns, an official party candidate or representative may speak at a college-sponsored gathering only if:

1. The opponent or his/her designee is present at the same time and place to offer rebuttal, or
2. An opportunity has been afforded for the opponent or designee to appear at another time under equally favorable conditions.

All campus speakers must be presented under the auspices of the administration by a division of the college, an official college committee, the Associated Students, or a chartered campus club with a full-time faculty sponsor from Grossmont College. Sponsors are responsible for developing and supervising programs that will be consistent with the speaker's policy which requires that a reasonable effort be made to have conflicting viewpoints made clear in an equitable manner even though this may not be done at any one session. The sponsoring agent of an out-of-class speaker shall file a Facility Request Data Sheet with the Assistant Dean, Student Affairs, room 632, normally two weeks or more prior to the speaker's appearance on campus.

Classroom Guest Speakers

The College encourages staff members to seek people in the community who can provide resources to a specific class which may not be otherwise available, and invite them to participate as classroom guest speakers provided that:

1. The competency, experience, or special training is not now available within the program.
2. The speaker can make a contribution toward completion of the course and program objectives.
3. The invitation has been approved by the college administration.

Classroom guest speakers should not meet with classes on a regularly scheduled basis and should be under the supervision of the class instructor who is responsible for the appropriateness of the speaker's presentation to the course content.

Special Lecturers and Consultants

The College authorizes the use of special lecturers and consultants brought to the campus from the community, industry, or other educational institutions provided that they are the best resource for certain highly technical and specialized material. The use of such resources should be within the limits of an approved budget and with the approval and recommendation of the college administration.

TEXTBOOK SELECTION

The Grossmont College Bookstore serves as the agent for the purchase of all textbooks and other instructional materials to be sold to students. Sale of instructional materials by instructors is prohibited by the State of California. Instructors shall not act as purchasing agents for the Bookstore.

Your printed syllabi and course materials prepared for sale rather than provision in the classroom must be sold through the Bookstore. The Bookstore acts only as the sales agent and not the publisher of such materials. The selling price will be based on the production costs of the syllabi plus the normal Bookstore markup.

It is your responsibility to submit textbook requisitions each semester to your division dean by the established deadline if required by your dean. Related supplementary materials are requisitioned in the same manner as adopted textbooks. When you feel that some students will purchase recommended supplementary books, such recommendations should be made directly to the textbook buyer.

Discipline adoption of textbooks is encouraged when the discipline determines that it is academically advantageous to do so. When time permits, and discipline adoptions have not been made, full-time instructors have the option of making their own textbook selections; part-time instructors should check with their dean. Once you adopt a book for your course, you must use that book for that course. Changes in adoptions will not be permitted once the books have been ordered, unless there is a change in instructors.

To obtain desk copies of adopted textbooks, you should contact the publisher directly. If such procedures fail, the Bookstore will provide request forms. If a desk copy is needed at the last moment, you should purchase the book from the Bookstore and request a replacement copy from the publisher. The unmarked, unused copy is to be returned to the Bookstore along with the receipt and staff identification within 30 days of the original purchase for a full refund. The copy must be identical to the original copy purchased and must not have any markings indicating that it was a free instructor's copy. The Bookstore will assist you in locating addresses of publishers. For more information, contact the Bookstore directly.

Textbook refunds for students may be obtained from the Bookstore during the first week of class, when the book is unmarked and accompanied by the receipt. After the first week, a full refund will be given up to 30 days after start of classes, with a receipt, if it is within two days of purchase OR with proof of schedule change. All other textbook refunds within the first 30 days will be honored at 75% of the purchase price, with a receipt. Textbooks must be in original condition. Refunds for summer and special course sessions will be accepted for ONE WEEK ONLY after the start of class. All merchandise other than textbooks may be refunded anytime with a valid receipt. Without a receipt, a merchandise credit will be issued at the current selling price. Cash back on merchandise credits will not exceed \$10.00. Refunds will be given in original form of payment. Exceptions are: custom course materials, outlines, study guides, magazines and prepaid phone cards. Software must be unopened for exchange or refund.

Open software may be exchanged for the identical item only.

STUDENT INTERNET AND EMAIL ACCESS

All students have access to the Internet via the various Learning Assistance Centers. All students using the centers must sign the Grossmont-Cuyamaca Community College District Computer System Security and Use Statement. Most labs require students to enroll in Supervised Tutoring classes. Please check with individual learning assistance centers.

Student Email

All enrolled students will have an email account generated automatically. (Students still need their own Internet Service Provider). The account is active only during the semester they are enrolled. Students may access their email by using any web browser and typing the following URL: <http://students.gcccd.net/exchange>

To log onto the site, the Log-on name is normally firstlast, i.e., johnadams. If there are conflicts (i.e., two students with the same name) the Log-on name will contain firstmiddlelast names: johnquincyadams up to 20 characters. To access mail, User Name is "ics-g\firstlast", i.e., ics-g\johnadmas. Password is student's PIN.

Student email addresses will be in the following convention: firstlast@students.gcccd.net

Students having difficulties may call the Tech Mall at 644-7748.

INSTRUCTOR SUBSTITUTION CRITERIA AND PROCEDURES

The following criteria and procedures should be followed in the event of your absence.

Criteria:

1. The primary concern of the substitution procedure should be the academic welfare of the student.
2. The substitution procedure should not place unreasonable demands on the regular college teaching staff.
3. The substitution procedure should recognize that the final decision as to what specific type of activity occurs in the classroom should be left to you.
4. Because classroom situations are infinitely varied, the substitution procedure should offer you as many alternatives as possible.
5. The class should not be dismissed unless notification of your absence is so short that a substitute could not be contacted. The decision to dismiss the class should be made in consultation with the your division dean or evening dean.

Procedures:

1. Classroom Instructors

When possible, classroom coverage for you will be arranged in the case of an absence extending more than one seventy-five (75) minutes of class time in any day or evening class. In the cases of absence for the first seventy-five (75) minutes or less, or where it is not feasible to provide coverage, the department chairperson, coordinator, or designee will be asked to notify the students that the class(es) will have to be dismissed.

If it is determined that a substitute is needed, the dean's office will promptly make arrangements for the hiring of the recommended substitute or another person, either of whom must be from a pool of qualified faculty. The Personnel Office, room 855, will also be notified of the absence.

In the event that a substitute cannot be found and class must be cancelled, a notice of class cancellation will be posted on the classroom door (see Appendix G, Student Notification of Instructor's Absence). Students are asked to sign the notice. Instructors should remove the class cancellation notice from the classroom door at the next class meeting. The notice may serve as an attendance roster for that class meeting when the instructor was absent.

Certificated personnel should report their absence to the dean of their division, room 102. Absences reported after 5:00 p.m. should be referred to the office of the Associate Dean, Instructional Services, room 102.

Instructors are requested to provide the following information so that substitute determination may be made.

- a. Anticipated length of absence.
- b. Time and location of class(es) or scheduled assignment(s).
- c. Suggested lesson plan(s) and pertinent announcements.
- d. Recommendation regarding the name of a qualified substitute.

You are encouraged to assist the Dean in identifying an appropriate substitute.

2. Counselors

Due to the variety of counseling services and activities, the effect of each counselor's absence will be determined by the Counseling Department's chairperson and/or office supervisor and will be reported to the Dean of Counseling, Student Development and Matriculation, room 632. The Dean of Counseling, Student Development and Matriculation will then decide if a substitute is to be called. The following factors will be considered:

- a. The nature of the absent counselor's scheduled assignments. These might include special assignments such as high school visitations, new student advisement, or other such professional duties which cannot be deferred.
- b. The nature of on-going counseling activities and services.
- c. The availability of other counselors on duty to assume the absent counselor's responsibilities without negatively affecting services or activities.

An absent counselor's classroom instruction coverage will be handled in the same manner as any other classroom instructor's absence.

3. Librarians

Librarians are to notify the Associate Dean, Learning Resources or designee of the impending absence and apprise him/her of any special appointments affected in the schedule, such as bibliographic instruction or reference desk duty. The Associate Dean's office will promptly make arrangements for the hiring of a recommended substitute or other person from the pool of qualified librarians. The procedures outlined below are to be followed in cases of absence.

- a. When an absence is known to extend for a period of more than one day, a substitute librarian will be hired for the Reference Desk assignments in order that the staff may accomplish the other professional duties that cannot be deferred.
- b. A substitute librarian will be hired to staff the Reference Desk when more than one librarian is absent on the same day.
- c. For absences that occur after 4:00 p.m. or on weekends, a substitute librarian will be hired for staffing the Reference Desk.
- d. For other one-day absences, the librarian's daily Reference Desk schedule will be covered, when feasible, by other librarians.

NOTE: It should be re-emphasized that, should resources become available for full coverage, the procedures for finding substitutes for classroom instructors, counselors, and librarians will be modified.

EMERGENCY PLAN FOR POWER OUTAGES

Safety is our number one priority. The emergency generator will provide minimal lighting in the gym, some science labs and on the sidewalks. Instruction and services should continue where it is possible and safe to do so.

Daytime Emergency Procedures/Information:

Generally, during the daytime, classes are expected to proceed as scheduled and student and college services are also expected to be conducted with as little interruption as possible.

Whenever possible, stay in the classroom or service area and continue your class on the regular schedule.

It may be advisable to have a plan for an alternative educational or service/delivery activity if your regular activities are not able to be continued under the reduced lighting and climate control or the lack of electrical power for equipment.

We need to continue our educational schedule so as not to disrupt the education of the students or shorten their instructional time.

Computer and other labs may be inoperative during these periods and alternative activities may be a challenge. As a last alternative, class can be dismissed and students released. Classes should wait 30 minutes to make sure it is a rolling blackout and not just a temporary interruption.

When significant instructional time is lost due to the cancellation of class meetings, some need to reschedule class meetings may exist so that objectives of a course outline are accomplished. Decisions in this regard should be made in consultation between the dean, department chair or coordinator, and you.

If the weather is good, classes may be moved to the outside areas on campus.

Emergency communications to and from campus can be sent and received through campus security.

There is no emergency lighting in the restrooms though some have enough windows that natural light may be sufficient for their use if the blackout is during the day.

Phones: If the power goes out, the backup generators will come on. The phone system will recycle and should come back on line within 5 to 10 minutes.

Nighttime Emergency Procedures: There will be emergency lighting on the walkways.

If the blackout starts at:

- ◆ 4:00 p.m., then 6:00 and 7:00 classes will be held and evening services will be open.
- ◆ 5:00 p.m., then 7:00 classes will be held and evening services will be open.
- ◆ 6:00 p.m., then 7:00 classes will be held starting between 7:00 and 8:00 p.m. whenever the power comes on.
- ◆ In the instances above, evening services will re-open when power comes on and will continue to regular closing times.
- ◆ After 6:00 p.m., classes will be cancelled and evening services will be closed.

The evening administrator will be available to guide the decision making process and to assist in closing/locking rooms and evacuating the campus.

General Power Outage Information

If a blackout lasts longer than 60 to 120 minutes, class starting times may need to be adjusted or classes cancelled.

If classes are cancelled, students, faculty and student support staff are encouraged to leave the campus as soon as classes/offices are secured. Faculty and staff should check out with the evening administration, room 102.

Operations staff and security will remain on campus to complete their duties when the power returns.

When it is determined that the College is having a rolling blackout and it will last to the end of the class period, the class should be cancelled. When significant instructional time is lost due to the cancellation of class meetings, some need to reschedule class meetings may exist so that objectives of a course outline are accomplished. Decisions in this regard should be made in consultation between the dean, department chair or coordinator and the faculty member.

If the College is having a rolling blackout between 5:00 and 8:00 p.m., District Police will post an emergency vehicle at the main entrances at Highway 125 and Highway 125 and Highway 125 to inform those entering the campus of our plans and procedures.

Evening staff, faculty and students are encouraged to carry flashlights or have them in a convenient place.

STAFF SERVICES

WORD PROCESSING

Word processing services are provided by the Word Processing Office, located at the west side, lower level of the new Library building in the Instructional Media Center. Office Hours – Monday through Friday, 7:30 a.m. to 4:30 p.m. (telephone extensions are 7353, 7354, 7357). Staff can help with any school-related word processing needs, such as syllabi, tests, flyers, etc.

Lead Time

One week should be allowed for the completion of work, if possible. Staff will assist in emergency and last-minute jobs, but cooperation is needed to keep such requests to a minimum. Due to the heavy volume of work received during the few weeks prior to final exams, it is necessary to extend the usual lead time requirement by a few days in order to process all final exam requests on time. Large projects needed during midterm and final exam periods should have as much lead time as possible (2-3 weeks). In these instances, work is performed on a first-come, first-serve basis.

Reorders of material on file by save number (located on the first and last page, lower corner) can be phoned directly to Word Processing, extension 7353, 7354 or 7357.

Evening Division

Evening instructors may leave materials to be typed in the Word Processing mailbox (Business Communication Services, room 103) with complete information regarding number of copies desired, date needed, course number, and any special instructions. The goldenrod printing work order form, which indicates that materials are for Evening Division and are to be returned to your mailbox, must accompany material submitted. The form is available in Word Processing as well as the Instructional Deans and Evening Division Office, room 102.

Materials Produced on Campus and Sold in the Bookstore

In order to process such orders, a textbook request form must be submitted and signed by the appropriate dean. The requisition is then forwarded to the Bookstore where a purchase order will be initiated and forwarded to the Word Processing Office. In the meantime, you need to turn the material in to Word Processing so that it will get the necessary preparation for printing. If it needs to be word processed, the staff needs adequate time to complete the order. If the material is camera-ready, it still needs a save number assigned to it. Then it will be forwarded to the Printing Department for processing

Printed Promotional Material

Before producing a flyer, brochure or other printed promotional material for general distribution on or off campus, contact the Office of College and Community Relations, room 600B, extension 7848 for guidance regarding graphic standards, use of the college logo and other protocol requirements. Electronic versions of the college logo are available in Outlook's Public Folder section.

PRINTING SERVICES

Printing Services, located on the west side of the Library building, is open Monday through Thursday from 6:30 a.m. to 6:30 p.m. (From 6:30 to 7:00 p.m. Printing Services is open for drop off and pick up work only: machines will be closed). Friday Printing Services is open 6:30 a.m. to 1:00 p.m.

Printing job orders may be filled out and left in Word Processing Services, Printing Services or the Associate Dean, Instructional Services, room 102. Check the box for "Evening" if you wish the completed order returned to the Associate Dean, Instructional Services Office where it will be placed alphabetically in faculty boxes. Completed orders are delivered after 5:00 p.m. (NO delivery on Friday). Please allow adequate time for your request. A copy machine in the Campus Business Services Office, room 103, is available should you require less than 10 copies. Larger orders must be sent to Printing Services.

NOTE: At the beginning of each semester (two weeks before classes start and two weeks into the semester), Printing requests require a 24 hour lead time.

Printing Online

1. Log into the Grossmont College website (www.grossmont.edu)
2. Click on "For Faculty/Staff"
3. Click on "Printing/Duplicating Department"
4. Click on "Job Submission"
5. All faculty and staff will need a GCCCD email account to log into the online job submission system. Faculty users, please fill out an email account application available at the Business Office, room 103B, and bring the form personally to Hsiu-Chih Jennings in room 70-038. Administrative users, please call the IS-Help Desk extension 7547 to obtain an email account.
6. **For Netscape users:**
 - ◆ Faculty enter "ICS-G\Firstname.Lastname" for User Name
Staff/administrative enter "ADMIN\Firstname Lastname" for User Name
 - ◆ Enter "Password"
 - ◆ Click "OK"**For Explorer users:**
 - ◆ Faculty enter "Firstname.Lastname"
 - ◆ Staff enter "Firstname Lastname"
 - ◆ Enter "Password"
 - ◆ Faculty enter "ICS-G" for Domain name
Staff/administrative enter "ADMIN" for Domain name
 - ◆ Click "OK"
7. Fill out online job ticket (all blue items are required).
8. Attach files (up to two files per transaction – 1 MB maximum).
9. Call extension 7066 or 7392 to verify that we have your submitted job(s).

Copyrighted Material

The Printing Department staff cannot be held responsible for the reproducing of any copyrighted material. If such material is necessary for classes, the following options are open to instructors:

1. The instructor may obtain written permission from the original source.
2. One or more copies of the material may be put on reserve in the Learning Resources Center.
3. The materials may be made available for purchase by students through the Bookstore.

ANY REPRODUCED COPYRIGHTED MATERIALS MUST BE COLLECTED BY THE INSTRUCTOR FOLLOWING STUDENT USE.

OFFICE SUPPLIES

Office supplies for certificated and classified staff may be obtained in Printing Services by filling out the Office Supply Request form.

Visit Printing Services website for all printing information and services, www.grossmont.edu/printing

KEYS

Full-time Certificated and Classified Staff

All requests for keys must be authorized and approved by the appropriate dean or director.

Part-time Certificated and Classified Staff

Classrooms are routinely opened by the Operations staff. Normally keys to campus facilities are not needed

by part-time faculty unless there are special security considerations for the area. No keys will be issued to part-time certificated staff unless approved by the appropriate dean or director. No keys will be issued to part-time classified staff unless approved by the appropriate manager or supervisor. Keys must be returned to Business Communications Services, room 103B, at the requested time (usually the end of the academic year, unless there is no continuing assignment between fall and spring semesters).

Authorization Procedure for Special Key Requests

All master key requests must be authorized initially by the appropriate dean or director and then approved by the College President. All "X" keys (high security areas) also require authorization by the same administrative offices. All keys requested to be issued to a staff member not assigned to a specific area must be authorized by the dean or director responsible for that area.

If a staff member requests the issuance of a key to an area which is not his/her assigned working area, the request card must be approved by the dean or director in charge of that specific area.

Any problem in regard to keys should be referred to the Business Communications Services Office, room 103B, extension 7622.

MAILBOXES

There is a mailbox for each full-time and part-time instructor. They are located in the Mail Center, room 103, adjacent to the reception counter/switchboard. The mailboxes are arranged alphabetically for your convenience. The full-time faculty names are on white labels; the part-time faculty names are on color labels.

Departments should make arrangements for distribution of flyers and material designated for specific individuals.

Students are not permitted in the Mail Center. Instructors wishing student workers to pick up their mail must forward written requests to the Mail Center staff; students should be instructed to pick up instructor correspondence from the college operator. Class work submitted by students will be date validated and put in faculty mailboxes by the end of the work day. Instructors returning student materials for student pick-up should leave the material with the college operator, not in the instructor mailbox.

MAILING SERVICES

Unstamped mail must be in the Mail Center, room 103, before 2:15 p.m. to be posted that day. It must have a Grossmont College return address including sender's name or department. Any mail without a return name will be opened and returned to the sender. All mail is recorded under designated departments.

Staples or paper clips enclosed in envelopes must not be in the upper portion of the envelope since they can jam the mailing machine and tear the mail. Thick, folded materials not in envelopes must be sealed with a gummed tab or tape. Staples are not allowed.

Mailboxes for outgoing mail are located in the Business Communications Services lobby. Please use the appropriate slot.

If envelopes are unsealed, keep flaps open. Secure ALL bundles (two or more pieces) with rubber bands which are available at the lobby mailbox, separating different weights in individual bundles.

Please attach a paper clip to the outside of the envelope for foreign mail. This is a temporary signal to mailroom staff that will be removed during processing. Within the United States, all first class will go airmail. Contact the mail processor for assistance with special mail (express mail, global priority, priority mail, certified, registered, etc.).

Please contact the Mail Center, room 103B, regarding any unusual mailing (cards, enclosures, printed postage, etc.) for instructions and approval before being prepared by Printing Services or IMS. New formats are continually required by the U.S. Postal Service for certain types of mail and must be followed precisely. This includes orders for pre-printed envelopes.

Following are special instructions for **large mailings**:

1. Contact the Mail Center, room 103B, for approval of the format and/or the master prior to having material printed. Printing order forms must have Mail Center approval signatures.
2. Obtain mailing request forms from the Mail Center when format/master is approved.
3. The mailing request form must be signed by the appropriate dean or director and the correct budget/billing information must be designated on the form.
4. The completed form must accompany the mailing.
5. The Mail Center must receive at least one week notice to schedule work.
6. No large mailing will be accepted the day prior to any holiday.

Use of standard A rate is urged whenever possible. To qualify for a standard A mailing, there must be 200 pieces or more. Mail with the printed indicia must be identical in content, material, and color. To determine if your mail will qualify, see someone in the Mail Center, room 103B, or call extension 7137. Standard A mail must be printed and cannot be handwritten or typewritten or reproduced on an automatic typewriter. The name and address of the addressee may be in the content but no individual, personalized salutation, such as "Dear John," can be included.

Mail Center personnel will sort and bundle first-class and Standard "A" postcard mailings and Standard "A" letter mailings going out of San Diego County. Having mailing labels run and submitted in zip code order is required. Standard "A" mailings in number 10 envelopes going to San Diego County area zips do not have to be put in zip code order. Postal regulations require specific locations for all information on the mailing face. Make sure to get Mail Center approval before printing. College compliance with Post Office regulations is required.

Reminder: Be sure to check with the Mail Center early when planning a large mailing.

Letters: Check with the Mail Center concerning odd-size mail to make sure your letter is within dimensional standards. Undersized letters or cards will be nonmailable and oversized mail incurs a surcharge. Envelopes containing first class mail must carry a "Return Service Requested" endorsement which must be ordered through Graphics/Printing.

Packages: Scotch tape and masking tape, as well as string, are not acceptable for wrapping packages. Clear reinforced tape is prescribed by postal authorities. The Mail Center does not furnish wrapping materials.

Only first class mail can be forwarded to instructors on leave or other extended absence. Please provide a forwarding address to the Mail Center. All other mail will be retained in the Mail Center or sent to the instructor's office.

TELEPHONE SERVICES

If you are a full-time instructor, you will have a telephone in your office or have ready access to one in that location. Extension numbers are listed in the Staff Directory.

If you are a part-time instructor, calls are normally connected to your voice mail. If you can be reached at a campus office, you must give the information to the college operators.

Students may leave messages for you by calling 644-7000 and dialing in the voice mail number, or by dialing "0" for transfer to the switchboard/directory information extension. You may retrieve and clear your voice mail box by dialing 644-7454, dial your voice mail number and the * key, then enter your pass code. Information regarding use of this message service is available from the Business Communications Services Office, room 103B, extension 7135. Students may not leave messages if you have not arranged for a voice mail box number.

Toll calls or long distance calls are not authorized except when they involve the college or district. If a long distance call is attempted, a fast busy signal is heard meaning an outside line must be cleared through the college operator, "0." Although personal calls may not be placed from college telephones, an emergency may make it necessary to do so. Have the call charged to a personal credit card.

Local calls may be placed by dialing "9" and the number desired. 1-800 and 411 may also be reached by dialing "9." Local directory assistance calls are billed to the college district; therefore, you should use phone directories

whenever possible. Information is available from the college operator. Telephones are not for use by students. Student workers may obtain permission from their supervisor.

For emergency calls, dial "911" or call District Police at extension 7654.

For urgent questions or telephone trouble reports, dial extension 7135 for Business Communications Services. Your department should inform Business Communications Services of any change in office hours or relocation of offices.

STAFF BULLETIN

The LOOP, the weekly staff bulletin containing announcements for all staff, is prepared on Tuesday and is sent to all full-time and part-time employees via e-mail and posted on the intranet Thursday of the same week. Hard copies are available in the mail room. Since proper communications avoid many problems, instructors are asked to be conscientious in reading this bulletin. Announcements to be included in the Loop must be submitted by noon on Tuesday to the Instructional Operations Office, room 109, or emailed to Marsha Raybourn. Notices may be run four times a semester. Business ads may not be placed in the Loop; personal ads are run a maximum of four times, as space permits. The Loop is not published over the Summer.

EVENING DIVISION OFFICE

The Evening Division office is located in the Instructional Deans Office, room 102, and is open from 5:00 to 9:00 p.m. Monday through Thursday. The office is generally staffed by the Associate Dean, Instructional Services and a clerical assistant. Please contact this office at extension 7157 or 7159 if you have any questions or need assistance and cannot reach your division dean.

CENTER FOR ADVANCEMENT OF TEACHING & LEARNING (CATL)

CATL offers instructors and staff both technology training and the opportunity to develop instructional materials and presentations using multimedia software, Internet access, and state-of-the-art hardware. The CATL lab is housed in room 70-016 in the west side, lower level of the Library building. Software includes the Microsoft Office Suite, Adobe Photoshop, Illustrator and PageMaker, as well as word processing programs. The CATL Coordinator may be reached at extension 7788. Complete information is available at <http://www.grossmont.edu/catl>

CREDIT UNION

The Grossmont Schools Federal Credit Union serves all employees and their family members of the Grossmont-Cuyamaca Community College District and the Grossmont Union High School District. The Credit Union office is located at 1069 Graves Avenue, El Cajon, CA 92020-4573, phone number is (619) 588-1515. Checking accounts are available with easy access through 24 hour online banking and audio response. The Credit Union also offers regular savings accounts, money market savings, IRA's and three month to five year CD's. Loans are available including signature, auto, RV and real estate loans. In addition, the Credit Union offers Classic and Platinum Visa credit cards. Call for further information.

BUDGET AND SUPPLIES

BUSINESS COMMUNICATIONS SERVICES

Business Communications Services, room 103B, maintains office hours from 7:30 a.m. until 7:00 p.m., Monday through Thursday, and from 7:30 a.m. until 5:00 p.m. on Friday. Business Communications Services include assistance with budget records, purchasing, mileage, travel, payroll check distribution, keys, facility requests and set-up, calendar information, mail center services, telephone requests and repairs, and voice mail.

DISTRICT PURCHASING PROCEDURES

All requests for prices, repair services and all purchasing shall be made by the District Purchasing Department. Employees shall not commit the District to any purchase or service obligation. District policy precludes payment for materials after they have been received, unless there has been proper preliminary requisitioning and orders issued.

All communications with suppliers shall be through the District Purchasing Department, except in special cases where the technical details make it advisable.

Divisions should allow at least three weeks for receipt of orders placed locally. A minimum of five to six weeks should be allowed for issuance of orders which require the bid process, and an additional two to three weeks should be allowed if County Counsel approval is required.

COLLEGE BUDGET

At the beginning of the second semester, work will begin on the preparation of division or program area budgets for the following year. Responsibility for the beginning aspects of this task rests with the appropriate dean and department chairs/coordinators. In those areas where part of the budget is predicated on federal and state assistance, deans will be responsible for providing budgetary information. Learning resources requests are to be directed to the Associate Dean, Learning Resources.

Budget requests are prepared on forms designed and distributed by the Office of Administrative Services. Completed forms are returned by deadlines set by the college administration.

Budget requests for staff positions, facilities modifications and equipment/technology are facilitated by special processes. Shared governance committees for such purposes solicit requests at appropriate times and make recommendations to the President through the Planning and Budget Council.

PURCHASE REQUESTS

Business Communications Services will assist you in the following procedures. The standard purchase request form will be used to order items which were approved for purchase on the fiscal budget, instructional and institutional supplies. Online purchase requests will be each department's and division's responsibility. All requests must have the proper approvals before they are processed electronically. Department and division personnel who have been trained in the IFAS purchasing system will input purchase requests. All requests are electronically approved by the Dean – Administrative Services before being sent to Purchasing. Copies of all completed purchase requests should be submitted to Business Communications Services, room 103B. In most instances, at least three weeks should be allowed for delivery for capital outlay items or supplies purchased from outside vendors. General office supplies, e.g., pencils, pens, tablets, are available at the Printing Department, room 70-115. Computer paper and floppy disks are available through the Warehouse. To order from the Warehouse, use a Stores Requisition form, available in Business Communications Services.

LENDING OF DISTRICT OWNED EQUIPMENT

The Board limits the use of District equipment for noncollege use of District property under Policy #6520. If equipment is required for the use of those granted permission to use campus facilities, it may be loaned in accordance with Board policy. The Board believes that District equipment is a valuable resource which may be loaned for community use under certain conditions, provided that such use does not interfere with the educational program of the colleges.

School equipment may be removed from District property by students or staff members only when such equipment is necessary to accomplish tasks arising from college responsibilities. The consent of the College President or designee for use of college equipment (or the Vice Chancellor-Business or designee for District equipment) is required for such removal. Removal of District equipment from District property for use other than that arising from college responsibility is prohibited.

When equipment authorized for loan requires the services of an operator, the user shall employ the services of a person designated by the District and shall pay such costs as have been set for the operator's hire.

The user of District equipment shall be fully liable for any damage or loss occurring to the equipment during the period of its use and shall be responsible for its safe return.

PAYROLL

FULL-TIME FACULTY PROCEDURES

If you are a full-time instructor, you are considered to be a 10-month employee who works 165 teaching days and completes 40 hours of Professional Development in the fiscal year. Currently, you receive 11 equal payments starting with the first paycheck at the end of August and the last paycheck at the end of June.

Before the start of each term, you receive a notification of class assignments, commonly referred to as a “Hire Letter.” This nomenclature has greater applicability to a similar form that is issued to part-time faculty members. (See section below.) However, it is important that you review the assignments listed on the “Hire Letter” as you receive it. Should you find an error in the listing, please see your dean as soon as possible.

Those full-time faculty who teach summer school will receive payment for June time at the end of June. For summer school assignments that extend into July or August, Payroll will pay for the time worked in each month at the end of the month.

If as a full-time instructor you teach overload classes, you receive the pay for the overload assignment in four equal installments at the end of September through the end of December for the Fall Semester. In the Spring Semester, the overload assignment would be paid at the end of February through the end of May. NOTE: If the overload assignment is not a full semester length course, the pay would be paid over the months taught. For example, a first 8-week course would be paid at the end of September and October. The second 8-week class would be paid at the end of November and December.

If you are a full-time counselor or librarian, you are considered to be an 11-month employee who works 193 days in the fiscal year. Currently, full-time counselors and librarians receive 12 equal payments.

If as a counselor or librarian you teach a class for extra-pay, the extra-pay is handled in the same manner as the overload assignment for a full-time instructor.

Full-time counselors and librarians who work additional hours above their contract requirements are paid off the non-classroom salary schedule on a academic hourly timesheet. The timesheet would be submitted for hours from the 11th of the previous month to the 10th of the current month to be paid at the end of the current month.

PART-TIME FACULTY PROCEDURES

Each academic term, your division office will create a document that summarizes your assignment of course sections, including for each section the units, days, time, room, hours, load value (expressed as LED or Load Equivalent Decimal) and budget account number. A sample is provided within the forms section in the appendix; please see page 104. While the title of the document is not so identified on the form, the common name used in reference to it is a “Hire Letter.”

In addition to the items noted above, other very important information is printed on the front and reverse side of the form. For example, if you are a part-time faculty member and your sections represent a load that exceeds .40 LED, there is a statement indicating that you not perform any additional academic responsibilities, for which you receive pay, without review and approval of the appropriate dean(s). On the reverse side, part-time faculty members will find a statement at the top indicating that the assignment is temporary and may be terminated at any time for a variety of reasons such as, but not limited to, low enrollment or other District business necessity. Important information regarding your obligation to complete mandatory professional development hours is also included on the reverse side of the form. Failure to complete this obligation may result in a reduction of your salary.

It is important that you review both sides of your hire letter as you receive it. Should you find an error in the

listing of course sections or be concerned about other information provided, please see your dean as soon as possible.

The part-time instructor rate of pay is based on the Part-Time Instructor and Extra Pay Salary Schedule and is calculated from information on your "Hire Letter." A copy of the current Part-time Instructor and Extra-Pay Salary Schedule is available with the new hire packet provided to new part-time instructors. If you did not receive a copy of the salary schedule, please contact the Employment Services Office at 644-7639 or stop by Employment Services in the District Office South, and request a copy. Please review the Part-Time Instructor and Extra-Pay Salary Schedule carefully and if you have any questions, contact Employment Services. Salary placements will be made in accordance with the procedure listed on the salary schedule.

You will receive five (5) payments, which are paid on the last working day of August, September, October, November and December for the fall semester and January, February, March, April and May for the Spring semester. The first check in each semester will reflect hours required for Staff Development or the equivalent of one (1) week of work. The remaining amount due will be divided in four (4) equal payments. Your check will reflect hourly rates and hours taught to comply with State Teachers' Retirement System reporting requirements. Exception: Eight (8) week or other short-term classes, are divided by months worked, and are completely paid by the end of the month your assignment ends.

Days for which you are paid include Staff Development Week, which is the week before classes start, through the last week of scheduled finals. You are expected to complete the required hours of staff development set up by your dean's office, which are included in the total LED of each class. If you do not complete the required hours, or do not turn in the paperwork on time, your paycheck will be docked accordingly. Whenever there will be a dock on your check, Payroll will try to notify you in writing in advance.

If your class is cancelled, you will be paid for time worked, including staff development if met. Individual class sessions are paid on a fractional basis. You would be paid for the number of classes you met out of the total number of class meetings for your class for the entire semester. (Example: If completed all staff development requirements and met your MWF class on Monday and Wednesday, and then the class was cancelled, you would be paid for 5 out of 51 possible meetings.) If the cancelled class was the only class you were teaching, please remember to pick up your check for days worked, or provide a self-addressed stamped envelope for mailing to the Business Communications Services Office, room 103B, or the Payroll Department, room 859.

As a part-time instructor, you earn sick leave. The amount of sick leave earned during a semester is equivalent to the number of hours a class meets during one week. Thus if you were teaching one three hour class per week would earn a total of three hours of sick leave during the semester.

Part-time faculty who teach summer school will receive payment for June time at the end of June. For summer school assignments that extend into July or August, Payroll will pay for the time worked in each month at the end of the month.

PAYCHECK DISBURSEMENT

Paychecks will be available from 11:30 a.m. – 7:00 p.m. on the last working day of the month, Monday – Thursday, or if Friday, until 5:00 p.m. in room 103B. It is a good idea to always have ID with you when you pick up your paycheck. Nonnegotiable pay stubs will be placed in individual mailboxes one week after payday. If you would like to have your paycheck mailed, please provide a self-addressed stamped envelope to Business Communications Services, room 103B. If you cannot pick up your paycheck and you don't want it mailed, you may have someone else pick up your check for you IF you provide that individual with a note giving your permission. Also, the person with the note should be sure to have ID.

NAME CHANGES

Your name will appear on your personnel/payroll records and in the class schedule as shown on your social security card. Please immediately notify Employment Services, room 855, District Office South, of any address,

name, marital status, or other changes. If changing Federal or State withholdings, contact Employment Services or Payroll, room 859, District Office South, for appropriate forms.

LARGE CLASS EQUIVALENCY (L.C.E.)

If you are faculty teaching large classes (currently, 50 or more students), you are eligible to participate in the Large Class Equivalency Program. Large Class Equivalency shall be computed for compensation, banked load, or load reduction purposes as provided in the GCCCD/United Faculty Agreement. (See Articles 7.11 and 7.12)

The L.C.E. value shall be computed based on the class enrollment at the first census date (Monday of the third week of the semester for semester-long classes).

Payment of the large class compensation shall be a one-time check, subsequent to the first census week, and prior to the end of the semester.

Class maximums shall be subject to negotiations. United Faculty and the District agree that on any given day, class size shall not exceed the posted classroom maximums. Further, the Large Class Equivalency shall be paid only on classroom maximums.

TEACHING ASSISTANT PROGRAM

If you are faculty teaching large classes (currently, 45 or more), you are eligible to participate in the Teaching Assistant Program. Eligibility for the teaching assistant program shall be determined at the end of the second week of class. The number of teaching assistant hours shall be determined by the number of students enrolled in the class as provided by the GCCCD/United Faculty Agreement. (See Article 7.11)

Teaching assistants shall be selected by you, the instructor, from among students enrolled in one or more classes. The teaching assistant's range of duties may include:

- ♦ Assisting in test construction and preparation.
- ♦ Grading examinations, tests, class projects, and other assignments.
- ♦ Tabulating grade records and attendance.
- ♦ Tutoring during scheduled hours.
- ♦ Assisting in clerical matters related to the classroom.

You will be responsible for:

- ♦ Recruiting and hiring the teaching assistant.
- ♦ Developing a written agreement outlining the duties and work schedule of the employee.
- ♦ Obtaining a Hire/Rehire/Change Form from Business Communications Services for the TA to complete, signing as supervisor, and routing the Hire/Rehire Change Form to your division dean.
- ♦ Monitoring the allotment of hours to insure that the allocation is not exceeded.

This compensation is not available as additional faculty salary.

PROFESSIONAL DEVELOPMENT

The week prior to the first day of classes each semester is designated as Professional Development Week. Activities during the week are designed by and for faculty in order to provide you with opportunities for professional development. Professional Development Week offers a wide variety of workshops and seminars, in addition to college and department meetings. Prior to each semester, a schedule for the upcoming Professional Development Week will be made available. Please consult this program to find any required meetings, their dates, times and locations.

If you have any questions regarding professional development, ask your dean for the name and extension of the Faculty Staff Development Committee chair and give him/her a call. The Staff Development website is: www.grossmont.edu/staffdevelop

FULL-TIME FACULTY

As a full-time instructional faculty member, you are responsible for 40 hours per academic year in professional development activities. (Reassigned time is exempted for the number of hours from which you have been released.) You submit to your department chair/coordinator a contract of the semester's activities at the end of the semesters' Professional Development Week. Upon approval, the chair/coordinator sends a copy to the appropriate dean. Copies should be kept on file by all three parties: instructor, chair/coordinator, and dean.

Fulfilling required hours:

1. General faculty meeting, including the President's address, division and department meetings during Professional Development Week, and other general faculty meetings during the semester as deemed necessary by the AB 1725 Committee.
2. Five office hours for consultation with students and staff during Professional Development Week are allotted for staff development credit.
3. Department chairs and coordinators may apply up to eight hours of credit for performing necessary department and program duties during Professional Development Week.
4. The remaining requirements may be fulfilled in a variety of ways:
 - a. Attendance at scheduled Professional Development Week activities.
 - b. Conference, seminar, or workshop participation. This may take place on any day of the year, provided that the instructor has met his/her teaching requirements for that day. You must have approval from the chair/coordinator and the dean. Copies of approved Conference Proposal forms should be kept by all three parties.

Proof of attendance at the activity must be submitted to the chair/coordinator and the dean to qualify for Professional Development credit.

If the conference hours are not met, for whatever reason, you must re-negotiate with the chair/coordinator and the dean to fulfill the hours within the current fiscal year (July 1 to June 30).

- c. Special projects. This includes writing grants, work on a textbook, etc. It does NOT include the usual class preparation or routine activities like curriculum adjustments, test preparation, etc. Again, you must have PRIOR approval from the chair/coordinator and the dean. Copies of the approved Project Proposal form must be kept by all three parties.

At the conclusion of the special project, you must submit a report documenting the results to the chair/coordinator and the dean.

- d. Workshop presentation. A maximum of six hours credit will be given for preparation time for presentations made either during Professional Development Week or during the semester. Use the following chart to determine the number of credit hours:

<u>Presentation Length</u>	<u>Flex Credit Hours For Presenter</u>
½ hour	1 hour
1	2
1 ½	3
2	4
2 ½	5
3 or more	6

PART-TIME FACULTY

As a part-time instructional faculty member, your hourly requirement for participation in these activities is equal to the number of hours you will be teaching during a week that semester. For example, if you are teaching one three unit class which meets three hours per week, your hourly requirement for professional development that semester is three hours. If you are teaching a lab component, it is the number of hours in the lab that is the required amount, not the number of units.

According to District procedure, all part-time faculty must complete their required hours by the last Friday in September for the Fall semester and the last Friday in February for the Spring semester. Your Professional Development Contract/Plan, available with the Professional Development Week schedule, on the Staff Development website and from your Dean, must be turned in to your Department Chair/Coordinator by the end of Professional Development Week. For activities completed after Professional Development Week, proof of attendance must be submitted to the Dean's office, room 102, by the deadline date for each semester. It's a good idea to keep copies of these forms for your records. **Paperwork not turned in as required will result in your pay being docked.**

Fulfilling required hours:

1. General Faculty Meeting for Part-time Faculty and scheduled division and department meetings for part-time faculty.
2. Attendance at scheduled Professional Development Week activities.
3. Conference, seminar, or workshop participation. The instructor must have approval from the chair/coordinator and the dean. Copies of approved Conference Proposals forms should be kept on file by all three parties: instructor, chair/coordinator, and dean. See the restrictions below.*
4. Special projects. These include writing grants, work on a textbook, etc. They do not include the usual class preparation or routine activities like curriculum adjustments, test preparation, etc. See the restrictions below.*

* All part-time faculty must complete their required hours no later than the last Friday in September. Their Staff Development Contract/Plan is turned in to their Chair or Coordinator by the end of Flex Week and verification of completion of activities turned in to the Chair or Coordinator by September 27th, 2002. Part-time faculty who do not meet this contractual requirement in the appropriate time frame will see their paychecks docked.

The contract forms are made available before the beginning of Professional Development Week. Conference and project proposal contracts are available online: <http://www.grossmont.edu/instructionaldeansoffice/form.htm>, or at the switchboard, room 103B.

TRAVEL

PROCEDURES FOR OFF-CAMPUS ACTIVITY ATTENDANCE REQUEST

To ensure that insurance as provided by the district will be in force when you travel, proper procedures should be followed as outlined below. (Out of country and out of state travel must have prior Board approval. See section below.)

An Off-Campus Activity Attendance Request form must be properly completed and signed by the person requesting attendance, then submitted to the Dean/Supervisor prior to the date of the activity. The latter will be responsible for routing the request for review by the:

1. Business Communications Services
2. Dean – Administrative Services
3. College President

Following action by the President, the Off-Campus Activity Attendance Request form is returned to Business Communications Services.

Contact Business Communications Services, room 103B, for correct procedure for air transportation reservations or car rental.

- ♦ Reimbursable transportation expenses include all necessary official travel on railroads airlines, buses and other usual means of conveyance, including trolleys, shuttles, ferries, and subways.
- ♦ All employees are expected to use the most economical mode of transportation where practical.
- ♦ Mileage reimbursement for out-of-town travel will not exceed the lowest commercial unrestricted airfare.

A copy of the Off-Campus Activity Attendance Request form is returned to the requestor with a Travel Expense Claim Form.

To request reimbursement up to the maximum amount authorized, Travel Expense Claims must be completed and returned to Business Communications Services, room 103B, following approved off-campus activity.

Travel Claims are honored only when an approved Off-Campus Activity Request is on file in the Business Communications Services Office.

PROCEDURES FOR OUT OF COUNTRY/STATE TRAVEL

The Governing Board has delegated to the Chancellor, Vice Chancellors, and College Presidents authority to approve employee travel off-campus within the United States, Mexico, and Canada to attend educational conferences and meetings. All other international requests must be approved in advance by the Governing Board.

Submit a Board agenda item to the College President at least 60 days before the intended travel. (Governing Board Policy #7400)

The Governing Board must approve all out of state and international student representative/team travel in advance of the travel. Submit a Board agenda item to the College President at least 60 days before the intended travel. (Governing Board Policy #7400)

EXTRA-CURRICULAR/CO-CURRICULAR STUDENT ACTIVITIES

In accordance with Education Code Sections 72242 and 87032, it shall be the policy of the Grossmont-Cuyamaca Community College District to provide for participation in co-curricular activities conducted within and outside the state, held in conjunction with the educational program of the district. Payment of travel and other necessary expenses shall be authorized by the Governing Board. These payments shall be a proper charge against district funds.

Procedures

As used in this policy, co-curricular shall mean those activities and events which are designed to complement the academic program of the Grossmont-Cuyamaca Community College District and which meet all the following criteria:

- ◆ The activity or event is approved by the Governing Board. Advance payment shall be granted for all events which are properly approved by the Governing Board before the event occurs. All retroactive payments shall be claims submitted by the employee in charge.
- ◆ Students of the Grossmont-Cuyamaca Community College District are participating in the activity or event. Your reimbursements not in conjunction with student participation shall be handled through the regular travel budget.
- ◆ The activity or event is an extension of classroom instruction or related Grossmont-Cuyamaca Community College District programs.

Advance payments and district financial support shall be based on the rate schedule approved by the Governing Board.

After each co-curricular event, an accounting report must be filed within five (5) days to Business Communications Services, room 103B, indicating the number of persons who participated in the event, accompanied by all receipts required by the County Office and the district auditor. All unused advanced funds shall be returned to Business Communications Services.

Transportation shall be provided whenever possible by the following methods:

- ◆ Bus – by district purchase order or check request
- ◆ Air Travel – by purchase order or check request through a travel agency
- ◆ Private car – by reimbursement for mileage on travel expense claim.

There will be no advance payment for transportation. Any other advance payments shall be made to you, and you shall be held accountable for all unused funds and the proper records.

PROCEDURES FOR FILING TRAVEL EXPENSE CLAIMS FOR REIMBURSEMENT

Travel Expense Claim Forms are available in the Business Communications Service, room 103B.

Receipts are required for:

- ◆ Lodging – Lodging must be itemized by the day on the expense claim.
- ◆ Conference Registration Fees.
- ◆ Meals – reimbursable for actual meal expenses up to \$55.00 per day.
- ◆ Car Storage or Parking – Storage or parking expenses in excess of \$5.00.
- ◆ Method of Travel – plane, train, car rental, etc.

No receipts are required for:

- ◆ Miscellaneous Expenses – up to \$15.00 per day. Must be shown by the day on the travel expense claim. Such miscellaneous expenses include minor supplies, postage, and reproduction costs, porter service or incidentals.
- ◆ Taxi or ferry.
- ◆ Telephone calls – including computer on-line charges, and fax charges incurred in conducting college/district business. There is not a set limit on the cost per call, or per day, but any personal calls costing over \$10.00 should be noted to the approving administrator.
- ◆ Gas Mileage – may be claimed on the same form as travel expense at the maximum rate allowed by the Internal Revenue Service but not to exceed the cost of coach air fare. District policy provides that if a person drives his/her own car, his/her mileage expense cannot exceed coach air fare.

Other Information:

The amounts on the Travel Expense Claim must not exceed the amount authorized on the Off-Campus Activity Attendance Request.

Travel Claims must be signed by claimant and approved by the Dean of Administrative Services and President. Approved claims are submitted to Business Communications Services, room 103B, for processing. All travel reimbursement checks are placed in your campus mailbox.

PROCEDURES FOR FILING MILEAGE EXPENSE CLAIMS FOR REIMBURSEMENT.

Mileage forms are available from Business Communications Services, room 103B. Mileage claims are paid only when employees use their personal cars for District business directly related to their job responsibilities. Mileage claim forms are to be used when only mileage is claimed. If other expenses such as meals are claimed, a Travel Expense Claim should be used for all expenses.

Where you are required to travel from your residence directly to a destination other than your regular work location or you are required to return home from a point other than your regular work location, reimbursement shall not exceed (1) the mileage which would be paid if you had traveled between your regular work location and the assigned destination, or (2) payment for the actual miles traveled if less than mileage computed between your regular work location and destination. Under no circumstances will reimbursement be made for normal travel between your home and your regular work location.

Mileage claims must be signed by the claimant and submitted to his/her Dean/supervisor for approval. When the claim has been properly completed and approved, it is forwarded to your campus mailbox.

TRANSPORTATION OF STUDENTS BY CERTIFICATED OR CLASSIFIED EMPLOYEES (Legal Responsibilities and Liabilities)

A Driver Data form must be on file before any district vehicle can be driven for any purpose. These are obtained by request from the Business Communications Services Office, room 103B.

If a personal car is used for official business or transportation of students, a Driver Data form must be on file. It is important that personal vehicles be fully insured, since suits can be entered against an employee as well as the district.

The Grossmont-Cuyamaca Community College District carries comprehensive public liability and property damage insurance, which protects you against claims arising out of accidents occurring as a result of your performance of regular duties.

If you are an intermittent and temporary employee, you are not authorized to transport students to college related functions or on college business at any time.

Students are not authorized to use personal or district transportation, except when they must report to alternate class locations for instruction. In such cases, personal transportation may be used. The mandatory accident insurance required of every registrant at Grossmont applies in such circumstances should injury occur.

Field trip waivers are available in the Business Communications Services Office, room 103B. All students going on field trips must fill one out and return to the instructor before each event.

Examples:

Case #1 - Transportation of students in personal vehicles

- ◆ A Driver Data form must be on file.
- ◆ Personal insurance must be in force as the employee cannot escape personal liability.
- ◆ Prior approval in writing from appropriate administration must be on file.
- ◆ A student cannot be delegated to drive even if the student has cleared a Driver Data form. (Students can only drive college vehicles after special clearance.)
- ◆ Trips must be clearly related to college business; only direct to-and-from event travel is covered; cocurricular or extracurricular events, which are a normal part of an assignment, are included as authorized travel.
- ◆ There is no district coverage when students are given rides “out of the goodness of one’s heart”

(e.g., unauthorized to attend the event, hitchhiking to college).

Case #2 - Transportation of students in district-owned vehicles or other public carrier

- ◆ Insurance protection is much clearer, since such modes of transportation are directly related to district insurance coverage.
- ◆ Official purpose of travel and authorization is easier to document.
- ◆ Insurance coverage is usually more inclusive than personal insurance coverage.

HEALTH AND SAFETY

STUDENT HEALTH SERVICES

All campus or class-related injuries and other medical emergencies should be reported immediately to the Student Health Services Office, room 114. All students currently attending classes at the college are automatically covered at the time of enrollment by an accident insurance policy.

In addition to first aid, the Student Health Services Office provides a variety of counseling, screening, diagnostic, and referral services for students with health related problems. If you have questions or concerns regarding the health of your students, please contact the Student Health Services Office, room 114.

Health Services also evaluates injuries suffered by employees while at the college and will assist in medical care and workers compensation, if needed.

STUDENT INJURY AND ILLNESS

First Aid

In the event of an injury or sudden illness, call immediately to Student Health Services, extension 7192, for assistance with first aid, treatment, transportation, or referral. Situations occurring after the closing hours of the Health Services office should be addressed to the District Police at extension 7654 (24 hours a day). Someone should stay with the individual and keep him/her as quiet and still as possible until aid arrives. The first qualified person on the scene should begin first aid. If there is a life-threatening emergency, the paramedics should be called (dial 911). Be aware that the student, not the college, will receive a bill of up to \$700 for a paramedic call and/or transport. College athletes should contact an athletic trainer and their coach. District Police will also render first aid, extension 7654 or 644-7654 (24-hour number).

Insurance Coverage

Students are covered by an accident and emergency illness policy, which is **SECONDARY** to any other coverage they may have, and may **NOT** pay all of the cost for treatment. Refer all students to the Student Health Services for information and to complete a claim form as soon after an injury or emergency treatment as possible. **DO NOT** refer students directly to medical care with the impression that the college “will take care of it.”

EMPLOYEE INJURY AND ILLNESS

First Aid

The Student Health Services staff will assist with first aid on request. The supervisor should be notified of accidents, illnesses, injuries, and resulting absences. Referral may be made to a facility of the District’s choice unless the employee has filed otherwise. In a true emergency and after hours, the closest hospital is the appropriate referral.

Workers’ Compensation Benefits

The Risk Management/Benefits Office, room 854, does the record keeping for workers compensation claims which is required by state law. Within 24 hours after reporting an on-the-job injury or illness to a supervisor or dean, you should receive an Employee’s Claim Form (DWC-1) wherein your rights are outlined. You should obtain a status report from the doctor after each visit indicating any work restrictions and/or authorizing any days off work. The original copy of the doctor status report should be given to the Risk Management/Benefits Office with a copy for the department.

Medical Treatment

You are entitled to all medical treatment necessary to provide cure or relief from the effects of a valid work-related injury or illness. This includes all types of medical, surgical, and hospital treatment, including reimbursement for mileage to and from a doctor. Medical treatment can be obtained at Sharp Rees-Stealy Occupational Health and/or the college Health Services (emergency care only).

Reporting

Prompt reporting of an on-the-job injury or illness to your dean/supervisor will aid in early receipt of benefits. Failure to report may result in loss of some, if not all, benefits.

Temporary Disability

If you are temporarily unable to work due to a valid work-related injury or illness, worker's compensation benefits will be paid during the time of absence and until you return to work. The right to temporary total disability ends either when work is resumed or when it is judged "maximum recovery" has been reached.

GUEST AND VISITOR INJURY AND ILLNESS

Visitors to the campus will receive first aid assistance from the Student Health Services, room 114, or Department of District Police, room 600, as necessary. Visitors and guests are covered by the Student Health and Accident Insurance policy.

ACCIDENTS AND SAFETY HAZARDS

All unsafe conditions, hazards, and accidents should be reported to Risk Management at extension 7710 and/or District Police at extension 7654. See the "Emergency Actions" poster posted in each classroom, office, and available by e-mail for more detailed information.

FIRE, EARTHQUAKE, DEFENSE, AND OTHER DISASTERS

For emergencies such as a canyon fire, earthquake, national defense emergency or other disaster of a similar magnitude, some simple rules to follow can make the difference between panic and order.

1. During the first class session and once or twice during the term, discuss emergency procedures with your class. Advise students that they should wait for instructions in an emergency, and not evacuate the campus until it is known to be safe to do so. In some cases, faculty and students will be asked to remain in classrooms until notified they may leave, especially if there is an emergency regarding a hostage or armed intruders.
2. Review the evacuation instructions posted in your class (**See Appendix F for sample**), and bring them to the attention of students.
3. Students with physical disabilities may require assistance during emergency evacuations. Such assistance should be planned in advance of the actual need. For additional information on types of assistance, contact Disabled Student Programs and Services (DSPS) at 644-7112, room 110 (Administration Building).
4. Familiarize your class with the location of the emergency phone system in your classroom. In most instances, announcements using this system will provide notice of an emergency, and instructions on what to do.
5. In the event of an emergency causing classroom evacuation, you and your students should take as many personal belongings as a safe exit will allow. This should include your instructor's class roster. This should help you recall students who were in your class when the emergency notice occurred. If someone is missing later, you may be the only person who knows who was in the class when evacuated, and can save search and rescue time for people who were absent from class on that day.
6. **Try to present a calm demeanor during any emergency situation. Your primary role is to lead your students to safety; you are not responsible for resolving collateral problems that will be the responsibility of others.**

BOMB CALLS AND REPORTS

When a bomb threat is received, any person receiving the call should ask the following questions:

1. When will the bomb explode?
2. Where is the bomb?
3. What does it look like?

If at all possible, try to keep the caller on the line, ask more questions, and have someone contact the District Police at extension 7654 or 644-7654. They will notify the El Cajon Police Department, El Cajon Fire Department and the appropriate college administrator.

AIR POLLUTION/TRAFFIC ABATEMENT EMERGENCY PLAN

The Governing Board has adopted as policy an air pollution emergency plan which reflects the California Air Pollution Emergency Plan for this area. The San Diego County Air Pollution Control District will notify the District when a pollution emergency level is predicted or reached. The Risk Management Office will then notify staff, faculty and students if appropriate. There are a number of things you should know or do in preparation or fulfillment of the plan to minimize adverse health effects of air pollution and to implement emergency traffic abatement.

Each year you should complete or update your Transportation Survey and request a match list for emergency carpooling preparedness. You are encouraged to rideshare and promote ridesharing among your students on a regular basis to help reduce air pollution and traffic demands.

If your students are involved in strenuous activities when air pollution episodes occur, the activity should be stopped or postponed.

Athletic teams planning to visit Grossmont when air pollution episodes are predicted or called should be notified as soon as possible. Conditions in an area Grossmont teams plan to travel to should be checked before travel.

Local air pollution condition can be checked by calling (858) 650-4707 during office hours or check online for daily air quality forecasts at www.sdapcd.co.san-diego.ca.us

GENERAL INFORMATION

DISTRICT POLICE, room 600AE, extension 7654 or (619) 644-7654

District Police provides 24-hour a day police services to persons and property on college grounds, facilities, parking lots, and at adjacent off-site locations.

District Police Officers are sworn officers in compliance with the California Education Code and California Penal Code, and have full law enforcement authority throughout the state. District Police Officers are vested with full law enforcement powers and responsibilities as local police and deputy sheriffs in your community. District Police Officers receive the same training as El Cajon Police Department Officers and San Diego County Deputy Sheriffs.

The department also employs uniformed Community Service Officers (CSO's) who provide building security, escorts and assistance with special events.

District Police has a mutual aid agreement with local law enforcement agencies which enables us to summon assistance for incidents requiring special resources not available.

District Police has the jurisdiction and responsibility for investigating crimes and providing police protection to the college community.

FACILITY REQUESTS

A Facility Use Request/Data Sheet form is required and must be approved for campus room use for activities other than regularly scheduled classes. Forms are available at the Instructional Operations Office, room 109, and the Business Communication Services Office, room 103B.

On-Campus users

A Facility Use Request should be completed and submitted to the Instructional Operations Office, room 109, two weeks prior to the scheduled event. Contact Instructional Operations at extension 7152 for assistance.

Off-Campus users

A Facility Use Request should be completed and submitted to the Business Communication Services Office, room 103B, one month prior to the scheduled event. Contact Business Communication Services at extension 7623 for assistance.

PARKING PERMITS

All vehicles you drive must display a valid parking permit while parked in any District lot. You are eligible for up to two staff permits per three-year period. Staff parking permits are valid in all lots. The permit entitles you to the use of a single reserved parking space. Family members **MAY NOT** use your permit.

The permit is a sticker which must be displayed in one of the following methods when your vehicle is parked on campus property:

1. Completely affixed to the inside lower corner of the rear window, with no loose or partially affixed corners. Convertibles or other open vehicles, and vehicles with dark tint on the back windows must have the permit completely affixed to either side of the inside lower corner of the front windshield.
- or**
2. Encased in a plastic sleeve, hanging from the rear view mirror, or lying face-up on the dashboard. The plastic hanger is provided at no charge, and may be obtained from the Business Communication Services Office, room 103B. The hanging permit must not be obstructed by a sunshade, by items on the dashboard, or by anything which prevents the visibility of the color and/or expiration date.

Temporary one-day and one-week staff parking permits are available at the Grossmont College Police Department Office, room 600AE, or the Cuyamaca College Police Information Booth. Please bring along your staff

identification card.

If you have a car cover, you must register you car(s) and permit number(s) with District Police as soon as possible.

Before selling or replacing a vehicle upon which a sticker has been affixed, the sticker must be removed (a razor blade works well) and returned to Business Communication Services, room 103B. You must bring all pieces of the single vehicle staff sticker permit for a replacement.

Parking permits may be obtained by bringing your staff identification card and/or hire letter and photo ID to the Business Communication Services Office, room 103B.

Expired permits must be removed and destroyed upon receiving a new staff parking permit. If you have any questions please feel free to contact District Police, or Business Communications Services.

CARE OF COLLEGE PROPERTY

Any person who willfully damages or destroys any property belonging to the District will be liable for the replacement or repair of such property.

It will be the responsibility of all staff members to help protect the District buildings, grounds, and equipment.

The person to whom a room is assigned will be responsible for its security whenever the room will not be in use during the succeeding hour. Supply rooms and equipment rooms will be locked.

Employees who borrow or lend District equipment, with or without authorization from the appropriate administrative authority, are liable for its loss or damage.

All staff members ordering specialized equipment will make recommendations to the Vice Chancellor-Business for the provision of safe storage and proper maintenance of such equipment.

RECORDING DEVICES IN THE CLASSROOM (Education Code Section 78907)

The Education Code provides for the protection of instructors and student use of recording devices as follows:

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor.

Any student violating this section shall be subject to appropriate disciplinary action.

This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.

DOGS AND OTHER PETS ON DISTRICT PROPERTY (Governing Board Policy #3845)

Unless animals are involved in the instructional process, the Governing Board shall designate that District property be closed to dogs and other pets, with the exception of guide dogs for the blind and disabled. All staff and students are asked to cooperate by reporting all animals, whenever they appear, to the office of the Assistant Dean, Student Affairs, room 632.

PERSONAL PROPERTY ON CAMPUS (Governing Board Policy #6525)

The District shall not be responsible for personal property belonging to employees or students either on or off campus. The District will not provide reimbursement for the loss, destruction, or damage by arson, burglary, or vandalism of personal property. Personal property will not be received or stored by District personnel on District property.

SMOKING ORDINANCE (Governing Board Policy #6800)

The Chancellor shall establish administrative procedures to ensure the safety of employees and students on District sites, including the following:

Prohibition of the use of tobacco in all public buildings.

SMOKING (Education Code 76033.5)

Smoking is not permitted in the Library or in classrooms as stipulated in Section 76033.5 of the Education Code. Smoking is permitted in open areas of the campus where there are proper receptacles.

The success of the policy is dependent upon the voluntary cooperation of the smoking and nonsmoking public. Individual health can be impaired both by the direct and by the secondary effects of smoking. Smoking is permitted as long as there is no impact upon the rights and health of non-smokers. It is not the intent of the policy to prohibit smoking, rather it is intended to recognize the individual rights of the smoking/nonsmoking public.

SUBSTANCE ABUSE (Governing Board Policy #5530)

Any person who engages in the unlawful manufacture, distribution, possession or use of a controlled substance and/or alcohol on District property or at an official college-sponsored function or who is under the influence of any controlled substance is in violation of state and college regulations and is subject to disciplinary action.

Students found guilty of violations of the District Policy on Substance Abuse are subject to disciplinary sanctions which may include loss of privileges and exclusion from activities, a written or oral warning, probation, suspension or expulsion. In addition, a student may be required to attend counseling and/or treatment programs.

When a student is charged with this misconduct, such charge(s) shall be processed in accordance with the District Student Discipline Procedures.

USE OF ALCOHOLIC BEVERAGES ON DISTRICT OWNED OR OPERATED PROPERTY (Governing Board Policy #3555)

It shall be the policy of the Board that, notwithstanding District Policy—Drug Free Environment and Drug Prevention Program, alcoholic beverages may be possessed, sold and/or consumed on District owned or operated properties in the following circumstances:

- ◆ When, with approval of the Chancellor or designee, the alcoholic beverage is acquired, possessed, or used in connection with a course of credit, non-credit, or not for credit instruction.
- ◆ When, with the approval of the Chancellor or designee, the alcoholic beverage is acquired, possessed, or used during fundraisers held to benefit a nonprofit corporation that has obtained an appropriate license. Such events shall, through appropriate administrative procedures, be approved in accordance with District Policy—Civic Center and Other Facilities Use.

All activities and programs shall be conducted in a manner consistent with public peace and safety and, in addition, educational activities shall be conducted in a manner consistent with District Policy—Educational Philosophy. Any person under the influence of intoxicating liquor shall be denied access to District owned or operated property and/or subject to enforcement of applicable laws.

RIGHTS OF STUDENTS (Governing Board Policy #5510)

No student shall be deprived of his/her basic right to equal treatment and equal access to educational programs, due process, a presumption of innocence, free expression and association, and the privacy of his/her own thoughts.

Attendant upon the rights guaranteed to each student are certain responsibilities which include respect for the rights of others, the student's own performance, attendance, compliance to properly constituted authority, and adherence to the rules and regulations of the District and its colleges.

DUE PROCESS FOR STUDENTS (Governing Board Policy #5520)

The Chancellor shall ensure that the colleges within the District develop common administrative due-process procedures to facilitate a student's right to request redress of grievances.

Each college president shall direct all staff members to respect the rights of students to address a grievance through appropriate channels according to established procedures.

For purposes of this policy a student complaint or grievance shall be any such complaint or grievance that arises out of actions, procedures, or policies of this Board or its employees, but shall not include actions to suspend or expel a student.

It is the stated educational philosophy of the Grossmont-Cuyamaca Community College District Governing Board that the GCCCD accepts and is committed to the following premise: "The college recognizes the worth of the individual and that individual needs, interests, and capacities vary greatly." With acceptance of this principle comes the recognition that divergent viewpoints exist which may not be reconciled; therefore, the Student Rights and Due Process Committee has been established to assist students to understand their rights and due process, to objectively analyze the facts and to suggest positive alternatives.

Copies of the Grossmont-Cuyamaca Community College District Student Grievance and Due Process Procedures are available in the office of the Assistant Dean, Student Affairs, room 636.

STANDARDS OF STUDENT CONDUCT (Governing Board Policy #5500)

The Chancellor shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension or expulsion of a student.

The procedures shall be made widely available to students through the college catalog.

Student conduct must conform to District and College rules and regulations. If a Student Code of Conduct violation occurs while a student is enrolled, he or she may be disciplined for one of the following causes that must be District related. (Education Code 76034) These categories of behavior are not intended to be an exhaustive list, but are examples of causes and are good and sufficient causes for discipline, including but not limited to the removal, suspension or expulsion of a student. Other misconduct not listed may also result in discipline if good cause exists (Education Code Section 76033).

1. Academic dishonesty, such as cheating or plagiarism, or knowingly furnishing false information to the District and/or the College.
2. Forgery, alteration or misuse of District or College documents, records, or identification.
3. Obstruction or disruption of instructional, counseling, administrative, public service or other authorized District or College functions or activities.
4. Assault or battery, abuse or any threat of force or violence or hazing directed toward any person on District-owned or controlled property, or at District or College-sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any such person, or stalking of any District or College student or staff member.
5. Theft of or willful damage to District property or theft or willful damage to property of a member of the District or College community, such as visitors, students or employees on District property or at an authorized District or College activity.
6. Unauthorized entry onto or use of District or College facilities.

7. Violation of District or College rules or regulations including District or College policies concerning student organizations, use of District or College facilities, or the time, place, and manner of student expression (Education Code 76120).
8. Use, possession, or distribution of alcoholic beverages, narcotics, or controlled substances on campus, except as expressly permitted by law, or presence on District property or at a District or College authorized event while under the influence thereof.
9. Willful failure to comply with directions of District or College officials, including faculty and staff acting in the performance of their duties.
10. Disorderly, lewd, indecent, or obscene conduct, expression, or language on District-owned or controlled property or at District or College-sponsored or supervised functions.
11. Use of slander, libel or verbal abuse in any way to cause defamation or character assassination.
12. Possession or use of explosives, dangerous chemicals, deadly weapons, or any item used to threaten bodily harm to any person on District property or at a District or College function without prior authorization of the Chancellor or designee.
13. Misrepresentation of oneself or of an organization to be an agent of the District or College.
14. Conduct that is in violation of Federal, State, or local laws or ordinances while on District premises or at District or College-sponsored or supervised activities.
15. Abuse of computer facilities or use of computers for other than authorized assigned work including, but not limited to: unauthorized entry into a file to read, use, copy, or change its contents; unauthorized transfer of a file; unauthorized use of another individual's identification or password; use of District or College computing facilities to interfere with the work of another member of the District or College community; use of computers for unauthorized activities; and unauthorized use of computers to display material of a sexual nature or other material that creates a hostile environment for persons in the immediate vicinity.
16. Attempting any of the causes for disciplinary action identified above.

TYPES OF DISCIPLINARY ACTION

Disciplinary actions that may be imposed for violations of the Student Code of Conduct include the following:

1. **Warning:** Written or oral notice to the student that continuation or repetition of misconduct may be causes for further disciplinary action.
2. **Reprimand:** Written censure for violation of specific regulations.
3. **Disciplinary Probation:** Specific period of conditional participation in campus and academic affairs that may involve exclusion from designated privileges or extracurricular activities. If a student violates any condition of probation, or is charged a second time with a violation of the Standards of Student Conduct during the probationary period, it shall be grounds for revocation of the student's probationary status and for further disciplinary action to be taken in accordance with these procedures.
4. **Faculty-Initiated Suspensions:** A faculty member may remove, for good cause, any student from his or her class for up to two (2) class sessions. The student shall not return to the class during the period of the removal without concurrence of the instructor. Nothing herein will prevent the College President or designee from recommending further discipline in accordance with these procedures based on the facts that led to the removal. As used in the rule, "good cause" includes those offenses listed in the Student Code of Conduct. The faculty member shall immediately report the suspension to the respective Division Administrator and to the College President or designee. If the student is a minor, the College President or designee shall schedule a conference with the student and the student's parent or guardian regarding the suspension. The faculty member is not obliged to provide makeup

opportunities for class work missed during the two (2) class periods of suspension.

5. **Suspension or Termination of Financial Aid:** In the event a student is suspended for willfully and knowingly disrupting the orderly operation of the campus, this action will result in ineligibility for State financial aid, as defined in Education Code Section 69813, for the period of suspension. (Education Code 69810)
6. **Short-Term Suspension:** Temporary exclusion from student status, or other privileges or activities, for a specified period of time, not to exceed ten (10) days. (Education Code Section 76031)
7. **Immediate Interim Suspension:** The College President may order immediate suspension of a student when he or she concludes that immediate interim suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an immediate interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days, unless mutually agreed upon by the student and administrator that more time is required.
8. **Withdrawal of Consent to Remain on Campus:** The College President or designee may notify any person as to whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he or she must promptly leave or be escorted off campus by District Police. If consent is withdrawn by the College President's designee, a written report must be promptly made to the College President. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted no later than seven (7) days from the date of receipt of the request. The hearing will be conducted in accordance with provisions of this procedure relating to interim suspensions. In no case shall consent be withdrawn for longer than fourteen (14) days from the date upon which consent was initially withdrawn. Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest. (California Penal Code 626.4)
9. **Long-term Suspension:** Temporary exclusion from student status, or other privileges or activities, for the remainder of the current semester.
10. **Expulsion Subject to Reconsideration:** Permanent termination of student status, subject to reconsideration by the Governing Board after a specified length of time. Reconsideration may be requested in accordance with the procedure for reconsideration.
11. **Permanent Expulsion:** Permanent termination of student status. There shall be no right of reconsideration of a permanent expulsion at any time. On its own motion, the Governing Board may reconsider such actions at any time.
12. **Restitution:** Appropriate restitution shall be sought from any student found guilty of theft, vandalism or willful destruction of District or College property.

POLICY/PROCEDURE ON SEXUAL HARASSMENT

Legal Background

The Grossmont-Cuyamaca Community College District is committed to all provisions of Title VII of the Civil Rights Act of 1964 as amended in 1991, Title IX of the Education Amendments of 1972, California Department of Fair Employment and Housing Act, specifically Government Code Sections 12940 (a), (d), (h), (j) and (k), and other human rights and equal opportunity laws. These laws include prohibition of discrimination in employment and educational programs and services on the basis of sex, gender and sexual orientation.

Guidelines of Title VII of the Civil Rights Act focus upon sexual harassment as an unlawful practice. "Sexual harassment like harassment on the basis of color, race, religion or national origin, has long been recognized by the Equal Employment Opportunity Commission as a violation of Section 703 of Title VII of the Civil Rights

Act as amended” (Federal Register, April 11, 1980). Interpretation of Title IX of the Education Amendments similarly delineates sexual harassment as discriminatory and unlawful.

Prohibition of Harassment (Governing Board Policy 3430)

The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: ethnic group identification, national origin, religion, age, sex (gender), race, color, medical condition, ancestry, sexual orientation, marital status, or physical or mental disability, or because he or she is perceived to have one or more of those characteristics.

Harassment based on any of the protected statuses is prohibited and will not be tolerated.

It is illegal to retaliate against any individual for filing a complaint of sexual harassment or for participating in a sexual harassment investigation, and retaliation constitutes a violation of this policy.

Sexual harassment is defined as 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 education environment; or
- ◆ Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual.

The Chancellor shall establish procedures for the purpose of this policy that further define sexual harassment and other forms of harassment on District property. The Chancellor shall further establish procedures for employees, students, and other members of the college community that provide for the investigation and resolution of complaints regarding sexual harassment and discrimination, and procedures for students to resolve complaints of sexual and other harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy applies to all aspects of the academic environment, including, but not limited to, classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Chancellor shall ensure that the institution undertakes education activities to counter discrimination and minimize and eliminate a hostile environment that impairs access to equal education opportunity.

This policy and related written procedures shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. A violation of this policy does not constitute a violation of state or federal law, although discriminatory harassment is prohibited by both.

Definition

Sexual harassment is defined in Governing Board Policy 3430. For the purpose of further definition and clarification, sexual harassment includes but is not limited to:

1. Deliberate or unsolicited verbal comments which include derogatory comments, slurs, jokes, and epithets; written examples which include suggestive or obscene letters, notes and invitations; physical contacts

including assault, touching, impeding or blocking movements; and visual examples including leering, gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters, unless they are the subject of instruction. This includes actions, which are of a sexual nature or demeaning to one's gender, sexual orientation, or perceived sexual orientation, which are unwelcome and interfere with work, learning productivity, or create an intimidating or offensive work/educational environment.

2. Implicit or explicit sexual actions of an instructor, students, supervisor, or co-worker which control, influence or otherwise affect the job, salary, course grade, performance evaluation, opportunity for employment, advancement, or which create an intimidating, hostile, or offensive working/educational environment for an employee, applicant for employment, applicant for transfer or promotion or student. Such conduct may include visual forms of harassment such as derogatory or offensive posters, cartoons, or drawings. Other examples of sexual harassment include threats of reprisal; implication of or actual withholding of support for appointment, promotion or transfer; rejection or refusal to grant permanency; changes of assignment; or suggesting that a poor performance report or course grade will be prepared if requests for sexual favors are not met. (Source: California State Personnel Board Sexual Harassment Policy)
3. Making written, verbal, physical and/or visual contact with sexual overtones. (Written examples include, but are not limited to: suggestive or obscene letters, notes, and invitations. Verbal examples include but are not limited to: derogatory comments, slurs, jokes, epithets. Physical and/or visual examples include but are not limited to: leering, gestures, display of sexually suggestive objects or pictures, cartoons, or posters.)
4. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)
5. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response. For example, within the work environment either implying or actually withholding support for an appointment, promotion, or change of assignment.
6. Within the work environment, engaging in implicit or explicit coercive sexual behavior which is used to control, influence, or affect the career, salary, and/or work environment of another employee.
7. Within the educational environment, engaging in implicit or explicit coercive sexual behavior which is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.

Complaint Procedures

Sexual harassment is a matter requiring unusually prompt attention by those in authority since failure to act may represent personal damage to the alleged victim. Further, the issues involved are typically very personal and sensitive, and many victims will not risk delays, publicity, and complications attendant to regular complaint procedures. Since this District recognizes the delicate nature of such situations, each step in the complaint procedure will be conducted with discretion in order to maintain a high degree of confidentiality. It is the intention of these procedures to result in prompt recourse and to ensure fairness and equity to both the complainant and to the alleged harasser.

1. Informal Resolution
 - a. Employees, students, or other individuals who feel that they (a complainant) have been subject to harassment are encouraged to immediately confront the harasser and tell him/her that the conduct is offensive and must stop.
 - b. Informal resolutions should be documented by the complainant or may be documented by a third party (i.e. supervisor, instructor, department chairperson, etc.) who can informally notify the harasser.
2. Formal Resolution

If the complainant has tried but is unable to communicate directly with the alleged harasser or if direct communication is unavailing, the complainant may file a formal complaint with the Vice Chancellor of Human Resources Labor Relations, room 861B. Students may file with the site Assistant Dean, Student Affairs, room 632, or the Vice Chancellor of Human Resources Labor Relations. Nondistrict affiliated applicants for employment or admission to college shall have recourse to the Vice Chancellor of Human

Resources Labor Relations.

In any complaint not involving employment, (Nonemployment):

Complaints must be filed within one (1) year of the date of the alleged unlawful discrimination or within one (1) year of the date on which the complainant knew of or should have known of the facts underlying the allegation of unlawful discrimination. (Cal. Code Regs., tit.5 §59328 d).

In any complaint alleging discrimination in employment, (Employment):

Complaints must 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. (Cal. Code Regs., tit.5, § 59328 e).

a. Filing a Complaint – The complainant shall, in writing:

- 1) Identify the offending person or persons.
- 2) Reference specific examples of the offensive conduct.
- 3) Identify the remedy requested.
- 4) Describe informal efforts, if any, which have been made to correct the situation.
- 5) Submit all information with the appropriate official.

b. Administrator, Supervisor, or Instructor Responsibility:

Those who receive a complaint shall notify the Vice Chancellor of Human Resources Labor Relations, room 861B, who shall endeavor to obtain all necessary information from the complainant and the accused.

c. Sequence of Events

- 1) Students: If the alleged harasser is a student, initial action on the complaint shall be the joint responsibility of the Assistant Dean, Student Affairs and the Vice Chancellor of Human Resources Labor Relations.

If it is agreed during coordination between the Assistant Dean, Student Affairs and the Vice Chancellor of Human Resources Labor Relations that there is reasonable cause for action and a resolution satisfactory to the complainant is reached, a copy of the complaint and a signed agreement of the resolution shall be forwarded to the site President and District Chancellor.

Employees: If the alleged harasser is an employee, initial action on the complaint shall be the joint responsibility of the lowest-level manager directly in the employee's chain of command and the Vice Chancellor of Human Resources Labor Relations.

If it is agreed during coordination between the manager and the Vice Chancellor Human Resources Labor Relations that there is reasonable cause for action and a resolution satisfactory to the complainant is reached, a copy of the complaint and a signed agreement of the resolution shall be forwarded to the College President and District Chancellor.

- 2) Discipline: Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measure up to and including expulsion. A violation of this policy does not constitute a violation of state or federal law, although discriminatory harassment is prohibited by both.

In cases where allegations are found to be totally without merit, the individual who initiated the charges may be subject to disciplinary action by the District.

- 3) Alternate Methods of Resolution:

EEOC: Discrimination charges may be filed with the EEOC (Equal Employment Opportunity Commission - Federal Level) within the statute period, regardless of the status of the District complaint.

(EEOC) LINK: <http://www.eeoc.gov/>

DFEH: Discrimination charges may be filed with the DFEH (Department Fair Employment and Housing - State Level) within the statutory period.

(DFEH)LINK: <http://www.dfeh.cagov/default.asp>

OCR: Students may file charges of discrimination with the OCR (Office of Civil Rights - Federal Level) within the statutory period.

(OCR) LINK: <http://www.ed.gov/about/offices/list/ocr/index.html>

EMPLOYEE-TO-EMPLOYEE COMPLAINT PROCESS

An employee-to-employee complaint process to address a concern not otherwise referenced in this handbook elsewhere (sexual harassment, discrimination, contractual, etc.) should be handled in the following manner:

- ◆ Concerns should be addressed informally, if at all possible, between the employees who are involved.
- ◆ If an employee-to-employee conversation is believed to be inappropriate, or such conversation has not resolved the concern, then an employee should pursue the concern with the other employee's immediate supervisor/manager. Should the employees report to different supervisors/managers, then both supervisors/managers should work collaboratively to attempt a resolution.
- ◆ If supervisor(s)/manager(s) efforts are not successful in achieving resolution, then the employee may pursue resolution with the next higher level(s) of administration.
- ◆ Faculty-to-faculty complaints also have the Academic Senate's Professional Relations Committee as a vehicle for mediating such concerns. Contact with the Senate office may lead a faculty member to the Committee's chair, who will then engage in the mediation process adopted for this purpose.

LIBRARY AND INSTRUCTIONAL MEDIA CENTER (IMC)

Education for a rapidly changing technological world requires a system of support which is equally modern. The exploding information base must be recognized, arranged, stored, and retrieved in ways that are efficient and useful to students and instructors.

LIBRARY

The new **Library** has been planned to meet the curricular needs of the students and to provide optimum resources and facilities conducive to college study. It has a collection of more than 105,000 books, 500 current hard copy periodicals and hundreds more in electronic format, and local, national, and international newspapers. Special collections of materials include: U.S. and California law, career information pamphlets and books, college catalogs, microfilm, videotapes, DVDs and other nonprint media. In addition to the collection of materials on campus, students and faculty have access through interlibrary loan to the books and periodical articles available at San Diego State University and Cuyamaca (delivered in 24 hours) and in thousands of other academic, public, and special libraries in the United States. A reference librarian is on duty at most times to answer questions and help patrons use the Library effectively.

Library and Information Instruction is available to you for your courses. These sessions are usually one class period in length and can be “custom made” to meet your specific needs. Students are shown how to evaluate and use all types of information resources for term papers, reports, other course-related needs, and for personal development. In addition to encouraging independence and success in applying basic research techniques, Library and Information Instruction guides students in using new information technologies. You can arrange for these sessions by contacting librarian Michelle Blackman at extension 7382. Sessions will be held in the new Library Instruction Room on the second floor of the new library. There are twenty-eight computer equipped student stations in this new room.

The Media Desk (located on the top floor) provides consultation to faculty members regarding the availability of instructional materials on videotape and DVD media. The Media Desk staff regularly previews instructional media and can help you select appropriate materials. In addition to the media in the College’s own collection, hundreds of other titles are readily available within a few days from a community college consortium shared collection maintained at the San Diego County Department of Education. Faculty can book their own media on-line. The Media Desk can acquire books and other learning materials from San Diego State University and Cuyamaca College in 24 hours. Instructional media for use in the classroom is checked out by faculty from the Media Desk. Media can be returned back to the Media Desk or by putting the media in any library book drop. Audio tape duplication and playback, video playback and microform reader/printers are also located adjacent to the Media Desk. These services are available to students as well as faculty.

INSTRUCTIONAL MEDIA CENTER (IMC) (located at the west side, lower level of the new Library building)

Graphics has a professional staff which works with you in developing visuals to be used with your own teaching-learning systems. The design of the College Catalog and Class Schedules are also produced by this group along with such diverse instructional projects as book covers, illustrations, original art for promotional pieces, overhead transparencies, and brochures.

Instructional Media Services (IMS) supplies a wide variety of instructional media to you for use in your classes. Call IMS when projection devices do not function properly. In addition, they supply equipment necessary to display any of the media that are used by the Learning Resource Center. Smart Carts containing a computer based instructional presentation system are available for classroom use from IMS. Also available are most types of traditional instructional media equipment. Delivery of the equipment is part of the service provided. The personnel also provide training to faculty and staff in the operation of equipment and the effective use of media. If you wish to book instructional equipment from our collection, you can do so by contacting IMS at extension 7374. Please make your request for equipment well in advance of your class meeting to insure that your needs are met.

Photography works with college personnel to meet their photographic needs. Through a variety of production skills, work can be produced to enhance and illustrate concepts for instruction and public information.

Word Processing has an expert staff which can input, revise and proofread: memos, letters, class handouts, texts, flyers, brochures, books, flowcharts and other materials needed by faculty, staff and administrators. The staff can

receive documents on disks, e-mail or handwritten copy. For a complete description of Word Processing services and policies, see page 23.

INSTRUCTIONAL AND TECHNOLOGY RESOURCES

Instructional and Technology Resources offers a number of services to faculty, staff and students:

Center for the Advancement of Teaching and Learning (CATL), extension 7383, located in the lower level of the Learning and Technology Resource Center, provides exclusive access for faculty to computers (PC and MacIntosh) and other peripheral equipment for instructional materials development.

Distance Learning is offered online. Faculty develop a variety of online courses using web pages or web-based course management systems (WebCT or Blackboard). Enrolled students may access their online classes from any computer connected to the Internet.

Instructional Computing Services, extension 7742, provides support for faculty and learning assistance centers campus-wide. ICS has two Network Specialists, a Facilities Supervisor and a help desk to support the use of technology on campus. ICS is located in 70-105 in the Tech Mall. Please call the Help Desk at extension 7742 for email accounts, remote dial-up access, and any other computing matters.

Learning Assistance Centers are located throughout the campus. The Centers provide computer-aided tutoring and instruction, group tutoring, as well as one-on-one tutoring.

The **Tech Mall** in the Learning and Technology Resource Center is the only general use computer lab on campus and supports a number of programs on campus. Both PC's and MacIntoshes are available for students to access word processing applications, subject-specific software, database applications, and computer-aided instructional applications. In addition, two computer classrooms are available for reservation by faculty on a first come first served basis. Please call Dean Baldwin at extension 7753 for more information.

English Writing Center is located in 70-119 in the Tech Mall and provides one-on-one tutoring and computer-aided instruction in grammar, composition, and writing. Please call Joyce Phillips at extension 7516 for more information.

English Reading Annex is located in room 546 and provides group and one-on-one tutoring and computer-aided tutoring in reading, vocabulary, and comprehension skills. Please call Cathy Harvey at extension 7494 for more information.

Math Study Center is located in 70-112 in the Tech Mall and provides group tutoring and computer-aided tutoring for all levels of Math. Please call Kathleen Flynn at extension 7706 for more information.

Tutoring Center, extension 7387, is located on the second floor of the Tech Mall and provides group and one-on-one tutoring for all subjects. Tutoring is by appointment only, however, occasionally drop-in tutoring is available. Please call Leslie Arnold at extension 7387 for more information.

STUDENT SERVICES

ADMISSIONS AND RECORDS

The Admissions and Records Office, room 123, serves as an information source and provides a variety of services to prospective students, current students and faculty. The services to students include, but are not limited to, distribution and collection of admission materials and forms, residency determination, probation and disqualification computation, transcript evaluations, student petitions for exception to the college catalog, evaluation for graduation and certification of General Education requirements.

Services provided to you are distribution of class rosters and grade rosters, maintenance of student files for faculty inquiry as appropriate, assistance with excessive absence drops, grade changes and incomplete grade contracts and up-dates.

The Admissions and Records Office can be contacted at extension 7186.

ADULT REENTRY CENTER

Typical reentry adults have been away from an educational program for three to five years or longer. The Adult Reentry Center, room 626A, provides a variety of resources for the returning adult student who is seeking an opportunity to reenter college and establish educational and career goals. Many adults returning to school are currently in the workforce and need to update their skills or re-career. The center acts as a bridge between the college and the community and provides referral services. The Adult Reentry Center can be contacted at extension 7697.

ASSESSMENT OFFICE

The Assessment Office, room 120, provides individual and group testing in English, ESL, Math and Chemistry throughout the year. In addition, the office provides instructors with assistance in administering make-up exams and finals to individual students (by appointment only). The office is open Monday through Thursday 8:00 a.m. to 7:00 p.m. and 8:00 a.m. to 3:00 p.m. Friday. For additional information, call extension 7200.

CAREER CENTER

The Grossmont College Career Center, located just adjacent to the Student Center in Room 627, assists students with vocational assessment and interpretation, a current extensive range of occupational and educational resources. Instruction on resume writing, interview techniques, application preparation, employer contact and job search training are also offered. Students and community members may utilize Career Center resources and services at no charge. The Career Center can be contacted at extension 7614.

COUNSELING

The Counseling Center, room 118, provides the following services to students:

Academic/Transfer Counseling

- ◆ Educational planning
- ◆ Transfer planning
- ◆ AA/AS degrees
- ◆ Certificate programs
- ◆ Personal Development Counseling courses on selected topics

Career Counseling

- ◆ Career interest testing
- ◆ Goals clarification

- ♦ Career exploration assistance

Personal Counseling

- ♦ Personal issues related to academic success
- ♦ Community professional referral
- ♦ Crisis intervention

How can a student talk with a counselor?

- ♦ Counseling appointments can be made in person or by calling (619) 644-7208. A student can choose a date, time, and specific counselor they would like to see.
- ♦ Walk-in counseling is available on a first come, first served basis during designated hours. For walk-in hours call (619) 644-7208.
- ♦ Web counseling is available for quick questions and information. (No transcripts will be pulled.) www.grossmont.edu/counseling/webcounselor.htm
- ♦ Drop-in counseling is designed for quick 5-minute questions and is located in the Counseling Center lobby. (No transcripts will be pulled.)
- ♦ Telephone counseling is available by calling (619) 644-7208. A counselor will answer short questions during designated hours throughout the day. (No transcripts will be pulled).

The Counseling Center is open Monday through Thursday 8:00 a.m. – 7:00 p.m. and Friday 8:00 a.m. – 3:00 p.m. The general number for the Counseling Center is extension 7208.

DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS)

Disabled Students Programs and Services, room 110, supports the general educational philosophy of Grossmont College by recognizing the right of all persons to an equal opportunity to obtain an education. In order to provide an equal opportunity to all, the unique needs of each individual must be met with a support system designed to enable the student to attain optimal advantage of the classroom learning process. The Disabled Student Services Department is committed to the goal of mainstreaming the student to encourage the maximum development of personal, social, and intellectual skills and relationships as the individual is integrated into all aspects of the Grossmont College community. Further, the Department has the responsibility of keeping staff, administration and the Governing Board aware of, and in compliance with, the ever increasing federal and state legislation and implementation procedures.

DSPS (located in the Administration Building, room 110) serves the following disability groups:

1. Mobility Impaired

Services offered include mobility cart transportation on campus, special temporary parking, assistance with government agency referrals, counseling and priority registration. In addition, there are adapted classes in Exercise Science and Assistive Computer Technology.

2. Blind/Visually Impaired

Providing orientation and mobility training, assistance in obtaining taped and enlarged textbooks required for classroom instruction, braille typewriter and printer, cassette recorders, and assistive technology are some of the services offered to students with visual impairments. Department liaison with instructors to assist in possible problem solving is a goal of this area.

3. Deaf/Hearing Impaired

Interpreters and notetakers are provided for students in the classroom and other academic settings. A TDD, Comtek, and other assistive listening devices are available for student use.

4. Communication Disorders

A speech and language specialist is available to provide evaluation, remediation services, and special classes to students with speech and language and cognitive impairments. Referrals by faculty are encouraged.

5. Learning Disabilities

Trained staff provide diagnostic testing to determine eligibility for Learning Disability Services.

Intensive strategic learning services are provided as the student enrolls and continues in the mainstream college classes. In addition, DSPS provides courses in developmental writing and study skills to enhance student success.

6. Acquired Brain Injury

Special classes in memory, learning strategies, cognitive and communication skills are offered through the Speech Language Specialist. Classes in exercise science and computer studies are also available. Counseling, registration assistance and special temporary parking are also provided.

7. Other Disabilities

Support services are also provided for students who have psychological and developmental disabilities and health impairments.

Disabled Students Programs and Services can be contacted at extension 7112.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

Extended Opportunity Program and Services (EOPS) is a California State funded program established to recruit, enroll and retain students. The EOPS program is designed to assist students who are identified as economically and educationally disadvantaged. Eligible students are provided with a wide range of support services to enable them to succeed at Grossmont College.

Cooperative Agencies Resources for Education (CARE) is a California State funded Program designed to recruit and assist single parent recipients of Aid to Families with Dependent Children (AFDC), CalWORKs. CARE provides support services and/or grant funds to enable academic success and to assist single parents with the development of potential ability through academic support and financial assistance.

Other services available to EOPS/CARE students include:

- ◆ Academic counseling to determine the appropriate courses to meet educational and/or vocational goals.
- ◆ Career counseling and vocational assessment to help explore life and career choices.
- ◆ Personal counseling to develop coping strategies to meet the demands of school and home.
- ◆ Peer advising.
- ◆ New student orientation/priority registration.
- ◆ A variety of workshops to address the concerns and issues that affect academic skills, personal development and effective parenting.
- ◆ Book accounts.
- ◆ Emergency bus passes and gas cards.
- ◆ Financial grants – funds to assist with the cost of childcare and transportation expenses, as well as other college-related costs.
- ◆ Support services - assistance with financial aid forms, transfer information and applications, childcare information, job information and referral to community agencies.

Office Hours: Monday through Wednesday: 8:00 a.m. – 7:00 p.m.
Thursday: 8:00 a.m. – 5:00 p.m.
Friday: 8:00 a.m. – 1:00 p.m.

Office Location: Room 621 by the Student Center

Phone: (619) 644-7617

<http://www.grossmont.edu/EOPS>

FINANCIAL AID

Federal Work Study grants, loans, and scholarships are available to eligible students from low and middle income families who need help to attend Grossmont College. Students needing assistance should be encouraged to go to the Financial Aid Office located in the Administration Building, room 107. Students may apply for Board of Governors waivers, Pell Grants, Supplemental Educational Opportunity Grants, Federal Work Study, Nursing Student Loans, Stafford Student Loans, as well as Cal Grants, EOPS Grants, CARE Grants, and grants from the Bureau of Indian Affairs.

Awards for educational expenses and living costs ranging from \$400 to \$10,000 per year are made to students with financial need who are pursuing a degree or certificate and making academic progress.

The Federal Work Study Program helps students work their way through school. Students with Federal Work Study eligibility may choose jobs in keeping with their skills, class schedules, and career interests where possible. Each spring, divisions are requested to file their Federal Work Study requests with the Financial Aid Office for the following academic year. Federal Work Study provides on-the-job training for many students who would not have an opportunity to obtain employment experience in the job market. Staff members are encouraged to provide constructive on-the-job training as needed and to help students learn good employment habits.

A limited book loan program is available through the LRC. Books are placed on limited loan in the Library. Students in need of textbooks should check with the Library.

Students receiving veteran's educational benefits and who are enrolled at least half-time are eligible to participate in the DAV Educational Loan Program established by DAV Industries, Inc. Loans up to \$100 are available for books and supplies based upon determination of financial need. Applications are available in the Veteran's Affairs Office, room 124.

Scholarships ranging from \$100 to \$1,000 are offered each semester to qualified students. The scholarships are competitive and the selection of students is based on the individual scholarship's criteria.

The Financial Aid Office can be contacted at extension 7129.

STUDENT AFFAIRS

Student Affairs performs in a supervisory and advisory role to the Associated Students of Grossmont College (ASGC) and the Inter-Club Council (ICC). The Office of Student Affairs also performs a variety of student support services: responsible for administrative authorization of all bank related documents and required forms; serves as a liaison to the Food Services operation for student input; administers Student Code of Conduct and disciplinary procedures; manages student complaints and grievances in compliance with Board policies and educational related codes; responsible for conducting the initial investigations of discrimination and harassment related charges; administers ASGC/Student Trustee Elections (for positions to represent the campus student population); Walk of Fame Event honoring a Grossmont College former student for outstanding professional accomplishments and community contributions; Commencement Ceremony; and Scholarship/Service Awards Presentation (honoring outstanding academic achievement and service within all divisions/departments on campus). Students interested in obtaining Club charters (for establishing a new club on campus or renewing an existing club's charter) and ASGC applications (for student government) may pick them up in the Student Affairs Office, room 636. The Student Affairs Office can be contacted at extension 7601.

Associated Students of Grossmont College, Inc.

The Governing Board of the District has authorized the operation of a student government as an official auxiliary organization – The Associated Students of Grossmont College (ASGC). Under the ASGC are found such varying programs as student representation on college committees and the Governing Board, campus-wide programming, social events, discount sales programs, legal services, concerts, dances, forums, intra- and intercampus communication and community contacts. Students wishing to participate directly in student government as a part of their collegiate experiences will find an opportunity to serve in at least one of the areas above. The Student Affairs Office is available to offer information as to this kind of involvement.

Clubs, Organizations and Faculty Advisors

Student groups are encouraged and assistance is provided for their organization under the auspices of the Associated Students of Grossmont College. Any students with a common subject interest can learn of the procedure for organizing by contacting either the appropriate student officer at the Student Government Office, extension 7604, or by calling the Assistant Dean, Student Affairs, extension 7601. You are encouraged to

assist students in their special interests; no reassigned time is provided nor is there any obligation to assume such duties as a part of contract services. For information regarding responsibilities of a faculty advisor, please call the Student Affairs Office.

Food Services

Services are available through a cafeteria in the Student Center, the Griffin Lair snack bar (room 403), Cafe 200 coffee/snack bar (adjacent to room 208), and from vending machines located throughout the campus.

Political Activities And Controversial Issues – Grossmont College Students

General Guidelines

- ◆ Student involvement is essential to complete academic and personal development.
- ◆ Students have the right to express their views with the understanding that they are not necessarily those of the administration of the college.
- ◆ The rights of freedom of speech, freedom of the press, freedom of peaceful assembly, freedom of petition, and freedom of religion should be upheld, since freedom of expression of ideas is a basic right guaranteed by the First Amendment of the Constitution of the United States of America.
- ◆ This statement of policy represents a joint recognition of rights approved and protected by the ASGC, faculty, administration and Governing Board in full accordance with the First Amendment.

Distribution Of Literature

- ◆ Freedom of expression of ideas includes the distribution of published material of sectarian, partisan, denominational, propagandistic, and other controversial literature without any prior censorship.
- ◆ Freedom of expression of ideas does not include the distribution of libelous and obscene material, or that which advocates or directs the inciting or producing of imminent lawless action and is likely to incite or produce such action.
- ◆ Distribution of materials must be carried on in a manner which does not impede the orderly conduct of school classes and programs.

Student Health Services Office

The Student Health Services Office, room 114 in the Administration Building, coordinates matters concerning student insurance, illness assessments and treatment, health counseling, first aid, vision and hearing screening, substance abuse and eating disorder counseling, health screenings, immunizations, laboratory testing, and blood pressure monitoring.

Insurance for Students: Each student pays a small charge each semester as a condition of registration to provide accident protection. This charge is levied by the Governing Board and is a co-insurance that has proven to be effective. Students may also be covered further if they have subscribed to a voluntary 24-hour health and accident policy. In the event of injury or serious illness, completion of an accident report filed with the Student Health Services Office, room 114, will put into play all of these applicable protection procedures for students.

Emergency Procedures: All emergencies involving accidents and illnesses on campus should be reported immediately to the Health Services Office, room 114, extension 7192. Situations occurring after the closing hours of the Health Services Office should be addressed immediately to the District Police at extension 7654 (24 hours a day). They will refer all incidents to Health Services or to the appropriate health agencies.

If there is a **mental health emergency** in the classroom, please call the District Police at extension 7654 (open 24 hours a day) and the Counseling Center at extension 7149. If the situation occurs after the Counseling Center has closed, contact the Crisis Hotline at 1-800-479-3339. Please do not allow the student to leave or be left alone until help arrives.

If you believe you have classroom security issues involving students, or theft of materials, you should contact the Director of Public Safety at extension 7654 and the Assistant Dean, Student Affairs at extension 7601.

STUDENT JOB PLACEMENT OFFICE

Job Placement services are available through the Student Job Placement Office for all former and current

Grossmont and Cuyamaca College students who seek job referrals. Student applicant information and position referrals are computerized in order to facilitate placement. Employment listings offer career opportunities plus full-time, part-time, temporary and summer positions that best fit student's skills, education and needs. The Student Job Placement Office is located in room 626 and can be contacted at extension 7611.

TRANSFER CENTER

The goal of the Transfer Center is to provide information for effective transfer planning, in conjunction with the Counseling Center. The Center is located in the Administrative Quad, room 100, and can be contacted at extension 7215.

Among the resources available in the Transfer Center are:

- ◆ Resource materials of all accredited colleges in the U.S. and the majors offered at each institution.
- ◆ Applications for CSU and UC.
- ◆ Transfer information for CSU, UC, and independent and out-of-state colleges and universities.
- ◆ On-going site visitation by area college representatives and annual College Information Fair.
- ◆ College videos of CSU, UC, California private colleges.
- ◆ Articulation agreements with four year colleges.
- ◆ Walk-in counseling and assistance with transfer research.
- ◆ University admission counseling and assistance.
- ◆ University tours, workshops, events open to all transfer students.

VETERANS AFFAIRS OFFICE

The Veterans Affairs Office provides services to the veteran student by certification of benefits, monitoring of course work for compliance with V.A. regulations and by assisting the veteran in problems with the Veterans Administration. The Veterans Affairs Office is located in the Admissions and Records Office, room 124, and can be contacted at extension 7165.

ACADEMIC RANK POLICY

In the spring of 1987 the Academic Senate of Grossmont College instituted awarding academic rank to recognize teaching excellence, professional achievement, and college service. Faculty whose professional activities meet the criteria are invited to petition the Academic Senate for the appropriate rank.

ARTICLE I – Non-compensation

The awarding of academic rank shall not result in any change in the salary schedule or in the position which the faculty member occupies on that schedule. Any attempt to affect such a change shall result in revocation of Academic Senate sponsorship of this plan.

ARTICLE II – Designations

- A. Professor: Ten years as a full-time community college, college, or university faculty member with tenure granted by GCCCD and at least three of the criteria in Article III to include at least one from each category.
- B. Associate Professor: Six years as a full-time community college, college, or university faculty member with tenure granted by GCCCD and at least one of the criteria from each category in Article III.
- C. Assistant Professor: Tenured full-time faculty member of GCCCD, and at least one of the criteria from each category.
- D. A non-tenured full-time faculty member or eligible tenured faculty member who chooses not to apply for academic rank will be designated as Instructor, Librarian, Counselor, or Learning Specialist as appropriate.
- E. Faculty who work less than full-time contract will be designated Adjunct Instructor.

ARTICLE III – Criteria

- A. Criterion One - Professional Achievement
 - 1. Possession of an earned doctorate from an accredited institution.
 - 2. Initiated and played a major role in the implementation of an educational program recognized by the Academic Rank Committee as a significant benefit to our students.
 - 3. Made significant contributions to the community's cultural enrichment through personal achievements in the performing, literary and/or visual arts.
 - 4. Authored or co-authored a refereed text or research article, or computer software in petitioner's subject specialty recognized by the Academic Rank Committee as significant.
 - 5. Made presentations at professional conferences or meetings recognized by the Academic Rank Committee as academically significant to petitioner's discipline.
 - 6. Obtained outside funding or grants to enhance the college's teaching, research, and/or educational resources.
 - 7. Other professional achievement recognized by the Academic Rank Committee as at least equal in

significance to any of the above.

B. Criterion Two – College Service

1. Served at least two years as a department chair or coordinator or served at least two years as a member of the Academic Senate.
2. Served at least two years on one, or one year on two major college or district committees (e.g. General Education, Curriculum, District Load, Program Review, Learning Skills, United Faculty Steering, Professional Development, College Planning) within the past five years.
3. Served at least three years on any combination of college or district committees in the past five years not covered by the previous criterion.
4. Chaired a major committee within the past five years for a period of at least one year.
5. Other college service which the Academic Rank Committee deems to be at least equal in significance to any of the above.

ARTICLE IV – Procedures

A. Application Process

1. Obtain an *Academic Rank Petition* form from the Academic Senate Office or the President of Academic Senate.
2. Complete the petition and attach applicable supporting materials.
3. Obtain the appropriate Dean/Director's verification of satisfactory or better scores on the two most recent evaluations.
4. Submit the completed petition to the President of Academic Senate or the Chair of Academic Rank Committee.

B. Approval Process

1. The Academic Rank Committee consists of four members elected by the Academic Senate.
2. Decisions of the Academic Rank Committee must be unanimous.
3. Petitions will be rejected only for failure to meet the criteria.
4. Petitioners who do not receive a unanimous vote will receive a written explanation.
5. The Chair of the Academic Rank Committee will submit recommendations for rank to the President of the Academic Senate.
6. Approval of rank shall require a majority vote of the senators present at a regular meeting of the Academic Senate.
7. A Certificate of Rank will be granted by the Academic Senate.
8. The Academic Senate will forward in an annual report the names of faculty approved for academic rank to the college President for publication and dissemination.

C. Conciliation Process

1. An unsuccessful petitioner is entitled to meet the Academic Rank Committee if he/she feels that, through violation of the procedure or misinterpretation of the criteria or of the petition, the Academic Rank Committee is in error.
2. The petitioner will request that the Chair of the Academic Rank Committee convene the Committee to hear the petitioner.
3. The Academic Rank Committee will reevaluate its decision and, if rank is recommended, notify the President of the Academic Senate.

D. Appeal Process

1. If no resolution is possible at the conciliation level, the petitioner will present written details of the appeal along with a copy of his/her original application for rank to the Professional Relations Committee.
2. The petitioner will notify the Academic Rank Committee in writing that an appeal has been presented to the Professional Relations Committee.
3. The Professional Relations Committee will meet to resolve the appeal within ten (10) working days (exclusive of Summer) of receipt of the appeal.
4. The Professional Relations Committee will forward a written response to the petitioner with a copy to the Academic Rank Committee.

ARTICLE V – Publication of Academic Rank

Each person who is awarded academic rank will be accorded the benefits and recognition of rank. Academic rank designation will be included in all future catalogs, class schedules and official records of the college. A Certificate of Rank, signed by the President of Grossmont College, the President of the Academic Senate and the Chancellor, will be presented to the faculty member.

EMERITUS POLICY

Emeritus recognition is an honor bestowed by the Grossmont-Cuyamaca Community College District on a faculty member following retirement from a career of meritorious service to the college. Emeritus status may be awarded posthumously. Emeritus status may be sought on behalf of the honoree by 1) an academic department/program faculty, 2) the appropriate Dean/Vice President of the college, or 3) three or more tenured faculty colleagues. The person nominating the honoree shall be responsible for providing the Academic Rank Committee with a completed *Nomination for Emeritus Status* form and supporting documentation. Upon recommendation by the Academic Rank Committee, the Senate is informed of the nomination. The Academic Rank Committee is responsible for forwarding the nomination to the College President, who reviews it for the purpose of approval. From there, the College President forwards the approved nomination to the Governing Board for final approval. The College President and the Academic Senate President make arrangements to bestow the honoree in a public ceremony.

ARTICLE I – Criteria

- A. Twenty (20) years of service to the District.
- B. Rank of Professor
- C. At least four of the criteria listed in Section X, Academic Rank Policy, Article III, Criteria, to include at least one criterion from each category. The criteria from the College Service category must be satisfied within the 8 years preceding retirement.

ARTICLE II – Application Process

The person(s) nominating the honoree:

- A. Obtains a *Nomination for Emeritus Status* form from the Academic Rank Committee Chair.
- B. Completes the petition.
- C. Secures verification of years of service from the District Personnel Office, room 855.

ARTICLE III – Approval Process

- A. Submit completed application to the President of the Academic Senate or Chair of the Academic Rank Committee.
- B. If the honored faculty member does not hold the rank of Professor, the honoree must follow the procedures for seeking academic rank in order for Emeritus status to be considered.
- C. The procedures outlined in Section X, Article IV, Subsection B, points 1 through 6, will be followed.
- D. Upon recommendation of the Academic Rank Committee and approval by the Academic Senate, the petition will be submitted to the college President for presentation to the Governing Board for action. The Governing Board is the only entity which can confer Emeritus status.

APPENDIX A

COPYRIGHT REGULATIONS

No employee of the Grossmont-Cuyamaca Community College District shall duplicate in any manner, any printed copyrighted material unless such duplication and its use falls within the boundaries of the “fair use” doctrine.

The Copyright Act attempts to define “fair use” and establishes fixed limitation on duplication for schools and libraries. The law codifies four standards for determining fair use: 1) the purpose and character of the use including whether such use is of a commercial nature or for nonprofit educational purposes; 2) the nature of the copyrighted work; 3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and 4) the effect of the use upon the potential market for, or value of, the copyrighted work.

A copy of the “printed materials” section of the regulation will be posted in the immediate vicinity of each copy machine. The following guidelines for duplication of printed copyright materials will be observed by all employees of the District.

Books and Periodicals

A teacher designee may make a single copy of any of the following for use in teaching or preparing to teach:

1. A chapter from a book.
2. An article from a periodical or newspaper.
3. A short story, short essay or short poem, whether or not from a collective work.
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

A teacher may make multiple copies (not to exceed more than one copy per pupil in a course) of any of the following:

1. Poems or excerpts of poems of less than 250 words.
2. Complete articles, stories, or essays of less than 2500 words.
3. Prose excerpts of 1000 words or 10% of the work, whichever is less.
4. One chart, graph, drawing, etc., per book or periodical issue.
5. Excerpts from children's books containing up to 10% of the works in the text.

A teacher may *not* make multiple copies of the following:

1. Works that have been copyrighted for other courses in the school.
2. More than one work or two excerpts from one author in one term.
3. More than three works or two excerpts from one anthology or periodical volume in one term.
4. Works more than nine times in one term.

A teacher may *not* make copies of:

1. Works to take the place of anthologies.
2. "Consumable" works such as work books and test booklets.
3. The same work from term to term.

In each instance where multiple copies are allowed, each copy must include a notice of copyright.

Music and Recordings

As with guidelines for books and periodicals, duplicating copyrighted musical works is prohibited to replace collective works or “consumable” materials. In addition, music educators *may not* copy such works for the purpose of performance or to substitute for the purchase of music.

A music educator *may* copy printed music in the following limited circumstances:

1. Emergency copying to replace purchased copies which are needed for a performance.
2. Copying excerpts of works for nonperformance purposes, if they do not compromise performable units (e.g., a movement), and are less than 10% of the work.
3. Copying of complete works if out of print or unavailable except in large works and used for teaching purposes.

Schools are permitted to retain single copies of the following recordings:

1. Performance by students for evaluation or rehearsal purposes.
2. Recordings made for the purpose of constructing aural exercises or examination.

Reproduction of Works by Libraries

The Copyright Act imposes major restrictions on reproduction of works by school libraries. Systematic duplication of multiple copies is forbidden by law with the exception of the following carefully defined exceptions:

1. Inter-library loan arrangements are permitted, provided that copying is not done to substitute for subscriptions to or purchase of a work.
2. Libraries may make up to six copies of the following:
 - a. A periodical article published within the last five years.
 - b. Excerpts from longer works.
3. Libraries must keep detailed records of all inter-library loan requests.
4. Libraries may make single copies of articles or excerpts of records or longer works for students, provided the articles become the property of the student.
5. Libraries may make copies of unpublished works for preservation, published works to replace damaged copies, and out-of-print works which cannot be obtained at a fair price.

To avoid liability for copyright infringement on the part of the library or an employee as a result of unsupervised duplicating, libraries must display notices to the effect that making a copy may be subject to the copyright law.

Educational Performances and Displays

The Copyright Act defines “fair use” of copyrighted materials in classroom teaching and educational broadcasting. Teachers may use such material in “face-to-face” teaching activities. Such protection does not extend, however, to knowing use of unauthorized reproduction of works.

Nonprofit instructional broadcasts are given limited protection from infringement claims. An exemption is granted to works used in regular instructional programs for both closed circuit and open circuit in-school reception. In such situations, broadcasters need not obtain permission to perform non-dramatic literary or musical work, but must receive permission to act out dramas or musicals or show motion pictures and slide shows.

Computer Software

Computer software is protected by the Federal Copyright Act of 1976. The following guidelines apply to the use of College acquired software:

1. No copies of software may be made except in the following cases:
 - a. Normally an archive copy of software is allowed for protection against accidental loss or damage. Archive copies of software should be securely stored and not used except to be recopied if the operational copy becomes damaged.
 - b. Some software, when site licensed by the producer, may permit unlimited copies for use within the college. Such copies *must* be made only by the person or persons authorized to make copies by the terms of the site license. In this case, duplicates shall be clearly labeled as Grossmont College copies of licensed software. Licenses are kept in a centralized databank housed in the Instructional and Technology Resources Office.
 - c. Some software, in particular, programming languages, allow code to be copied and incorporated within user written software. Such use is generally permitted as long as the software is for personal use and not sold, rented or leased. If distribution or commercial use is intended for software so produced, clearance must be secured from the copyright owner for the use of the incorporated code and with the College for use of the equipment during production.
2. The intended or unintended piracy, damage, alteration or removal of any College acquired software may be treated as an act of theft or malicious destruction. Grossmont College may elect not to extend computer services to persons who have been identified as engaging in these acts. All software purchases must be approved by the Associate Dean, Instructional and Technology Resources.

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3. The user is responsible for complying with whatever terms or conditions are specified in the license agreement or copyright statement which accompanies individual software acquisition.

APPENDIX B

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION

FULL-TIME INSTRUCTOR (REGULAR AND CONTRACT)

I. General Responsibilities

Under administrative leadership, it is the responsibility of the regular/contract college instructor to participate in the planning, implementation, and evaluation of educational programs, courses, and other experiences that will directly result in the educational growth of the students and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the faculty role. All other listed professional responsibilities are examples of activities which are part of the unique role of each faculty member and is reflective of their individual expertise and interests.

A. Classroom responsibilities

- *1. Meet classes/laboratories on days and times assigned.
- *2. Develop and implement instruction for each class/laboratory period which is consistent with the official course outline.
- *3. Develop, and distribute during the first week of class, a written syllabus for each course to communicate to students course objectives, grading criteria and classroom policies.
- *4. Demonstrate respect for student rights as specified in District policy and applicable laws.
- *5. Submit requisitions for textbooks and instructional materials in a timely manner.
- *6. Refer students to tutoring and related student services when appropriate.
- *7. Supervise students in off-campus activities when participation is expected as part of a course requirement or where such supervision is part of the instructor's load.
- *8. Provide academic assistance and related services to students during scheduled office hours.

B. Evaluation of Students

- *1. Periodically evaluate student progress toward meeting course objectives; advise the students of course objectives, methods of evaluation and the results of the evaluation.
- *2. Return assignments and examination results in a timely fashion.
- *3. Assign grades to students in the manner provided by District policy and administrative procedure and prescribed by the Education Code and Title V regulations for the State of California.
4. Participate in the credit by examination program where applicable.

C. Curriculum

Participate in the development and review of curriculum as needed.

Job Description – Full-Time Instructor (Regular And Contract), continued

D. Student Advising

1. Advise students enrolled in the instructor's classes in such matters as:
 - a. course content, scope and meaning;
 - b. major course requirements for the degree or certificate;
 - c. learning skills;
 - d. collateral or enrichment reading or experience opportunities for further understanding of the courses or subject field;
 - e. career alternatives/opportunities related to the subject field.
2. Participate as a faculty advisor to student organizations or clubs.

E. Professional Development

- *1. Participate in required professional development activities.
2. Continue to develop professional skills and knowledge.
3. Participate in planning staff development programs.
4. Participate in institutional research activities and grants.
5. Assist in the planning, development and implementation of a professional intern or student teacher program.
6. Attend/participate in professional conferences, seminars or meetings.

F. Additional Responsibilities

- *1. Regularly attend and participate in department/division meetings.
2. Attend commencement ceremonies and convocations.
3. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or district level, or participate in other significant nonclassroom college, district or community activities.
- *4. Keep official records and collect data required by District policy and administrative procedures; submit records and data in accordance with college procedures.
5. Participate in supervision of student assistants and paraprofessionals.
6. Participate in articulation activities and the coordination of inter-divisional and intra-divisional learning activities.
- *7. Abide by departmental regulations concerning the proper use, care and security of equipment.
8. Advise management of unsafe conditions or potential hazards and recommend solutions.
- *9. Participate in advisory committee meetings when required by divisional programs.
- *10. Report absences due to illness or for personal necessity to the division dean/director or designated officer; advise management of the intended date of return prior to the class meeting.
11. Provide recommendation for purchase of instructional supplies and equipment.
12. Consult with management on division personnel needs; assist with preparation of position descriptions and serve on screening/interviewing committees as needed.
- *13. Participate in the tenuring process.
14. Participate in the evaluation of regular faculty and adjunct faculty.

5/21/91

rev. 6/18/91

Revised: November 7, 1995

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
JOB DESCRIPTION

COUNSELOR (REGULAR AND CONTRACT)

I. General Responsibilities

Under administrative leadership, it is the responsibility of the regular contract counselor to participate in the planning, development, implementation and evaluation of counseling and student development that will result in educational, personal and vocational development of students and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the counselor role. All other listed professional responsibilities are examples of activities which are part of the unique role of each counselor and is reflective of their individual expertise and interests.

A. Educational Counseling

- *1. Provide educational counseling for prospective, new and continuing students.
- *2. Assist in the articulation process which assures smooth transfer of high school students into the community colleges and appropriate transition of community college students into baccalaureate institutions.
- *3. Assist students in the development of their individual educational plans and goals.
- *4. Serve as liaison counselor to District high schools.
- *5. Serve as liaison to college divisions/departments.
- *6. Participate in the implementation of district policies governing student matriculation and graduation.
- *7. Employ knowledge and skills necessary to counsel students about District programs and transfer requirements to baccalaureate institutions.
- *8. Conduct group orientation sessions.
- *9. Provide counseling for students on academic lack-of-progress probation.
- *10. Teach Personal Development classes in accordance with division needs.
- *11. Participate in required and scheduled Professional Development week activities each semester in compliance with contractual agreement.
- *12. Assist in the planning, development and implementation of programs designed to encourage the success and retention of students.
- *13. Attend and participate in department/division meetings.
- *14. Participate in articulation activities and the coordination of inter-divisional and intra-divisional learning activities.
- *15. Participate in advisory committee meetings for divisional programs.
- *16. Provide counseling for special populations to include veterans, foreign students, and non-traditional studies.
- *17. Participate in student outreach programs.
- *18. Participate in student orientation and registration.

- *19. Participate in "drop in" counseling.

Job Description – Counselor (Regular and Contract), continued

- *20. Cooperate with other services, programs, and departments in identifying and working with students with special needs.
- *21. Develop effective curriculum.
- *22. Participate in college information and career fairs.

B. Career and Occupational Counseling

- *1. Provide career counseling through Personal Development classes, individual appointments, vocational tests, or other career guidance systems.
- *2. Provide Counseling to meet career or occupational objectives.
- *3. Provide assistance in job search and job retention skills.
- *4. Work cooperatively with Student Placement and Career/Transfer Information Centers.

C. Personal Counseling

- *1. Provide individual counseling to assist students in resolving personal problems.
- *2. Accept referrals from teaching faculty and other college personnel.
- *3. Confer with teaching faculty regarding individual students when appropriate.
- *4. Refer students to campus support services.
- *5. Refer students to community agencies.
- 6. Provide crisis intervention and support.

D. Evaluation

- 1. Participate in follow-up studies of former students.
- 2. Participate in evaluation of counseling services and programs.
- 3. Participate in evaluation of equipments, supplies, tests, and other materials used on the job.
- 4. Participate in the follow-up of students relative to educational goals.

E. Professional Development

- 1. Continue to develop professional skills and knowledge.
- 2. Attend/participate in professional skills and knowledge.
- 3. Participate in planning, developing and implementing staff development programs.
- 4. Participate in institutional research activities and grants.

F. Professional Responsibilities

- 1. Attend commencement ceremonies and convocations.
- 2. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or district level, or participate in other significant, nonclassroom college, district or community activities.
- *3. Keep official records and collect data required by District policy and administrative procedure; submit records and data in accordance with college procedures.
- 4. Supervise student assistants and professionals.

- *5. Provide for the proper use, care and security of equipment.

Job Description – Counselor (Regular and Contract), continued

- *6. Submit requisitions for textbooks and instructional materials in a timely manner.
- *7. Report absences due to illness or personal necessity to the division dean or designated office; advise management of intended date of return to assigned duties.
- 8. Provide recommendation for purchase of educational, instructional and counseling supplies and equipment.
- 9. Consult with management on division personnel needs; assist with preparation of position descriptions and serve on screening/interviewing committees as needed.
- *10. Adhere to the counselor work schedule as defined by the negotiated contract.
- 11. Provide counseling resources for faculty and classified staff.
- *12. Participate in the tenuring process.
- 13. Participate in the evaluation of regular and adjunct faculty.

5/8/91

rev. 6/18/91

Revised: November 7, 1995

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
JOB DESCRIPTION

LIBRARIAN (REGULAR AND CONTRACT)

I. General Responsibilities

Under administrative leadership, it is the responsibility of the regular/contract college librarian to participate in the planning, implementation and evaluation of learning resource programs that will contribute to the educational growth of the college community and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the librarian role. All other listed professional responsibilities are examples of activities which are part of the unique role of each librarian and is reflective of their individual expertise and interests.

A. Selection, Development, Organization, and Evaluation of Learning Resources Materials, Equipment and Facilities.

- *1. Participate in the selection of Learning Resources materials within the general guidelines of collection development policy.
- *2. Guide and assist other faculty in selecting materials.
- *3. Participate with other faculty in selecting materials.
4. Establish and maintain a process for acquisition of learning resources materials.
5. Catalog, classify and otherwise organize each category of learning resource materials to assure maximum accessibility and usefulness.
6. Evaluate and recommend systems, equipment and software for all Learning Resource applications.

B. Instructional and Reference Services

- *1. Work with students in analyzing and understanding assignments and projects.
- *2. Direct students in devising and executing a search strategy.
- *3. Recommend sources in various subjects to students and provide instruction in the use of reference materials.
- *4. Confer with classroom faculty on library orientation activities for their classes.
5. Provide readers advisory help to the library patron.
- *6. Do information searches when appropriate and prepare bibliographies.
7. Teach courses of the Division of Learning Resources.
8. Provide signs, brochures and other publications and audio-visual programs to facilitate the effective use of the learning resources.
9. Plan and prepare displays and exhibits.

C. Curriculum Development

1. Participate in the design and creation of learning materials and systems.
2. Periodically review the need for curriculum development in library instruction.
3. Recommend new library instruction curriculum in consultation with faculty in other disciplines as appropriate.
4. Participate in college curriculum development processes.

Job Description – Librarian (Regular and Contract), continued

D. Learning Resources Program Policies and Procedure Development

- *1. Participate in the establishment of Learning Resources Program policies and procedures.
2. Provide guidance for classified staff in all aspects of Learning Resources operations.

E. Student Advising

1. Advise students on matters of career alternatives/opportunities and course requirements in Learning Resource fields.

F. Professional Development

- *1. Participate in required professional development activities.
2. Continue to develop professional skills and knowledge.
3. Participate in planning staff development programs.
4. Participate in institutional research activities and grants.
5. Assist in the planning, development and implementation of a professional intern or student librarian program.
6. Attend/participate in professional conferences, seminars or meetings.

G. Additional responsibilities

- *1. Regularly attend and participate in department/division meetings.
2. Attend commencement ceremonies and convocations.
3. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or district level, or participate in other significant nonclassroom college, district or community activities.
- *4. Keep official records and collect data required by District policy and administrative procedures; submit records and data in accordance with college procedures.
5. Participate in supervision of student assistants and paraprofessionals.
6. Participate in articulation activities and the coordination of inter-divisional and intra-divisional learning activities.
- *7. Abide by departmental regulations concerning the proper use, care and security of equipment.
8. Advise management of unsafe conditions or potential hazards and recommended solutions.
- *9. Participate in advisory committee meetings when required by divisional programs.
- *10. Report absences due to illness or for personal necessity to the division dean/director or designated officer; advise management of the intended date of return prior to resuming duties.
11. Provide recommendation for purchase of instructional supplies and equipment.
12. Consult with management on division personnel needs; assist with preparation of position descriptions and serve on screening/interviewing committees as needed.
- *13. Participate in the tenuring process.
14. Participate in the evaluation of regular faculty and adjunct faculty.

5/8/91

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
JOB DESCRIPTION

PART-TIME INSTRUCTOR

I. General Responsibilities

Under administrative leadership, it is the responsibility of the adjunct instructor to perform those tasks and support advancement of the visions, missions, and values of the colleges and District.

II. Specific Responsibilities

Responsibilities designated with an asterisk are primary to the adjunct instructor role. All other listed professional responsibilities are examples of activities which are part of the unique role of each adjunct instructor and is reflective of their individual expertise and interests.

A. Classroom Responsibilities

- *1. Meet classes/laboratories on days and times assigned.
- *2. Develop and implement instruction for each class laboratory period which is consistent with the official course outline.
- *3. Develop and distribute during the first week of class, a written syllabus for each course to communicate to students, course objectives, grading criteria and classroom policies.
- *4. Demonstrate respect for student rights as specified in District policy and applicable laws.
- *5. Submit requisitions for textbooks and instructional materials and/or recommend to department chairs/coordinators appropriate text selections, in a timely manner.
- *6. Refer students to tutoring and related student services when appropriate.
- *7. Supervise students in off-campus or co-curricular activities when participation is expected as part of a course requirement or where such supervision is part of the instructor's load.

B. Evaluation of Students

- *1. Periodically, evaluate student progress toward meeting course objectives; advise the students about methods of evaluation and the results of the evaluation.
- *2. Return assignments and examination results in a timely fashion.
- *3. Assign grades to students in the manner provided by District policy and administrative procedure and prescribed by the Education Code and Title V regulations of the State of California.
- 4. Participate in the credit by examination program where applicable.
- 5. Assist appropriate administrators with recommendations regarding waivers and student petitions where applicable.

C. Curriculum

- 1. Participate in the development and review of curriculum as needed.

D. Student Advising

- 1. Advise students enrolled in the instructor's classes on such matters as:
 - a. Course content, scope and meaning;
 - b. major course requirements for the degree or certificate;
 - c. learning skills;
 - d. collateral or enrichment reading or experience opportunities for further understanding of the course or subject field;

- e. career alternatives/opportunities related to the subject field.

Job Description – Part-time Instructor, continued

E. Professional Development

- *1. Participate in required professional development activities.
- 2. Continue to develop professional skills and knowledge.
- 3. Participate in planning staff development programs.
- 4. Participate in institutional research activities and grants.
- 5. Assist in the planning, development and implementation of a professional intern or student teacher program.
- 6. Attend/participate in professional conferences, seminars or meetings.

F. Additional Responsibilities

- 1. Attend and participate in department/program/division meetings.
- 2. Participate in the process of shared governance by contributing to the academic community through committee work on the department, division, college and/or District level, or participate in other significant nonclassroom college, District or community activities.
- 3. Participate in supervision of student assistants and paraprofessionals.
- *4. Abide by departmental regulations concerning the proper use, care and security of equipment.
- *5. Keep official records and collect data required by District policy and administrative procedures; submit records and data at times specified by management.
- 6. Participate in articulation activities and coordination of inter-divisional and intra-divisional learning activities.
- 7. Attend advisory committee meetings when required by divisional programs.
- 8. Report absences due to illness or for personal necessity and the intended date of return, if at all possible, prior to the class meeting to the division dean/director.
- 9. Provide recommendations for purchase of instructional supplies and equipment.
- 10. Attend/participate in “in house” conferences, seminars or meetings.
- *11. Provide administrators, chairs and coordinators with sample instruction materials as may be deemed necessary, such as examinations, lab projects or course syllabuses.

5/8/91

APPENDIX C

THE ART OF TEACHING AND LEARNING

This information was based on the Butte College Instructors Manual, a project funded by the California Community College Fund for Instructional Improvement. We are grateful to Butte College and the Butte College Staff Development Committee for sharing this material.

WHO ARE WE?

THE STUDENTS

Students are very important people; their achievement is our reason for being. As our clients, they should be given the same degree of respect and courtesy you would give to your best customer. They are enrolled in your class because they want to be there and they have paid for the privilege of being your students.

They come to class with an amazing variety of talents, skills, wants and needs. The mix is often staggering. Some students will be very articulate and highly motivated to succeed academically. Others will be less articulate, unsure of their goals and less prepared to meet the challenge of college level work. The average age of our students is 26 years, 57% are female, 43% are male and nearly 38% belong to an ethnic minority. Almost one-third attend only night classes and the average student carries about eight units. Of the more than 16,000 Grossmont College students, some have entered directly from high school while others may hold advanced degrees; some are may be returning to Grossmont in order to reenter the job market, upgrade their skills or simply to pursue an educational interest. In short, you will be meeting a wide variety of students, and your challenge as an instructor is to make this teaching/learning experience as meaningful and relevant as possible.

THE FACULTY

Grossmont College is fortunate to have among its faculty a diverse group of extremely talented people. Some have extensive experience in business or industry, others have a background in public or private higher education. The academic preparation of our faculty ranges from vocational certificates to doctoral degrees. A significant number of faculty are Fulbright Scholars and many have published major textbooks which are used nation-wide by other colleges and universities. In essence, we are as diverse as the student population which we serve. We are, however, bound together by a single common goal: to provide our students with the finest education available.

As a faculty member, your expertise and ability to teach make you an important part of who we are. As a college instructor, you are respected in the community and may have an incredible influence in the lives of your students. Use your influence wisely and experience the joy of learning with them.

YOUR EXPECTATIONS

Communicate your expectations clearly to your students. Take the time to go over your course syllabus to be sure that everyone understands course goals, attendance requirements, and performance expectations. Be sure that your assignments are understood by students. If your expectations are clearly defined and understood by students, they will be more likely to meet your expectations. Don't be afraid to set your expectations high but understand that some students may have special circumstances which may require additional consideration. You have the right to expect the average student to study two hours outside of class for every hour spent in lecture. *Care enough about your students to require them to read, write, and engage in critical thinking about your subject on a regular basis.*

ORGANIZING THE MATERIAL

THE OFFICIAL COURSE OUTLINE

The first step in preparing your material is to get a copy of the official course outline from your department chair, coordinator, division dean or the Instructional Operations Office in room 109. This outline has been prepared so that the course content and student exit competencies will be similar regardless of the instructor. The course outline typically indicates:

1. Course number, title, hours and units.
2. Prerequisites, corequisites and/or recommended preparations.
3. Catalog description.
4. Course objectives.
5. Instructional facilities.
6. Materials required of the student.
7. Course content.
8. Method of instruction.
9. Method of evaluation.
10. Outside class assignments.
11. Required and supplementary texts.

Your goals, objectives and topics as outlined in your course syllabus should be fairly close to those on the outline, which control the transferability of the course. Any changes to the official course outline must be approved by the college's Curriculum Committee.

THE SEMESTER PLAN

With a copy of the course outline in hand and a copy of the adopted text, you are now ready to plan the course. Using a calendar showing all of the regular class meeting days during the semester, plan when and in what order material will be covered. Remember to plan around holidays and final examination periods. Decide when exams will be given, when assignments will be turned in, when field trips will be scheduled and specific dates that you plan to use instructional media materials, guest speakers or other resource material. If you plan to use instructional media materials on specific dates, be sure that they are ordered early through Instructional Media Services. Your plan should also reflect the discussion topics and appropriate chapters of the text or other readings you expect students to have completed on specific dates. This will assist students in focusing their preparation for class.

An effective semester plan will help prevent a situation that many of us have experienced; the teacher uses the first two-thirds of the semester to cover less than half of the material. He or she may then try to make up for lost time by accelerating the pace and leaving the students overwhelmed and confused. It is also a great help to students when they miss a class.

THE SYLLABUS

The most important document that you will give your students is the course syllabus. This syllabus should be distributed on the first day of class but no later than the end of the second week. This syllabus is your contract with the students. If it is well prepared and followed closely, students will come to depend on it and assume more of the responsibility for the learning process. The more complete and detailed the syllabus, the better. Students will develop a first impression about your expectations, enthusiasm and preparation from your syllabus.

A typical syllabus should include the following:

1. The course description from the official course outline.
2. The goals and objectives of the course.
3. The name and author of all required and suggested texts.
4. The calendar of the course, session by session, showing what is expected of students each day.
5. Dates of projects, tests and special events.
6. Criteria which will be used in evaluating students.
7. Grading standards and specific requirements for earning a desired grade in the class. Be particularly specific on this item. More challenges arise on grading than any other point. Your syllabus is your backup and support for how you grade when a grade is questioned.
8. When and where you may be reached including your email address.
9. The location of the classroom.
10. The times of the class meetings.
11. Types of technology used for instruction and learning activities.
12. Linkages between careers and courses or where such information may be secured, such as the Career Center or the Grossmont College Career web site.
13. Learning communities which are part of course activities to promote student success.
14. Include the following disability statement:

*Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact Disabled Student Services & Programs (DSP&S) **early in the semester** so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in room 110 or by phone at (619) 644-7119 (TTY for deaf).*

If you would like some assistance in preparing your syllabus, the chairperson or coordinator of your area will be happy to help.

THE FIRST CLASS MEETING

THE FIRST HOUR

The first time you meet your students is the most important. It will set the tone for the rest of the semester, so use it well. Begin on time to set the standard for the rest of the semester. Begin by introducing yourself, writing your name and the name of the class on the board. Feel free to share some things about yourself and why you are interested in the particular subject.

Second, introduce the text. Tell the students why they will be interested in reading it and what features they may find helpful. Introduce the syllabus and give each student a copy. Go over each item point by point, i.e., class attendance, academic integrity, student conduct. Even though they can read it for themselves, this will reinforce its importance. Review the roll sheet. Find out who is registered and who needs to be. Begin learning students' names immediately.

OTHER ACTIVITIES

After you have taken care of necessary operational items, you should immediately begin on the subject matter of the class. This is sometimes uncomfortable because perhaps as many as half of the class may not be in attendance until the next class meeting and those that are have had no time to prepare. However, by utilizing the full time available on the first day, and every day, you are telling your students that the class is important and they should take it seriously. Some instructors use this time to give an overview of what students will learn and then present material which is interesting but perhaps not heavy in content.

METHODS OF INSTRUCTION

Once you have decided on your goals and have identified your topics, the next step is to decide on the best way to help the students learn the material. Often we fail to realize the variety of methods that are available. We define teaching as telling and so we find ourselves believing intuitively that we are not teaching unless we are lecturing in the traditional way we were taught.

The secret of choosing effective methods in any class situation is variety. This is especially important in those two- or three-hour evening classes where many of your students have already put in a full day's work. The following describe some of the methods that you may consider using. Choose those that will best help you reach your goals, and that are appropriate given the nature of the material, your own personality and skill, and your students. The list is by no means exhaustive and no one method is superior to others all of the time.

LECTURES

The most widely used method of teaching in the community college classroom is the lecture. This is not to say that it is necessarily the best method; often it could be the worst since it may fail to engage the student actively in the teaching-/learning process. It is often an easy method, and it provides a lot of personal satisfaction for the instructor. Too often though it fails to stimulate critical thinking about the subject and encourages the students to memorize, recite and forget.

A *good* lecture can be a very effective teaching tool. It has definite advantages if done well. It can cover more material in less time than other methods. Furthermore, it has the advantage of being a face-to-face method which allows the instructor to observe responses of the students. The perceptive teacher can read the expressions and know if he or she should speed up, slow down, change topics or take a break.

There is no way that this handbook can teach you how to be a stimulating and sensitive lecturer. It can be taught but it's not easy and for most of us; it does not come naturally. Here are some suggestions that you might find helpful.

- ♦ Be organized. Have your goals for the class period clearly in mind and systematically organize the concepts that relate to those goals, discarding even interesting material if it does not directly relate to your goals. You might consider placing a skeletal outline or agenda of the day's topics on the board as a guide. Remember that your students are trying to take notes on what you are saying so that they can remember it for future application.
- ♦ Be clear and precise. Learning should be an adventure but not necessarily a mystery. Tell students when you are moving to another concept, how the concepts relate and help them to know what you believe to be the most important ideas. Use a white board or overhead projector to emphasize important ideas. When using the white board, avoid speaking to it rather than to the students. This will help students hear more clearly and pick up nonverbal clues that may help them to remember important ideas.
- ♦ Be interesting and relevant. The major complaint with many lectures is that they are boring. You can help keep your delivery interesting by using examples which illuminate and demonstrate application. Change the volume and pitch of your voice. Move around as you talk. Feel free to use your lecture notes but *never read your material*.
- ♦ Be aware of your students. Maintain eye contact so that you will know if they are with you or not. Use occasional humor and above all, reflect enthusiasm for your subject and your job. Remember that although you may have delivered this same lecture on many occasions before, this group of students is hearing it for the very first time.

DISCUSSION

Most audiences are far more interested in what's transpiring if they are involved, be that a ball game or a classroom. Classroom involvement can be encouraged by a meaningful exchange of ideas usually facilitated by questions. Students feel comfortable enough to ask questions and the instructor would do well to ask the students some questions. These can be straight-forward questions relating to material they should already know, or questions requiring them to reason or apply the ideas under consideration. This method may often be used successfully in conjunction with the lecture method.

Another application of the discussion method is to break the class up into small groups of about five to seven students and give them a specific problem to solve or assignment to complete. Students may then share their conclusions with the entire class.

The instructor needs to be aware of two problems which may occur during discussions. One relates to the matter of control. During a question and answer session, the discussion may range beyond the objectives of the class becoming a “bull session” and wasting valuable class time. When the instructor senses this shift in direction, he or she must be able to terminate the discussion or redirect it. An effective method might be to restrict the discussion by saying, “We can take only two or more comments before moving on.”

In small groups, the instructor is unable to monitor each simultaneously. If the time is not being used wisely or if one member is dominating the discussion, the activity may be unproductive. The instructor can help to avoid this problem by limiting the discussion period to ten to fifteen minutes and by being sure that the topic or assignment is well defined and related to overall course goals. Mixing group membership frequently may enhance the experience by allowing the students to learn to function in a variety of group settings.

INSTRUCTIONAL MEDIA

Instructional programs or videotape, smart cart, PowerPoint, CD Rom, or from the Internet can supplement traditional lectures and discussion. Many classrooms are now equipped with teaching “smart carts” that allow you to access and project the Internet. To be successful, however, they need to be directly related to the objectives of the class. In fact, they should be used only when the concepts you want to present can best be delivered by using them. Inappropriate use as “filler” can damage the credibility of the instructor's future use of these valuable teaching tools. Consequently, it is best to plan your scheduled use of these media well in advance to make sure that the materials are relevant and available.

In order to get maximum advantage out of instructional media materials, the instructor should state specifically what the student should understand from the program and what specific things need to be watched for. Also, a discussion held after the presentation can reinforce the lessons presented. Equipment allows the program to be stopped during the presentation in order to reiterate important points immediately. Obviously, the instructor must be familiar with operation of relevant equipment and should be thoroughly familiar with the content of the media before presenting it to the class. Arrangements for previewing media or familiarization with equipment may be made through Instructional Media Services, extension 7374.

HANDOUTS

Handouts can be a useful supplement to the text; they reinforce lecture concepts or may serve as a focal point of discussion. In some cases, there is almost no effective substitute for a well prepared handout.

Grossmont College’s Printing and Duplicating department is one of the best community college facilities of this kind in the state. Your handouts will be produced using the latest reprographic technology to assist in the development of your handouts, or any instructional materials, consult with the Photography, Graphics and Word Processing departments. All of these departments are located in the Learning Resource Center (LRC).

If you use material which has been published elsewhere, you must be aware of the copyright regulations. These are included in Appendix A of this handbook.

STUDENT PRESENTATIONS

Student use of class time for presentations can be very valuable both for those making the presentations, and for the class as a whole. Single student or group presentations, debates, panel discussions and role playing episodes are all variations which have proved successful as learning methods. A few suggestions may help you in implementing these:

- ◆ Keep the oral reports short, usually not more than ten to fifteen minutes.
- ◆ Make sure that course goals are being met by assigning or at least approving student selected topics.

- ◆ Keep groups working on a single project small enough to avoid excessive fragmentation and conflicts.
- ◆ Encourage class discussion of the presentation and emphasize the importance of the activity by indicating that the material will be included on the exams; then follow through.
- ◆ Finally, be sure that time limits are observed and work closely with those who need more time to be sure that they stay on the subject.

WRITTEN ASSIGNMENTS

Term papers and other writing assignments are very effective teaching tools. They serve as a mechanism to enhance a student's communication skills and focus the student on the process of organizing his or her thoughts and synthesizing what he or she has learned. Writing is a skill useful in all aspects of life and Grossmont College is committed to helping students to communicate effectively through writing. Written assignments should be a regular part of *every class*, not just English classes. If you are not yet incorporating writing assignments in your classes, you should be. Here are some suggestions which may help:

- ◆ Short assignments of one or two pages may be far more appropriate than a longer research project or term paper at the beginning level. To be done well, term papers may require research, writing and editing skills beyond the ability of your students and the goals of your course. Failure to provide students with adequate guidance and direction in research paper preparation may lead to frustration for instructor and student, and may actually have a negative rather than positive effect on attitudes toward writing.
- ◆ Most instructors agree that the assignment with the most educational benefit in the least amount of time is a brief objective analysis and commentary on a short piece of stimulating reading. This can reinforce reading, abstracting, interpreting, evaluating and communicating to an audience. This assignment is generally easier for instructors to evaluate as well.
- ◆ It is not always necessary to correct grammatical errors and misspelled words. Instead, indicate to your students instances of obstructed or failed communication. When their grammar gets in the way of effective communication, tell them so by saying, "I can't understand this," or, "I'm not sure what point you are trying to make."
- ◆ Expect acceptable writing. When students do not live up to that expectation, simply return the paper ungraded with instructions to rewrite it. Most students will perform on the level expected or demanded.
- ◆ For the most part, your obligation is not to teach good writing skills. Writing is one of the most difficult tasks that we must master. If a student doesn't have those skills, it is his or her responsibility to seek out those who can help. You can help by directing the student to Tutorial Services and English Writing Center or Reading Center for some assistance.
- ◆ Have specific and clear objectives for your writing assignments and communicate them effectively. Students must know what is expected, and why, so that they can successfully complete the assignment. Nothing is more frustrating for students than being given an assignment that is seen as mere busy work.
- ◆ Respond to students' written work in a timely manner with written comments of your own. Let them know that you spent the time to read and think about what they wrote.

Other appropriate writing assignments can include turning in class notes (this can be a real revelation), in-class essays, book reports, take-home examinations and library assignments. Your subject matter and general course goals will lend themselves to appropriate assignments. Remember that for every hour a student spends in class, they are expected to spend two to three hours outside of class on assignments (Carnegie Unit definition).

Often you can successfully use other students to provide feedback on written work. This might be done by giving every student another's paper and then have the student comment on the paper. Another way might be to divide the class into small groups of three or four and then take turns discussing each paper. The students should be made aware that others will be reading their papers when the assignment is given.

STUDENT EVALUATION

THE PROCESS

Many teachers find the evaluation process the least enjoyable aspect of teaching. Nonetheless, if it is done well, it can be one of the most valuable tools a teacher can have. With proper evaluation, you can measure the student's learning and adjust your teaching when necessary. It can be made easier with proper planning and direction.

The most important aspect of fair grading is to set up the criteria for the grade before you ever meet the student, and then stick to it. The class syllabus should spell out very clearly what will be expected of students to earn a particular grade. The number of tests, the other criteria that will influence the grade, and the relative weight for each should be indicated.

Generally speaking, it is preferable to have many criteria spread throughout the semester rather than to have the entire grade determined by a midterm and final alone. First, both you and your students need some early indication of what is expected, or what to expect, so that modifications can be made when necessary. Second, the students might not do well on one test for reasons completely unrelated to the class, and if that one test determines a large part of their grade, it's not fair to them and doesn't give you an accurate assessment of what they have learned.

Try to get the assignments or test results back to students as soon as possible. A major function of proper evaluation is the teaching potential it has. The quicker the turn-around time the more value an exam or quiz has as a teaching tool. Knowing a numerical score percentage or letter grade is often not helpful in understanding the principles behind the test. For that reason, some instructors find it very valuable to spend class time reviewing exam results and specific answers to questions.

QUIZZES AND EXAMS

There are basically two types of exams: 1) objective, including multiple choice, true/false, short answer and matching; and 2) subjective or essay. Both have limitations and strengths. Objective tests often emphasize memorization with little opportunity for analysis and evaluation, but they are quick and easy to grade. On the other hand, subjective tests can (though not always) test analytical and evaluative skill but they cannot test the breadth of material as well as objective tests. They can be very time consuming to correct. Many instructors find that a combination of both methods gives them the best picture of what the student has learned. Relying heavily on T/F tests is not appropriate at the college level.

Objective tests free from ambiguity are very difficult to write. Often the teacher's manual which accompanies a text has prepared questions for your use that relate specifically to the text. Sometimes these questions are well written, sometimes not. They can serve as a point of beginning by either incorporating some questions as written or they may be rewritten to meet your specific needs.

In writing good essay questions, define in specific terms just exactly what you want the student to do. Keep the task narrow enough so that the student can answer the question in a single paragraph or two. For example, a question like, "Discuss and evaluate the factors that contributed to the Civil War," might leave the students ricocheting all over the material hoping that they might stumble on the answer you want. Rather, "Compare and contrast the issues of states' rights and slavery as factors that led to the Civil War," is much clearer for the students and easier for you to grade.

When grading essay exams, take one question at a time and then read all of the students' responses before you begin to grade them. Then, after you have graded all of the first questions, move on to the second and then repeat the process. Determining what you expect and a range of acceptable answers may help you be more objective in grading essay exams. Finally, be sure to grade the exams in a timely manner and return them to the students as quickly as possible.

ASSESSMENT STRATEGIES

Consider the following variety of assessment strategies in evaluating your students' performance.

- ♦ take home exam
- ♦ in-class exam
- ♦ literature review
- ♦ term paper
- ♦ journal
- ♦ experiential activities
- ♦ individual projects
- ♦ team (group) projects
- ♦ individual oral presentation
- ♦ team (group) oral presentations
- ♦ individual research projects
- ♦ collaborative research project
- ♦ essay/article critique/book review
- ♦ class discussion/debate
- ♦ homework assignments
- ♦ peer evaluations/assessments
- ♦ case studies
- ♦ self-evaluations
- ♦ field experience
- ♦ student portfolios
- ♦ scoring rubrics
- ♦ teacher observations
- ♦ student interviews
- ♦ test with open-ended questions
- ♦ revised student work
- ♦ exhibitions/demonstrations
- ♦ investigations

THE COURSE GRADE

In assigning a course grade, you will want to weigh collectively all of the factors that your syllabus indicated would be used. Obviously, you will include the exam scores and grades on written assignments. Whether you wish to include class participation and attendance is your choice. The grade you assign cannot be altered by anyone but you.

You might find it enlightening to examine your total distribution of grades. If you find that your grades are skewed with mostly "A's" or "D's," you might wish to reexamine your standards. Comparing your grade distribution with others' who teach the same course may help you evaluate your grading practices and avoid "grade inflation." Remember, an "A" means work that is excellent, a "B" good, "C" satisfactory, and a "D" passing, less than satisfactory. "CR" is assigned for students achieving an "A", "B", or "C"; "NC" reflects a "D" or "F" grade.

ACADEMIC INTEGRITY

CHEATING

Cheating is willful and intentional fraud and deception for the purpose of improving a grade, obtaining course credit, or assisting another to cheat. Cheating includes all behavior by a student that is intended to gain unearned academic advantage by fraudulent and/or deceptive means. We should not assume that all students will try to cheat, but some will, and some are so clever at it that we will never know. The types of cheating that take place away from the classroom are often the most difficult to detect. These forms of plagiarism are often only recognized when the student fails to demonstrate thorough knowledge of the assignment he or she turned in.

CONTROLLING CHEATING

When possible it is much easier to prevent cheating than it is to deal with the offender. One of the most important things that you as an instructor can do is to define for your students exactly what cheating is and how you will deal with it. Discuss this with your students and include this information in your syllabus. Remember that students from some cultures may view cooperative efforts at accomplishing any task as a way of life. The distinction of what is cheating and what is not in an educational setting may be difficult for them to make, particularly when they may be encouraged to tackle group projects in some contexts while being prohibited in others. Spend the time necessary to clarify your expectations early and thus discourage cheating at the beginning.

In-class cheating, usually during an examination, can be reduced by maintaining a watchful eye during the exam period, by giving alternate forms of the test to every other student or by arranging seating before students enter the class. Out-of-class plagiarism might be discouraged by having students write an essay in class and then use this as a benchmark for out-of-class assignments. If a student knows that you plan to compare his or her writing style on both types of assignments, he or she may be more likely to do his or her own work.

RESPONSES TO CHEATING

One of the most distasteful tasks an instructor may face is confronting a student suspected of cheating.

However, it is one that demands your attention if it is suspected or reported. Instructors who fail to respond to the situation may inadvertently encourage other students to do the same or discourage others from working as hard as they might knowing that classmates who cheat go unpunished.

Cheating and plagiarism can result in any one of a variety of sanctions. Such penalties may range from an adjusted grade on a particular exam, paper, project or assignment to a failing grade in the course at the discretion of the instructor subject to certain conditions. The instructor may also suspend the student for the class meeting when the infraction occurred as well as the following class meeting; extreme cases can result in extended suspension or expulsion as stipulated by the college's Disruptive Student Behavior Policy. Your department chairperson or coordinator, your instructional dean and the Associate Dean of Student Affairs should be consulted if further information or clarification is needed. In any case, it is best to meet with the student privately to discuss the situation.

MOTIVATING STUDENTS

THE PROBLEM OF MOTIVATION

Perhaps the most common lament of the first time instructor or even the veteran instructor who remembers what students used to be like in the “old days” is the apparent lack of motivation. It is a serious problem. The most serious result is that many poorly motivated students will drop the class before the end of the semester. Early warning signs may include: late or uncompleted homework assignments, repeated absences, tardiness or early departure from class, failure to participate in class discussions, poor performance on assignments and exams or failure to take class notes. Any of these, including dropping the class may be caused by unrelated motivational problems. Many of our students work, either part-time or full-time or they may have demanding family obligations. These may interfere with placing education as a first priority in their lives. Lack of sufficient motivation may simply compound the problem.

When a student drops a class, an instructor may feel that he or she had done something to “turn off” the student, that he or she is somehow to blame for the student's disinterest. Although the instructor is not generally the problem, he or she may be part of the solution.

HELPING STUDENTS SUCCEED

Some well-meaning teachers have felt that they can help the overworked student by making the requirements a little less rigorous or by grading a little easier, emphasizing effort rather than actual performance. These are both forms of academic dishonesty and should be avoided. You are not doing the student any favors by awarding a grade or units which he or she did not earn by performing up to the expected standards.

Some instructors with consistently low drop rates seem to have found the secret to helping students stay in class and succeed. The most important thing that you can do is to seriously want success for your students and transfer your desire to them in as many ways as possible. Students' lack of motivation is often rooted in their lack of self-confidence. Many will be quite convinced that they cannot do well before they even begin. Part of your job is to convince them that they can succeed and they can gain from their educational experience. Teachers who communicate either vocally or through their behaviors that “this class is so hard that many of you will probably not make it” do not belong at Grossmont College.

Here are some positive ways to help motivate your students:

- ♦ Learn your students' names and use them often both in and out of class.
- ♦ Use the entire class time on the first meeting and every meeting thereafter. This tells the students that they and the subject matter are important.
- ♦ Meet your students with enthusiasm on the first day and every day thereafter.
- ♦ When they are absent, let them know they were missed. Student retention rates have increased dramatically when instructors have taken the time to follow-up on student absences with telephone calls indicating their concern.
- ♦ Provide an early warning system by giving quizzes, exams, and assignments early in the semester.
- ♦ Seek out students who appear to be having problems. Indicate your willingness to provide special assistance. Advise them of services which may assist in meeting their individual needs and indicate your interest in their success.

As a final note, remember that our goal is your success. It applies to our students and to you, our valued faculty.

APPENDIX D

SAMPLE SYLLABUS

GROSSMONT COLLEGE

COURSE SYLLABUS

Course Title: Principles of Buffet and Catering
Course Number: CA 173
Chef Instructor: Mial Parker

Time: Saturday, 9:00 a.m. to 1:50 p.m.
Room: 373
Lab and Lecture: 3 units, 2 hours lecture, 3 hours laboratory
Prerequisites: A "C" or "CR" grade or higher in Culinary Arts 169 or equivalent.

Required Text:

Gisslen, Wayne. Professional Cooking. New York, NY: John Wiley and Sons, 2005.

Course Description:

This course will include methods and procedures needed for catering and buffet service including table arrangements, decor, physical lay-out and decorative carving techniques. Students will also prepare pate, gelatins, marinated salads, smoked fish and charcuterie.

Culinary Arts Course Focus on Professionalism:

Culinary Arts courses are structured to help students with basic skills needed to work in the food industry. Personal skills as well as the technical/production skills needed on the job will be infused into the course content. These personal skills include the management of resources such as time, money and materials, as well as the ability to interact with others from culturally diverse backgrounds. The student's ability to learn, reason, think creatively, solve problems and make decisions will be observed as he or she participates in the class. The instructor will work with students on an individual basis to help in areas where these skills may not be up to industry standards. In addition, reading, writing and effective communication skills are an integral part of all culinary courses.

The classes are conducted with a **collaborative, team approach** similar to actual work experiences/social and organizational systems found in restaurants and other establishments where the Culinary Arts student would eventually find work. Each course will include industry issues, which will affect the individual on the job. This in proper sanitation and safety measures and key elements of industry planning, management, labor concerns and community issues as they are applicable to the course topic. Basic job interview skills and resumes will be covered as they relate to each specific course. Students will receive information on career ladders in the industry as well as educational opportunities for advancement.

Course Objectives:

Upon completion of this course, students will be capable of entry level positions in the food service industry having learned key elements of planning, teamwork, basic knowledge in the different areas of cookery, self management of time and resources, demonstrating sociability and integrity in conduct and have a better understanding and appreciation of Garde Manger and cold food preparation. The student will be familiar with proper health, safety and sanitation procedures as applied in the food industry. Students will also acquire basic knowledge of food preparation, problem solving, creative thinking and be able to demonstrate individual responsibility, leadership qualities and self esteem as practiced in professional commercial kitchens. Students will understand how to order food and handle capital and purchases.

Uniforms:

In presenting a professional image, feeling like a professional, and dressing for employment in the industry, wearing a uniform is essential during the lab portion of each class. Failure to dress appropriately will result in no lab performance and loss of points for that day. The following are the requirements for uniforms:

1. Shoes: Solid working type shoe as used in the industry; no canvas, sandals, strapback, open toe or open shoes and

- slippers are allowed. No boots as they will mark the floor.
2. Pants: Cook's checkered, or other cotton cook's pants are fine. Shorts, cut-offs, pants with holes, gym outfits are not allowed.
 3. Shirts: Standard chef's coat. It should be comfortable, yet must be safe for use in a professional kitchen. T-shirts, polo shirts, pullovers, tank tops, and gym shirts are not allowed.
 4. Apron: Standard cook's apron (cotton and fire safe). No frilly, lacy, torn and loose aprons allowed.
 5. Hair: Hair must be contained in a chef's hat in order to meet class specifications and sanitation standards.
 6. Jewelry: Due to safety in the kitchen, **all jewelry must be removed prior to lab sessions.**

Equipment:

We are fortunate to have the use of good quality tools and equipment. It is your responsibility to use them appropriately, clean them, and put them away properly. No school equipment or tools are to leave the classroom under any circumstance. The following are equipment you may need especially if you are comfortable using your own knives. You are responsible for your own personal tools and culinary equipment.

1. Grossmont College Knife Kit: French knife, 10"; boning knife; paring knife, 4"
 2. Tasting spoons
 3. Black felt pen
 4. Pen and pencil
 5. Notepad and 3-ring binder (to contain all handouts, recipes and lecture notes)
- * Additional equipment will be discussed in class.

Safety:

Safety is of first priority to you, both in class and in the work areas. Students are required to exercise good safety habits on a daily basis during the lab session. All students will observe all hazards prior to starting the lab portion of class. Safety is a high concern and is monitored on a consistent basis, assuring that it takes priority over all tasks performed in the class. We will cover knife awareness, hazardous chemical awareness, safety tips and techniques in the class lectures to assure you that we practice and work in a safe environment. Safety is everyone's responsibility.

Personal Hygiene:

Practicing good hygiene is the responsibility of every student. The following are some requirements that will assure proper practices:

1. You will have a clean uniform before participating and working in the lab.
2. Hands and fingernails must be washed and cleaned before starting in the lab.
3. Cuts, burns and abrasions will be bandaged up before coming in contact with food and kitchen utensils.
4. Use your own utensils or designated tasting spoons when tasting; sharing is not permitted, and never put your tasting spoon back in the food until it is cleaned.
5. If you have a cold, the flu, or are coughing, check with the instructor before participating in the lab.
6. Tables and countertops are for food items and kitchen utensils and equipment. Do not sit on these items. Chairs are for sitting.

Sanitation / Clean-Up:

You and your lab team partners are responsible for the clean-up and daily sanitation practices in your designated kitchens. Items to be cleaned include tools, equipment, table areas and floor.

The "clean as you go" policy should be the standard practice with your lab team. If you clean utensils and equipment after their use, this will save you time and energy toward the end of class. All kitchen tools and equipment must be completely dry before you put them away. All equipment taken from the storeroom must be returned before class is dismissed. Cutting boards must be cleaned, sanitized and placed on designated racks to permit complete drying. When your lab team is finished with clean up in your area, the designated sous chef will assist in checking the area and the instructor will do the final check over.

CLASS IS NOT DISMISSED UNTIL ALL AREAS ARE CHECKED FOR PROPER CLEAN-UP, SANITATION AND ORGANIZATION.

ACADEMIC POLICIES

Student Responsibility for Drop /Withdrawal:

It is the student's responsibility to officially add, drop, or withdraw from any class prior to the deadlines stated in the class schedule. This is true even if the student has never attended class. Petitions to add, drop, or withdraw after the deadlines will not be without proof of circumstances beyond the student's control that made him/her unable to meet the deadline. Lack of money to pay the fees is not considered an extenuating circumstance. If you decide to withdraw from this course, you are reminded to do so before the 14th week of instruction. If you fail to withdraw by that date and you stop coming to class, a final grade must be assigned to you.

Class Attendance:

Attendance is critical to teaching and learning. You will fall behind in acquiring course content and skills if you do not attend class regularly. Enrollment in college assumes maturity, seriousness of purpose and self-discipline. Every student is expected to attend each meeting of all classes for which they are registered, to arrive on time, and to stay for the full class period. Since late arrivals and early departures are distracting to the rest of the class, students who arrive late or leave early without prior permission will be marked absent. **More than two unexcused absences will result in your being dropped** from the course. If you need to be absent, please notify me prior to your absence or within one day after your absence. I may ask you to document your reason for absence.

Tardiness:

Class begins at the set hour. In a professional setting, tardiness is not acceptable. Class policy is that the class session will start on time. If you are late, you will miss on lecture material and vital information for the lab session. You will also lose participation points for being late. If you should anticipate being tardy, please notify me prior to class so I can reserve all missed information for you.

Classroom Behavior and Student Code of Conduct:

Students are responsible for defining and making progress toward their education goals leading to a certificate degree or transfer to a four-year institution. Students are expected to respect and obey standards of student conduct while in class and on campus. The Student Code of Conduct, disciplinary procedures, and student due process can be found in the college catalog and at the office of the Dean of Student Affairs. Charges of misconduct and disciplinary sanctions may be imposed upon students who violate these standards of conduct or provisions of college regulations. The following are expectations of your behavior in the class.

1. Promote mutual respect and consideration of others.
2. Respect the work of others.
3. Demonstrate respect for tools, equipment and supplies.
4. Practice consideration in maintaining a clean learning environment.
5. Recognize everyone's opportunity to contribute information.
6. **Cell phones are not allowed in class.** Cell phones must remain outside of the class (not in your backpack, purse, toolbox, etc.)
7. Student behavior resulting in the obstruction of the teaching-learning process will not be tolerated.

Academic Integrity:

This class will be conducted in accordance with the college student code of conduct and basic standards of academic honesty. Cheating and other forms of dishonesty are not acceptable and will not be tolerated. Violations will be reported to the school dean for appropriate action.

Student Evaluation:

Grading: 50% attendance, participation and performance
50% quizzes, exams, research and abstract assignments

Grades: A = 90% – 100%
B = 80% – 89%
C = 70% – 79%
D = 60% – 69%
F = 60% – below

Your performance will be graded in the following areas:

Attendance/Participation & Performance	500 points
Written Assignment	50 points
Quizzes (10)	100 points (10 points each - no make-up)
Final Lab Exam	300 points (no make-ups) (competition display)
Final Written Exam	50 points (no make-ups)

POINTS FOR PROFESSIONALISM, ATTITUDE, PRODUCTIVITY, TECHNIQUES, ORGANIZATION ARE BASED ON PARTICIPATION/PERFORMANCE.

Professionalism:

All students must be considerate of others in the class. You are required to take notes of all lectures and participate in asking questions. A full, clean uniform is required upon attending class. Your work area should always be organized and clean. You will practice the “clean as you go” policy. Sanitation and clean-up are the responsibility of all students. Respect for each other, teamwork and good communication is a common goal. All students stay until all clean-up is completed and must check out with the instructor before dismissal of class.

Attitude:

Must be positive and reflect initiative. Must develop a willingness and enthusiasm to participate in discussions, all job tasks and lab assignments. You must have an open mind, be willing to try new and different ideas in food preparation and accept criticism in food evaluation. Ask questions if in doubt of specific tasks, assignments or procedures.

Productivity:

Lab is a shared experience. **Participation is a must.** You will acquire the ability to produce to the standard of quality set by the instructor. Teams must be punctual in finishing all food preparation assignments, and be ready for food evaluations at the specified time slots. You are required to plan ahead on all future assignments. All students will assist other team members in completing all lab assignments and tasks. Everyone should practice initiative when it comes to sanitation and clean-up assignments.

Techniques:

You must show appropriate use and practice of all equipment and tools, apply basic kitchen fundamentals, and use proper applications of all cooking methods and concepts.

Organization:

You must plan ahead on all assignments, tasks, procedures and food preparations. You have to practice proper “mise en place” which means “everything in its place.” You need to assemble ingredients, tools, measures, wash, trimmings and all equipment (pre-heat ovens, line pans, bowls, refrigeration space, inserts, plates, etc.) before actual preparation begins. Organizing your station area helps you become more prepared for prep time, your cooking assignment and the final evaluation of the finished product. Also you will need to organize yourself for closing and clean-up assignments.

Written Assignment:

The written research assignment must be completed and turned in on the due date. Not doing so will result in loss of academic points. Please type all assignments preferably using a computer. If you need access to a computer, sign up for the Grossmont College computer lab. Clarity drafts are expected, no excuses.

The syllabus provides you with an overview of the topics we will be covering in class, week by week. Due dates for specific assignments will be announced. If you miss class, you are responsible for contacting the instructor or a fellow student to find out new assignments or changes in existing assignments.

Late assignments will receive a zero. If you are going to miss class have someone deliver the assignment by the due date by submitting to the Student Affairs Office (room 636) secretary; mail or messenger the assignments so that it is postmarked by the due date.

Quizzes and Exams:

As specified, no make-ups will be allowed. (Only a reasonable excuse will be evaluated by the instructor.) All quizzes and tests are based on the reading assignments and lecture notes.

DUE TO SAFETY AND THE PROFESSIONALISM OF THE CULINARY ARTS, EVERYONE IS REQUIRED TO WEAR UNIFORM AND PROPER SHOES. REMEMBER: NO UNIFORM - NO LAB.

(Each student will be assigned a Sous Chef who will coordinate work assignments, responsibilities and cleaning duties. The designated Chef de Cuisine will organize job tasks, kitchen assignments, coordinate duties, food preparation, evaluations, and cleaning efforts. Washing of pots and pans, plates, silverware and overall clean-up will be a planned, cooperative student effort. NO ONE WILL BE EXCUSED UNTIL THE KITCHEN IS CLEANED AND ALL ITEMS ARE PROPERLY RETURNED AND STORED.)

*Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact Disabled Student Services & Programs (DSP&S) **early in the semester** so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in room 110 or by phone at (619) 644-7119 (TTY for deaf).*

PRINCIPLES OF BUFFET AND CATERING

WEEKLY COURSE OUTLINE

Day 1

August 26

Introduction

Course Syllabus, Course Outline, Academic and Classroom Policies and Requirements

Lecture: Menu Planning

Reading Assignment for Day 2: Chapters 1, 2, 3

Day 2

Sept. 2

Lab Orientation, Lab Teams, Lab Assignments

Elements of Presentation / Buffet Presentation

Lecture: Chapters 1, 2, 3

Reading Assignment for Day 3: Chapter 16

Day 3

Sept. 9

Salads and Dressings

Quiz 1: Lecture and Chapters 1, 2, 3

Lecture: 16

Reading Assignment for Day 4: Chapters 7, 8, 9, 10

Day 4

Sept. 16

Forcemeat / Pâtés – Terrines / Galantines / Mousse

Quiz 2: Lecture and Chapter 16

Lecture: Chapters 7, 8, 9, 10

Reading Assignment for Day 6: Chapter 7, 8, 9, 10

Day 5

Sept. 23

Forcemeat / Pâtés – Terrines / Galantines / Mousse

Quiz 3: Lecture and Chapters 7,8,9,10

Lecture: Chapters 7, 8, 9, 10

Reading Assignment for Day 7: Chapters 7, 8, 9, 10

Day 6

Sept. 30

Forcemeat / Pâtés – Terrines / Galantines / Mousse

Quiz 4: Lecture and Chapters 7,8,9,10

Lecture: Chapters 7, 8, 9, 10

Reading Assignment for Day 7: Chapters 15, 18

Day 7

Oct. 7

Cold Food Presentation for Practical and Culinary Display

Quiz 5: Lecture and Chapters 7, 8, 9, 10

Lecture: Chapters 15, 18 and Handouts

Reading Assignment for Day 8: Handouts

Day 8

Oct. 14

Team Research for Final Project

Reading Assignment for Day 9: Chapter 5

Day 9

October 21

Appetizers – Hors d'oeuvre

Lecture: Chapter 5

Reading Assignment for Day 11: Chapters 11, 12, 19

Day 10

Oct. 28

Ranch 99 Field Trip

Reading Assignment for Day 10: 11, 12, 19

Day 11

Nov. 4

Mousse / Charcuterie / Marinades – Cures – Brines

Quiz 6: Chapter 5

Lecture: Chapters 11, 12, 19

Reading Assignment for Day 12: Chapters 11, 14

Day 12

Nov. 11

Marinades – Cures – Brines / Cold Sauces – Butter and Cheese Mixtures

Midterm 7

Reading Assignment for Day 13: Homework for final project

Day 13

Nov. 18

Turkey Buffet / Components for Final Project

Quiz 8: Lecture and Chapters 11, 12, 14

Lecture: Chapter 19

Reading Assignment for Day 14: Chapter 17

Day 14

Dec. 2

Cheeses / Culinary Displays / Components for Final Project

Quiz 9: Lecture and Handouts

Lecture: Chapters 17

Reading Assignment for Day 15: Chapters 4, 13

Day 15

Dec. 9

Food Presentation / Prepare for Final Presentation

Lecture: Chapter 13

Prepare for written final exam on Day 16

Written research assignment due

Finalize themed buffet platter

Day 16

Dec. 16

Written final exam

Final buffet platter

APPENDIX E

ACADEMIC FRAUD

The college is an academic community with high standards, and its teaching, learning and service purposes are seriously disrupted and subverted by Academic Fraud. All students at Grossmont College are expected to comply with the institution's high standards of Academic Integrity and avoid instances of dishonesty at all times. Such acts of dishonesty include cheating, plagiarism, fraud, false citations or data, and the fraudulent use of Internet resources.

Students are not to commit academic fraud, which is a form of cheating, lying and stealing. It is a serious violation of the Student Code of Conduct, as published in the catalog. This intent of this document is to increase student awareness as to what Academic Fraud is, to provide strategies to avoid the situations, and to explain the consequences of committing Academic Fraud. The Faculty and Administration expect students to have a responsible and sincere commitment to Academic Integrity during the performance of their instructional activities and completion of assignments or requirements.

Academic Fraud includes, but is not limited to, the following situations:

***Plagiarism** is using someone else's ideas or work without proper or complete acknowledgement. Plagiarism encompasses many things, and is by far the most common manifestation of academic fraud. For example, copying a passage straight from a book into a paper without quoting or explicitly citing the source is plagiarism. In addition, completely rewording someone else's work or ideas and using it as one's own is also plagiarism. It is very important that students properly acknowledge all ideas, work, and even distinctive wording that are not their own. Students who are unsure of how or when to properly acknowledge sources are encouraged to consult their instructor.

***Cheating** is the copying of any test or quiz question or problem, or work done in a class that is not the student's own work. It also includes giving or receiving unauthorized assistance during an examination whether it was intentional or not. Obtaining or distributing unauthorized information about an exam before it is given is also cheating, as is using inappropriate or unallowable sources of information during an exam. To avoid unintentional copying of work, students should cover their own exams and quizzes, and not leave a test or quiz on the desk where another student may be tempted to look at it.

***Multiple Submission** is the use of work previously submitted at this or any other institution to fulfill academic requirements in another class. For example, using a paper from an English 126 Creative Writing class for a Sociology 138 Social Psychology class is Academic Fraud. Slightly altered work that has been resubmitted is also considered to be fraudulent. With prior permission, some professors may allow students to complete one assignment for two classes. In this case, prior permission from both instructors is absolutely necessary.

***False Citation** is falsely citing a source or attributing work to a source from which the referenced material was not obtained. A simple example of this would be footnoting a paragraph and citing a work that was never utilized.

***False Data** is the fabrication or alteration of data to deliberately mislead. For example, changing data to get better experiment results is Academic Fraud. Instructors and tutors in lab classes will often have strict guidelines for the completion of labs and assignments. Whenever in doubt about what may be considered Academic Fraud, students should immediately consult with the instructor.

***Plagiarism via the Internet** is occurring with more and more frequency, and takes a number of different forms. As should be obvious, purchasing research papers on the Internet and submitting them as a student's own work constitutes a gross case of plagiarism. Cutting and pasting from a website without putting the text being used in quotation marks and/or without properly citing the source also constitutes plagiarism. Posting stolen tests online and/or accessing such tests is cheating. Also students should be aware that while many websites provide reliable information, others may not include well-documented research. Students should be sure to check facts using a variety of different types of resources in order to ensure accuracy.

***Intentional Deception** is the submission of false documentation (absence excuse, proof of attendance, volunteer hours, etc.) for falsifying any official college record. A student who misrepresents facts in order to obtain exemptions from course

requirements has committed an act of intentional deception and may also be subject to the consequences listed below. It is best for a student to do the work as required in a course or speak to the instructor about circumstances that may cause problems in completing forms correctly or honestly.

Students who engage in Academic Fraud will be subject to authorized penalties at the discretion of the instructor of record in the class. Such penalties may range from an adjusted grade on the particular exam, paper, project, or assignment to a failing grade in the course at the discretion of the instructor. The instructor may also summarily suspend the student for the class meeting when the infraction occurred as well as the following class meeting.

In addition, "Academic Fraud" can result in a suspension or expulsion as stipulated by the District's Student Disciplinary Procedures administered by the Vice President of Student Services and Assistant Dean of Student Affairs.

It is worthwhile to note the California Education Code Section 76224(a) states:

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final."

The foregoing language indicates that the instructor has sole and final authority in awarding grades based on his/her determination of the quality of the student's work in the course. Faculty are strongly encouraged to report all students found to be in violation of the college standards for academic integrity to the Assistant Dean of Student Affairs.

For further clarification and information on these issues, please contact the Assistant Dean of Student Affairs Office in Room 636 or 619-644-7601.

*Thank you to the University of Virginia for allowing Grossmont College to modify its statement on Academic Fraud.

APPENDIX F

EMERGENCY PROCEDURES

1. A fire or emergency alarm can consist of short beeps on a loud alarm horn, a broadcast announcement on the Emergency Phone intercom feature in your area, or verbal instructions delivered by a messenger from District Police.
2. IF AN EMERGENCY ALARM IS ISSUED, follow instructions, or follow the evacuation route for your area, if there are no other instructions. DO NOT PANIC. Immediately leave the room you are in, and exit the building, unless instructed to remain in class until it is safe to exit. DO NOT RUN. Go to your evacuation holding area.
3. Once you reach your evacuation holding area (typically a point outside about 20 to 30 yards from where you were before the alarm), REMAIN IN THAT AREA for further instructions, or until you are given the “ALL CLEAR”.
4. DO NOT try to leave the campus in your car unless instructed to do so, since emergency vehicles may need to use the roads to the campus. DO NOT leave your instructor or team leader, since they may be unable to tell if you evacuated safely, and need search and rescue!
5. Try to assist those unable to evacuate, and help employees who may call upon you for assistance in directing crowds or traffic, passing communications, or other things.
6. Wait for the all clear before you re-enter the building you evacuated. DO NOT go back to turn off equipment, or retrieve personal items.

APPENDIX G

FORMS

Duplicated copies of each of these forms are provided on the pages that follow. If the form is printed in color, that is so noted on the duplicated copy.

The following forms are originated by the Admissions and Records Office, they are to be returned promptly to the A & R mail box:

Class Roster (page 97)

- ◆ You will receive one class roster every six weeks of the semester.
- ◆ If your class duration is six weeks or less you will receive one class roster.
- ◆ Take class roll every time the class meets and indicate on the class roster.
- ◆ It is imperative that you turn in all class rosters at the end of the semester.

Add Code Label (page 98)

- ◆ These labels are issued with your class roster. Contact Admissions and Records, extension 7186, if you need additional labels.
- ◆ Issue this label to students so they can add your class by phone.

Drop Roster (page 99)

- ◆ You will receive three drop rosters each semester.
- ◆ The date printed in the instructor's signature area of the form, is the date the roster must be turned into the Admissions and Records Office.
- ◆ The Roster must be turned in even if you are not dropping a student.
- ◆ Only put a date if the student you are dropping is a veteran.

Grade Roster (page 100)

- ◆ This form must be completed and turned into the Admissions and Records Office by the deadline date.
- ◆ All students appearing on this form must be given a grade.

The following blank forms are available in the Admissions and Records Office, room 123:

Incomplete Grade Contract (page 101)

- ◆ Must be filled out for all students receiving an incomplete grade.

Grade Change Form (page 102)

- ◆ Complete this form when you want to change the grade of one of your students.
- ◆ The processing of this form must be completed by the instructor.

Excessive Absence Drop Card (page 102)

- ◆ Use this form as a secondary method of dropping a student for excessive class absences.
- ◆ The primary way to drop a student from your class is by using the Drop Roster.

Registration/Change of Program (Add/Drop Card) (page 103)

- ◆ Students use this form to add and/or drop a course.
- ◆ If you have dropped a student and want to reinstate the student, complete this form, sign it, and print the word REINSTATE on the form.

Level/Section Change Card (page 103)

- ◆ Use this form to move a student from one level or section to another.

The following form is originated by your Division Dean's Office:

Hire Letter (page 104)

- ◆ Lists your teaching assignment for each semester.

The following blank form is available in the Instructional Deans and Evening Division Office, room 102:

Release and Agreement to Hold Harmless and Indemnify (page 105)

- ◆ If you are scheduling a field trip or excursion for your class each student must complete, sign and date this form prior to the field trip or excursion.

The following form is originated by the EOPS Office, it is to be returned promptly to the EOPS mail box.

Extended Opportunity Programs and Services (EOPS) Progress Report (page 106)

- ◆ You will receive this form for every (EOPS) student that you have enrolled in your class.
- ◆ They will be sent each semester around mid term.

The following blank forms are available in Printing Services, room 70-115:

Work Order Form (page 107)

- ◆ Complete this form when you need class instructional materials duplicated.

Office Supply Request (page 107)

- ◆ Use this form to request small office supplies.