



MOORPARK COLLEGE

Faculty Handbook

Fall 2016

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About Moorpark College

About Moorpark College

Moorpark College Mission Statement

With a “students first” philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

Moorpark College History

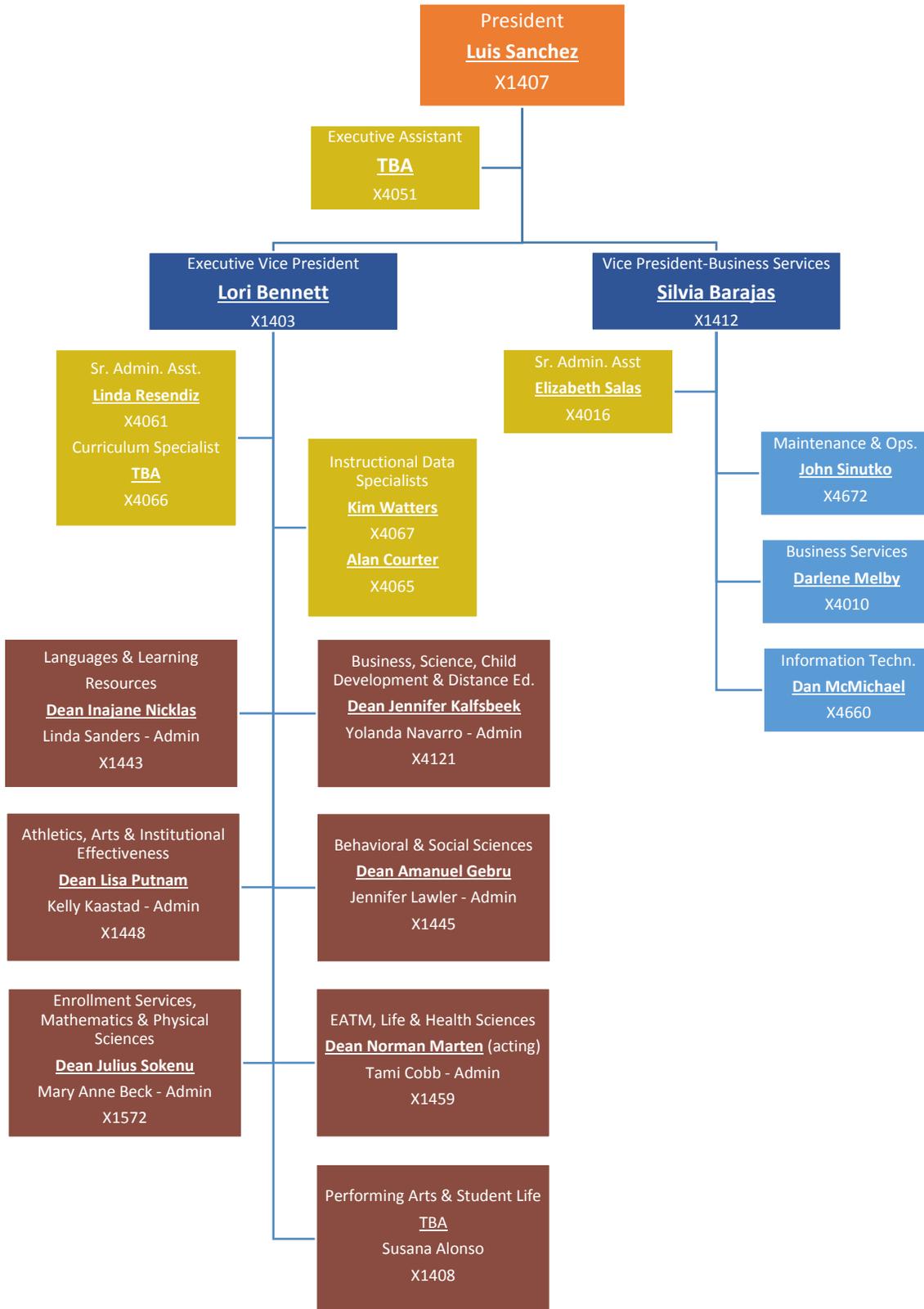
Moorpark College (established in 1963) is one of three colleges in the Ventura County Community College District (VCCCD). The VCCCD is governed by a five-member locally elected Board of Trustees and a student trustee. Although residents of the county are free to enroll at any of the three colleges, Moorpark College primarily serves students from the southeastern part of Ventura County.

The Board of Trustees is responsible for adopting policies that direct all activities relating to conducting business of the district at the three colleges. The Chancellor is the district’s chief executive officer, and is responsible for carrying out policies approved by the Board of Trustees. The District Administrative Office is located in Ventura. Each of the colleges is administered by a President who is directly responsible to the Chancellor for carrying out at the college level the policies and procedures approved by the District Governing Board and/or various statutes and regulations of the State of California.

Moorpark College, through its continued attention to quality and innovation has become one of the top community colleges in the nation. The college regularly serves more than 14,000 students per semester.

About Moorpark College

Moorpark College Organizational Chart



About Moorpark College

Moorpark College Foundation

Although California Community Colleges educate more than 70% of the state's citizens, they receive less than 15% of the per student dollars for higher education. Though public funds provide support for most of the instructional and related activities and facilities at the college, donations, gifts, and bequests provide a significant addition to institutional accomplishments. Private contributions are essential for the support of many efforts which extend beyond normal institutionally supported areas, including scholarships, special instructor-created projects which enhance the students' learning experience, and needed physical facilities such as the Charles Temple Observatory, Griffin Stadium and other athletic facilities, the Carlsberg Amphitheater, and America's Teaching Zoo.

The Moorpark College Foundation, a non-profit, tax-exempt 501 (c) (3) corporation, was established in 1980 to broaden the educational opportunities of the students of the College. It is designated to solicit and receive gifts, donations, trusts, and bequests for the college from individuals, corporations, and foundations. Because Foundation resources can be allocated with greater flexibility than those of the college itself, they possess an added potential for responding to the changing needs of the college and the community, including the financing of innovative projects. Additionally, the Foundation provides a method for the college to interact with businesses, government, and other non-profit agencies in the broader Southern California Community.

Gifts to the Foundation may be made in the form of unrestricted gifts, student scholarships, equipment endowment funds, facility and grounds gifts, and program support gifts.

For more information, including donation forms, can be found at:
<http://www.moorparkcollege.edu/community/foundation>

Philosophies

Philosophies

Statement of Professional Ethics

The Moorpark College faculty recognize our special responsibilities toward our profession, our students, our colleagues, and our community. We agree to abide by the following ethical guidelines.

1. The faculty, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize our responsibility to maintain high levels of scholarly excellence in our areas of expertise. We accept the obligation to exercise self-discipline, good judgment, and intellectual honesty in communicating our knowledge to students.
2. As teachers, we seek to encourage and inspire our students. We uphold high academic and ethical standards and foster academic honesty. We respect students' individuality while acknowledging differences in their abilities. We evaluate students fairly and impartially. We avoid exploitation, harassment, or discriminatory treatment of students.
3. As colleagues, we base our interaction with one another on the same standards as those we adhere to with students. We respect and defend the free inquiry of our associates, even when it leads to findings and conclusions that differ from our own. We acknowledge the academic work of others and strive to be objective in our professional judgment of colleagues. We respect and encourage our colleagues, and maintain the confidentiality of the collegial relationship.
4. As members of the college community, we accept responsibility for shaping our professional lives and the life of our college by sharing in the governance of the institution.
5. As members of the wider community, we recognize that we are both private citizens and also Moorpark College faculty. When we speak about our college or colleagues, in the classroom or in the community, we influence the opinions of others. Accordingly, we seek to foster fair impressions of the college and its purposes. As citizens engaged in a profession that depends upon freedom for its integrity, faculty have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Revised by Academic Senate February 19, 2013

This Statement of Professional Ethics was developed and approved by the Moorpark College Academic Senate. It is provided for you as the standard of conduct expected from faculty at Moorpark College

Philosophies

Statement of Academic Freedom

The college and the district recognize the instructor's right to academic freedom in discussing subject in the classroom, and in research and publishing the results thereof. The district's Policy on Academic Freedom (Section C. 12, District Policy manual) is as follows:

1. The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. The teacher is entitled to freedom in the classroom in discussing his or her subject, but should be careful not to introduce into the teaching controversial matter which has no relation to the subject.
3. The college or university teacher is a citizen, a member of a learned profession, and an officer of an education institution. When a teacher speaks or writes as a citizen, he or she should be free from institutional censorship or discipline, but this special position in the community imposes special obligations.

As a person of learning and an educational officer, a teacher should remember that the public may judge the teaching profession and the institution by his or her utterances. Hence a teacher should at all times be accurate, should exercise appropriate restraint, should respect others' opinions, and should make every effort to indicate that he or she is not an institutional spokesman.

NOTE: The board approves the preceding statements on academic freedom as a basic policy expression. However, it wishes further emphasize the responsibility of the teacher to present, to the best of his/her ability, the pros and cons of such controversial ideas as he/she may discuss under this policy, and to use language which is in keeping with accepted contemporary standards in high education

Philosophies

Right of Advocacy and Free Expression

The college(s) of the District is/are non-public forums, except for those areas, that are generally available for use by students or the community, which are limited public forums. The Chancellor shall enact such administrative procedures as are necessary to reasonably regulate the time, place and manner of the exercise of free expression in the limited public forums.

The administrative procedures promulgated by the Chancellor shall not prohibit the right of students or members of the public to exercise free expression, including but not limited to the use of bulletin boards designated for such use, the distribution of printed materials or petitions in those parts of the college designated as areas generally available to students and the community, and the wearing of buttons, badges, or other insignia.

Students and members of the public shall be free to exercise their rights of free expression, subject to the requirements of this policy. Speech shall be prohibited that is defamatory, obscene according to current legal standards, or which so incites others as to create a clear and present danger of the commission of unlawful acts on district property or the violation of district policies or procedures, or the substantial disruption of the orderly operation of the District. Nothing in this policy shall prohibit the regulation of hate violence, so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2 of Article 1 of the California Constitution. Students may be disciplined for harassment, threats, intimidation, or hate violence unless such speech is constitutionally protected.

(See Board of Trustees Policy Manual, Chapter 5:

http://www.vccd.edu/assets/pdf/board_of_trustees/policies_chapter5.pdf)

Student Resources/Student Services

Student Resources/Student Services

ACCESS

ACCESS (Accessibility Coordination Center & Educational Support Services) is the program that assures all of Moorpark College classes, activities, and facilities are accessible to every qualified student as required under the Americans with Disabilities Act (ADA) and state of CA guidelines.

Services are based on individual need after review of documentation with an appropriate professional's verification of disability, then consultation with ACCESS Coordinator or Disabilities Specialists/Counselors.

Special services include: learning disability assessment, counseling, interpreters for the hearing impaired, note takers, assistive technology, mobility assistance, academic coaching, registration and enrollment assistance, test-taking accommodations, Braille transcribing, electronic texts, and liaison with campus and community resources. The ACCESS Center is located on the first floor of the LMC Building.

Information regarding the faculty's responsibilities and procedures for providing appropriate classroom accommodations to qualified students and ACCESS hours of operation can be found at: <http://www.moorparkcollege.edu/servicesforstudents/access/>

Admissions & Records

The Admissions & Records Office provides a variety of services to students and faculty, including admission, residency determinations, registration and add/drop activity, transcript processing, evaluation and posting of degrees & certificates, general education certifications for transfer to the UC and CSU systems, verification and certification of student eligibility for athletics, enrollment verifications and VA educational benefits. A&R is the campus contact for MyVCCCD, and we assist students and faculty with questions about online features and services, coordination and the collection of census reports, and the recording of grades and positive attendance hours. We process grade changes, academic renewals, petitions for exceptions to deadlines, course repetition, credit-by-exam, & Pass/No Pass. Additionally we manage student enrollment priority as well as reinstatements approved by Counseling. A&R also provides records under subpoena and fulfills student requests for enrollment/degree verifications.

Assessment

See New Student Orientation below.

Athletics

We provide a quality program of intercollegiate athletic programs that will challenge students' skills and prepare them for transfer to a four-year college or university program. Moorpark College belongs to the very competitive Western State Conference and the California Community College Athletic Association. The college provides a complete support system for the student athlete including a full time athletic counselor, two athletic trainers, an equipment manager, tutorial program, financial aid program and complete indoor and outdoor facilities.

More information, including team schedules, rosters, and athletic news can be found at:

<http://www.moorparkcollegeathletics.com>

Student Resources/Student Services

Behavior Intervention team-BIT

BIT is a pro-active campus group designed to assist students who may exhibit conduct that is worrisome or could interfere with the student's ability to achieve their educational goals. This could include violations of the student code of conduct, in or out of class, as well as emotional or health related issues that give faculty or staff cause for concern.

The BIT referral form can be found at:

<https://publicdocs.maxient.com/incidentreport.php?VenturaCountyCCD>

Bookstore

The Bookstore operated by Barnes and Noble Education, located in the Campus Center, carries in stock the textbooks and supplies needed for all classes offered each semester. Days and hours the Bookstore is open are published online and in the *Schedule of Classes*. The Bookstore offers new, used, online, and rental textbooks to students. Students may return books for refunds the first week of the term, provided they follow a clearly specified policy that is well publicized. A book buy-back period is held each semester during the Final Exam period. Students may sell back books that are in useable condition during this period if needed for the next term.

More information, including hours of operation can be found at:

<http://venturacollege.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=78236&campusId=78236&userId=-1002&catalogId=10001&ddkey=http:BNCBMultiCampusPageCmd>

Business Office

The Student Business Office, located in Fountain Hall, provides a variety of financial services. Such transactions include receiving payment for student fees and obligations, health center fees and childcare fees. The Business Office also sells Vista bus passes, photography, printmaking and clay cards. Student refund requests are processed through the Student Business Office. For official business, students need to show a Driver's License (or other acceptable photo ID and must know their student ID--social security number will not be accepted). Students can report any problems with parking permits, vending machines, or parking meter machines. For further information, call (805) 378-1437.

More information can be found at:

<http://www.moorparkcollege.edu/departments/student-services/student-business-office>

Campus Police

The Ventura County Community College District Police Department employs sworn police officers who are vested with full arrest authority in the state of California pursuant to California Penal Code 830.32 and California Education Code 72330. The Police Department is recognized by, and adheres strictly to, the State of California Police Officer Standards and Training (POST) guidelines. The department has been charged with providing law enforcement, security, investigations, and parking/traffic control for students, faculty, staff and visitors on all properties owned and operated by the Ventura County Community College District. For further information, call (805) 378-1455.

More information can be found at:

<http://www.vcccd.edu/departments/police>

Student Resources/Student Services

Career and Transfer Services

The Career Transfer Center provides career planning and assessment, job listings, and internship and work experience information, as well as programs and services designed to support students in preparation to transferring to a four-year school. Students also have access to computerized transfer and career information, and software that assists them in developing their resume. Transfer activities and resources include: college catalogs, individual appointments with four-year school representatives, application workshops, and workshops on student success, choosing a major and choosing a college.

Full service website is available:

<http://www.moorparkcollege.edu/departments/student-services/career-services>

or

<http://www.moorparkcollege.edu/departments/student-services/transfer-center>

Child Development Center

Moorpark College has a Child Development Center (CDC) program that offers a comprehensive childcare program for pre-schoolers and toddlers of Moorpark College student, staff, faculty and the community.

This program enhances the cognitive, social, emotional and physical development of children through age-appropriate educational and enrichment programs including science, writing and the arts.

More information, including hours of operation can be found at:

<http://www.moorparkcollege.edu/departments/student-services/child-development-center>

Clubs & Organizations

See Student Organizations

Computer/Open Access Labs

On the first floor of the Library/Learning Resources Center is an Open Access computer lab. The lab is open during the hours the library is open and is equipped with 140 computer stations which have access to the Internet, Microsoft Office, and additional educational software packages for student use. Although the use of the computers is free, there is a small charge for printing. In order to activate a printer, the student must purchase a copy card from one of the vending machines on the 1st and 2nd floors. Computers for students are also available on the second and third floors of the Library/Learning Resource Center. A computer classroom on the second floor is open to students whenever it is not reserved for library orientations.

More information is available at:

<http://www.moorparkcollege.edu/departments/student-services/library/open-access-lab>

Counseling Office

The role of the community college counselor is unique and complex. Moorpark College Counselors are professional, credentialed faculty who utilize a variety of skills to assist students in reaching their goals. Title 5 of the California Education Code identifies three required categories of counseling: Academic, Career, and Personal.

More information, including hours of operation can be found at:

<http://www.moorparkcollege.edu/departments/student-services/counseling-office>

Distance Education

Also see Online Services.

<http://www.moorparkcollege.edu/online-services>

Student Resources/Student Services

<http://www.moorparkcollege.edu/departments/student-services/distance-education/student-resources>

EOPS (Extended Opportunity Program and Services)

Through the EOPS Program, students can receive comprehensive services such as tutoring, academic, personal and career counseling, book vouchers/grants, student parking permits, peer advisement, and any special help that a student might need to stay in school or to prepare for a career.

More information, including hours of operation can be found at:

<http://www.moorparkcollege.edu/online-services>

Financial Aid

The Financial Aid Office at Moorpark College is comprised of dedicated financial aid professionals committed to serving students by providing them information to secure the necessary financial resources to meet their educational objectives. The types and amounts of financial aid Moorpark College awards or recommends are subject to availability of funds, eligibility for funds, enrollment status and financial need. Moorpark College students have a variety of financial aid programs available for assistance. Programs vary in eligibility criteria, award amounts, and repayment options.

Full service website available at:

<http://www.moorparkcollege.edu/departments/student-services/financial-aid/financial-aid-online-services>

Fitness Lab

The Fitness Center is available to students through registering for the KIN M31 course. The course is designed to develop positive habits in regard to cardiovascular efficiency, muscular strength and endurance, and flexibility.

The Fitness Center allows faculty individual scheduling of lab hours through the Fitness Specialist Internship Program. Through this program faculty are assigned their own personal trainer!!

More information, including hours of operation and orientation requirements, can be found by e-mailing mcfitalab@vcccd.edu

Food Services

Students can find refreshments, or a quick grab snack or sandwich on the go in the Campus Center Food Court or at Food Trucks located on Raider Walk.

Hours of operation in Campus Center Food Court are: Monday - Thursday 7am to 9pm and Friday & Saturday 7am to 12pm

Health Services/Student Health Center

The Student Health Center provides physical, mental health, and health education services to support students in reaching their academic goals. We are located in the administration building, room 111, (805) 378-1413. <http://www.moorparkcollege.edu/departments/student-services/health-center>

Medical Services include illness assessment and treatment, sexual health exams/birth control and STD testing/treatment, health counseling, nutrition counseling, physicals for academic programs, immunizations, TB clearance and more. Most services are free, but a nominal fee may be required for all lab work and medications. All services are CONFIDENTIAL, and non-punitive help is available for health problems resulting from drug use and other addictive behaviors.

Mental Health Counseling, available for life issues, test anxiety, ongoing or emerging mental health conditions, and crisis intervention. Counseling is short-term and free of charge.

Health Education presentations are available about our services and various health topics. Mindfulness

Student Resources/Student Services

Training offered weekly.

Medical Withdrawals -Students, due to a severe illness or injury, who are unable to attend class for a substantial length of time, should contact the Student Health Center regarding their eligibility for medical withdrawal. Verifiable documentation of circumstances will be required.

Campus-Related Accidents -College-related student accidents need to be reported within 24 hours of occurrence. It is the student's responsibility to report the accident to an instructor, college trainer, or directly to Student Health Center. All student accident reports and insurance claims are processed through the Student Health Center. Student Health Center will help students complete accident report, insurance claims, and will answer any questions.

Honors Program

The purpose of the Moorpark College Honors Program is to enable well prepared and motivated students to undertake and complete especially challenging course work that prepares them for transfer to four-year institutions. (a) The program offers exciting and novel learning experiences to students who are committed to excellence. (b) Through special projects and unique learning activities, honors classes provide a forum for creative thinking and critical judgment. (c) Honors course work promotes precision of thought and expression as the necessary tools for continued academic success.

More information, including entrance/exit requirements, can be found at:

<http://www.moorparkcollege.edu/departments/student-services/honors-program>

International Students

The International Student Program assists incoming and enrolled students who hold an F-1 visa. An international student is anyone enrolled in courses in the United States who is neither a permanent resident nor a citizen of the United States. The International Student Office assists and supports students in their admission process, orientation to Moorpark College and United States customs, immigration issues, and other academic and personal related issues and concerns while attending Moorpark College. The International Student Office is located in the Outreach Office, FH 118E.

More information, including hours of operation can be found at:

<http://www.moorparkcollege.edu/departments/student-services/international-student-program>

Internships/Work Experience

Also see Career and Transfer Services.

To view available Internship opportunities, visit:

<http://www.moorparkcollege.edu/departments/student-services/career-services/campus-jobs/jobsinternships>

Language Lab

Moorpark College offers coursework in Spanish, French, German, Chinese Italian, and Japanese. Mastering the intricacies of a modern language takes time and practice. The Language Lab provides students a place to work on required class activities that include careful listening as well as pronunciation and speaking practice.

More information, including hours of operation can be found at:

<http://www.moorparkcollege.edu/departments/student-services/language-lab>

Student Resources/Student Services

Library

The Moorpark College Library serves all currently enrolled students, college faculty and staff, and members of the community. We hope you enjoy the facility and find the library's collections useful and the service friendly. With more than 100,000 volumes and more than 250 periodical subscriptions, the library's collection includes books, eBooks, periodicals, CDs, microfilm, DVDs, and more than 50 databases. As a faculty member, you enjoy numerous privileges. Please ask for help from any of our staff members. Should you wish to make materials available to your students on a limited loan basis, please use the library's reserve materials service at the Circulation Desk. Librarians are also available to help with research questions and are happy to arrange library instruction sessions for your classes. We are always interested in improving our collection and services, so please feel free to make suggestions.

Full-service website available

at: http://www.moorparkcollege.edu/services_for_students/library/index.shtml

Online Faculty Guide to the Library available at: <http://moorparkcollege.libguides.com/c.php?g=208876>

Online Services

Also see Distance Education

Moorpark College offers many online courses and services, providing better access to a college education for a greater number of students who would not otherwise be able to attend college.

More information, including links to the various services, can be found at:

<http://www.moorparkcollege.edu/online-services>

<http://www.moorparkcollege.edu/departments/student-services/distance-education/student-resources>

New Student Orientation

To help ensure success in achieving their academic goals, all students are encouraged to participate in planning, assessment and orientation sessions.

Recommended steps for all NEW students entering Moorpark College can be found at:

<http://www.moorparkcollege.edu/steps-for-new-students>

Scholarship Office

The Scholarship Office provides many resources to students in their search for scholarships. We offer one-on-one assistance to educate students on the scholarship process: including how to win scholarships; how to search for scholarships; how to write personal statements; how to get letters of recommendation, and how to improve them as a great scholarship candidate.

More information, including hours of operation, can be found at:

<http://www.moorparkcollege.edu/departments/student-services/scholarship-office>

Student Activities and Organizations

The Student Activities office provides a collection of student services that are supportive in enhancing the quality of student life at Moorpark College. We provide local student housing information, as well as employment opportunities for students, both on and off campus. We advise the Associated Students. We provide a diverse student activities program and organize events such as blood drives, club days, speakers programs, and the annual commencement ceremonies.

More information, including hours of operation, can be found at:

<http://www.moorparkcollege.edu/departments/student-services/student-activities>

Student Resources/Student Services

Student Organizations

There are over 40 recognized student organizations at Moorpark College, including Anthropology, Business Students Association, Engineering, Chemistry, FLEX, French, Film Studies, History, International, Outdoor Adventures, Physics & Astronomy, and Veterans Student Association.

More information, including a complete list of student organizations, can be found at:

<http://www.moorparkcollege.edu/departments/student-services/associated-students/student-organizations>

Student Outreach Office

The mission of the Outreach program is to increase and sustain enrollment at Moorpark College by providing comprehensive pre-admissions advising, ensuring access and knowledge to campus resources, and actively promote interest and increase knowledge of academic and career programs offered at Moorpark College. The Outreach department serves as the central location for request of information and is currently located in Fountain Hall, room 118E. Trained Student Ambassadors conduct the campus tour program, highlight student services and coordinate visits with prospective students, school sites and the community.

More information, including a link to the Campus Outreach Calendar, can be found at:

<http://www.moorparkcollege.edu/outreach>

Teaching and Learning Center

Learning Resources are available to Moorpark College students at no cost. These resources are provided by The Learning Center, The Math Center and the Writing Center, and include tutoring, workshops, print materials, and video, DVD and CD-Rom instructional materials. (a) The Learning Center provides tutoring (drop-in and by appointment) and learning resources in many academic disciplines. (b) The Math Center provides tutoring (drop-in and by appointment) for individuals and groups, workshops, and media resources. Online tutoring is available by appointment. (c) The Writing Center provides writing and reading guidance across the curriculum, through tutorials, workshops, and print and media resources. The Writing Center can also provide coaching in study skills. Online writing tutoring is available by appointment or during online drop-in hours.

More information, including hours of operation can be found at:

The Teaching and Learning Center:

<http://www.moorparkcollege.edu/departments/student-services/the-teaching-and-learning-center>

Math Center:

<http://www.moorparkcollege.edu/departments/student-services/the-teaching-and-learning-center/math-center>

Writing Center:

<http://www.moorparkcollege.edu/departments/student-services/the-teaching-and-learning-center/writing-center>

Transfer Center

See Career and Transfer Services information above.

More information can be found at:

<http://www.moorparkcollege.edu/departments/student-services/transfer-center>

Student Resources/Student Services

Veterans Services

Veterans Services are available in the Veteran's Resource Center to support Veteran students' educational goals as they make use of their GI Bill education benefits. An admissions and records technician and an academic counselor are available in the Veteran's Resource Center to support and assist veterans enrolled at Moorpark College. They can provide assistance as the student completes the necessary paperwork to ensure they receive the proper entitlement pay and guide the student toward a variety of campus resources ranging from tutoring to career and personal counseling. The Veteran's Resource Center allows for student engagement by providing a location for veterans to congregate and support each other while attending Moorpark College.

More information, including links to other Veteran's Services, can be found at:

<http://www.moorparkcollege.edu/departments/student-services/veterans-services>

Schedule/Registration Information

Schedule/Registration Information

Registration/Adding Students

Each class has been assigned a maximum number of students based on seating capacity of the classroom (as determined by applicable fire codes) and/or academic or equipment factors. Banner (the computer system) will automatically close your class when enrollment reaches the maximum number. As long as enrollment is below the maximum number and up to the final add date, students can enroll in your class without your signature. However, if enrollment is at the maximum, students have the opportunity to place their names on the waitlist for your course. As seats become available (prior to the first day of class), students are automatically moved from the waitlist and registered into the class. The students are then notified by email of their new registration status for your course.

Once your course begins, you may allow additional students to enroll in your class by issuing them an Add Authorization code (found on your roster on MYVCCCD Portal). Students who remain on your waitlist are to be given priority in receiving Add Authorization codes. Students must use this Add Authorization code within the late registration period for that specific class, assuring that they are enrolled by the census date. Please be aware that you are under no obligation to add students to your course.

Add Authorization Numbers

Add Authorization numbers for each CRN you teach are created at the beginning of the semester. Add authorization numbers are available online only and appear at the bottom of each roster. Use the Roster Selection menu (in MyVCCCD Portal) to view and print your rosters.

Please give add authorization numbers to students in order of their placement on the waitlist and before any other students who are seeking admission to your class.

- Instruct students to add the class on MyVCCCD Portal by the add deadline as the add authorization numbers do expire. NOTE: High school students must still process their adds at the Registration and Records Office.
- As noted above, add authorization numbers do expire; they are valid only until through the late registration period for your class. Students attempting to add after the census date must petition for a late add exception through your Division Dean.
- As soon as a student officially adds your class, your online roster will be updated immediately. The add authorization number used is then removed from the list of available codes.
- Once an add authorization has been used, it is no longer valid and cannot be used again.
- If you or your students encounter any problems logging onto MyVCCCD Portal or with add authorization numbers, contact the Registration and Records Office at 378-1429.

If additional add authorization numbers are needed, contact your Division Dean.

Add/Drop Dates

Deadlines for adding and dropping classes are unique to the individual course, and are based on the start and end dates of the course. You can determine these deadline dates for your courses by using the online *Schedule of Classes* (www.moorparkcollege.edu/schedule) to find your course, and then by clicking on your CRN number. The dates can also be found under Faculty Services in MyVCCCD portal where you can view your Detailed Course Schedule.

Schedule/Registration Information

Admission/Dismissal, Probation, and Re-Admission Policies

Admission, dismissal, probation, and re-admission principles and policies are designed to assist Moorpark College students in making progress toward realistic educational, vocational, and personal goals. The college's policy statement on these areas appears in the *Moorpark College Catalog* in the sections entitled "Admissions Information" and "Academic Standards and Policies."

http://www.moorparkcollege.edu/apply_and_enroll/college_catalog/index.shtml

Advanced Placement

Moorpark College grants college credit for successful completion of Advanced Placement Program examinations of the College Board. Students who complete special advance placement courses in high school and who present scores of 3, 4, or 5 for the Advanced Placement Examinations to the College's Office of Admissions will receive credit for specific Moorpark College courses. See in the "Career, Graduation and Transfer" section of the *Moorpark College Catalog* for course equivalencies and the transfer eligibility.

Auditing Policy

Auditing enables a student to attend a class without receiving a grade, taking an exam, or earning unit credit. Students enrolled in ten or more semester units shall, with instructor consent, be allowed to audit one class without a fee. Students not enrolled in ten semester credit units may, with instructor consent, audit one class with a fee for auditing of fifteen dollars (\$15.00) per unit per semester. Audit students must also pay the Health Fee.

Priority in class enrollment shall be given to students desiring to take the course for credit towards a certificate or degree. Therefore, students wishing to audit may register for classes in audit status by special petition only in the last two days of the add/drop period. This petition requires permission of the instructor. Laboratory classes are not normally available for audit.

Students auditing a course shall not be permitted to change their enrollment in that course to receive credit for the course. Petitions for this purpose, "Petition to Audit a Course," are available at Admissions and Records (Admin. Bldg.). Students auditing a course are not permitted to take exams in class, nor are they permitted to challenge the course at a later date. Instructors are under no obligation to grade assignments of students auditing a course. Attendance requirements for students auditing courses are the same as for all other students as stated elsewhere in this Catalog. Audit fees are nonrefundable.

Cancellation of Classes by the Dean

Current college policy requires a minimum enrollment of 15 students in attendance by the second class meeting. With certain exceptions, classes which do not have minimum enrollment will be canceled by the Office of Instruction, your department chair and/or your division dean. Once a class has started any decision to cancel an individual session or change the time or location of instruction must be approved by the Dean.

Course Repetition

A course in which a grade of C or better has been earned may not be repeated except as identified in the catalog course description or as stated below.

Courses taken at any college in which a grade of D, F, NC or other substandard grade has been earned may be repeated for the purpose of improving a recorded grade. This policy may apply more than once to any particular course. A course taken at another institution, in which a substandard grade was earned, may be repeated at the colleges of the Ventura County Community District, subject to this policy. In order to identify acceptable equivalencies, course equivalency shall be determined chiefly by content, as defined in

Schedule/Registration Information

the catalog course description, and not by course title or units. Prior approval for course repetition shall be required. The petition for this purpose, "Petition for Course Repetition," is available in the Counseling Office.

Upon completion of the repeated course, the previous grade earned shall be omitted from the computation of the cumulative grade point average and lined through on the permanent record. The permanent record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

Students should understand that other colleges or universities may not accept credit for work, which represents a repetition of high school work. In addition, there is no assurance that repeated courses resulting in an improvement in grade will be accepted by other colleges or universities.

Credit/No Credit Options

Students may elect to complete a course on a Pass/No Pass basis. The student may elect to use this option by no later than the end of the first 30% of the term or length of the class by submitting a "Request for Pass/No Pass form, available at Registration and Records.

Units earned on a Pass/ No Pass basis are not used in calculating grade point average (GPAs), but units attempted for which a Fail is assigned shall be considered in probation and dismissal procedures. The Pass grade is "at least satisfactory," which means it is equivalent to a "C" grade or better under the letter grading scale.

A student may apply a maximum of 20 units of credit earned under the Pass/ No Pass option to an Associate Degree or Certificate of Achievement. And students should be aware that other colleges and universities may restrict the acceptance of courses taken on a Credit/No Credit basis, especially for satisfaction for the major.

More information is available through the *Moorpark College Catalog*, in the "Academic Policies and Standards" section. (http://www.moorparkcollege.edu/apply_and_enroll/college_catalog/index.shtml)

Credit by Examination

Students may request to complete a course through the "Credit by Examination" process. Granting unit credit for a course by examination is based on the principle that previous experience, training, or instruction is the equivalent of a specific course taught by the college. If an examination indicates that the student possesses adequate equivalency and mastery of the subject, credit may be granted. Credit by examination may be granted only to a student who is currently enrolled in at least one course in the college; has completed at least 12 units in residence in the college district; is not on academic probation; has submitted transcripts of all previous course work; has not earned college credit in more advanced subject matter, and, has not received a grade in the course for which he or she is seeking credit by examination at any college.

More information is available through the *Moorpark College Catalog*, in the "Academic Policies and Standards" section. (http://www.moorparkcollege.edu/apply_and_enroll/college_catalog/index.shtml)

Withdrawal from Class

It is the student's responsibility to formally withdraw from all classes if he/she intends to withdraw from college. A student who withdraws after the end of the fourth week of instruction for full-semester classes or after the end of the first thirty percent (30%) of a term for short-term or less than full-semester classes shall have an entry made on his or her permanent record in accordance with the regulations specified in the Withdrawal from Class policy. Appropriate forms are available in the Registration and Records office. Students may withdraw from college or drop a class in the following ways: By web, phone, fax, mail or

Schedule/Registration Information

in-person.

Final Examination Schedule

A Final Examination Schedule is published in the *Schedule of Classes* each semester. Final exams for evening classes are given during finals week on the last night of the week on which the class normally meets. (e.g. A MW evening class will have its final on the Wednesday of Finals week.) Final exams for labs, late start, and early finish classes are held on the last regularly scheduled day of class. **No deviation from the printed schedule is permitted without prior approval of the Executive Vice President of Student Learning**

Grade Changes

The instructor of each course taught at Moorpark College shall determine the grade to be awarded each student in accordance with the grading system dealing with academic record symbols and grade point average. The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith or incompetence. Procedures for the correction of a grade given in error shall include expunging the incorrect grade from the record. The petition for this purpose, "Petition to Change Grade," is available to the teacher from Registration and Records.

High School Students

In accordance with the California Education Code high school juniors and seniors are permitted to enroll in college courses as Special High School Admission students. Students below the 11th grade must also have the written consent of the Moorpark College instructor whose class they wish to attend and are not permitted to enroll until the semester begins. High School students are earning college credit and must be held to the same level of achievement for grades.

Teaching Tips

Teaching Tips

What does it take to teach?

The critical difference between the teaching profession and other professions is quite simple. Most of our culturally accepted professions are heavily content-oriented and with an adequate mastery of subject matter, theory, application and execution, and a considerable amount of devotion and hard work, one can succeed. In the world of teaching these factors also are necessary. However, they are useless without the additional ingredient of having the personality and the ability to communicate with other human beings. Thus, to be an effective teacher, it is necessary that one be multi-talented and multi-disciplined. (Brieve, 1986, p.11)

Three Critical Characteristics of Good Teaching:

1. Knowing your subject content. You need to stay abreast of developments in your field to keep up with today's students. They expect you to prove your expertise and will challenge you if they feel you are in error or out-of-date.
2. Knowing and liking students. Don't "expect" anything of your students; take them as they are, with an incredible range of backgrounds, experience, knowledge, and goals.
3. Understanding your culture in general. Be aware of the world around you, and don't hesitate to engage students in conversation about it; it's a great way to open avenues of communication and establish your credibility with them.

The Students

Students are our *raison d'être* – the reason why we are here; Moorpark's unofficial motto is "students first" and we mean it. They deserve from all of us the same degree of respect and courtesy that would be shown to a valued consumer. They are in your class because they want to be there, and they have paid for the privilege of being your students.

Students come to class with an amazing variety of talents, skills, and motivations. The mix is often staggering. Some students will be very articulate and highly motivated, while others will be in class because they couldn't find a job or because their parents insisted they could not spend their time "just hanging around." Some will be highly skilled in reading, writing, and mathematics, while others need intensive remedial assistance. Some will be working full-time and trying to raise a family, while others seem to have an abundance of time for various "extra-curricular" activities. Our student population is an incredible mixture of individuals and it takes special time and talent to make education relevant to each and every student in your classroom.

The First Class Session

Without question, the first class meeting is *the most important*. It is not overstating the case to say it is critical to the success of your course. Your students arrive as individuals who do not know each other and they bring with them anxieties and fears: Will I fit in? Will I be able to master the subject matter? Will I be humiliated, bored, or frustrated? Will I be successful? It is your task as an instructor to allay such fears and to bring these individuals together as a group.

First introduce yourself. Next, have the students introduce themselves to each other. Make every effort to get to know their names – fast – and to recognize them as individuals. On the first day find out why they are in your class and what they expect to get out of it. This can be done in a number of ways: (1) by verbally having students share some aspects of who they are, e.g., majors, intended college plan (transfer, certificate, work up-grade, etc.), hobbies, or other such items that would be of interest to the other students and which would set the individuals into the memories of their fellow students in the class,

Teaching Tips

and/or (2) by having students complete a questionnaire or survey containing critical information about themselves which could assist you in determining the demographics and background of the students in your class. Then introduce your subject matter and the text(s) to be used. Give the students the Class Syllabus and go through it with them. Give special attention to the course objectives which should be included on the syllabus (see “The Class Syllabus” under “Organizing the Course and Your Instructional Materials” in this section). Having a clear understanding of the course objectives will help the students decide if the course is appropriate for their educational and career objectives.

Clearly communicate your expectations to your students. Take the time *now* to be sure everyone understands class goals, attendance requirements, and performance expectations. Most of the research on learning has revealed that students will meet instructor expectations if these expectations are clearly defined. Be understanding of special student circumstances, but set your expectations high. Care enough about your students to require them to read, write, and engage in critical thinking about your subject – it’s required. Consider having your students complete and sign a “contract” specifying that they have read and understood the material in the Class Syllabus and your expectations for them and for the class itself.

You must also expect your students to study outside of the class. Credit hours or units awarded in classes are based on the assumption that in lecture classes *students work 2-3 hours outside of class for each hour they are in class*. Therefore, in a full-semester, 3-unit class that meets 3 hours per week, 6-9 hours of homework per week is expected. However, the same class taught in a late-start session, which meets 4 hours per week, requires 8-12 hours of homework per week. Homework may consist of reading in the textbook or other assigned materials, problem solving, library and/or internet research, writing assignments, group assignments, studying for exams, etc. The Course Outline of Record includes a list of typical outside assignments for the course. Make sure your students are aware of the amount of homework that is expected so that they can plan their schedule accordingly. You can make them aware of this expectation by discussing it during the first class session (as well as repeatedly throughout the semester) and by including a statement in your course syllabus.

Be sure to take roll by going over the names on your roster and making sure which students are officially enrolled in your class. If students are attending your class, but are not registered at the college and/or officially enrolled in your class section, issue them an Add Authorization Code (if you are willing to add them into the course, and if you still have room in the classroom). Explain to the students that they are to use this Add Authorization Code within the add/drop registration period for your course – the codes do expire. After the registration period has ended students may not attend your class unless they are officially enrolled. (See the Schedule/Registration section of this handbook for more information.)

Use the full time available at your first class meeting. By doing this at the first class – and at every succeeding class – you are telling your students that your class is important and that they should take it seriously. Remember that your students’ first impression of you is crucial. During that first class session they will conclude a number of things: Whether they are impressed or unimpressed with you, whether the class looks “good” or “bad,” whether they want to stay or leave, and whether the class will be “serious business” or a “breeze.” It’s up to you to sell the class – and yourself – during that first meeting.

Motivating Students

Thanks to the recent work that has been done in support of the state Student Success and Student Equity initiatives we have some excellent and up-to-date research on what it takes to motivate all our students to succeed, especially that produced by the Research and Planning Group for California Community Colleges (The RP Group). Particularly recommended is its *Student Support (Re)Defined* study that emphasizes the six success factors we should focus on: our students’ need to be directed, focused, nurtured, engaged, connected and valued. The study is

Teaching Tips

available at <http://www.rpgroup.org/system/files/%28Re%29designing-For-Student-Success-Oct2014.pdf>; do visit their website for further research at www.rpgroup.org.

Perhaps the most common lament of the inexperienced instructor is disappointment in the students' lack of motivation. To be sure, many students are highly motivated, but lack of motivation is a serious problem (and is common to all educational institutions). The most serious result is the great number of students who drop the class before the end of the semester/term. Some early warning signs are: late and/or incomplete homework assignments, repeatedly missing class without notification, repeatedly coming late or leaving class early, failure to participate in class discussions, doing poorly on assignments and exams, and not taking notes. These behaviors also could be caused by reasons quite unrelated to motivational problems. Students are often working full-time and have demanding family obligations that don't always allow them to make education their first priority. However, in many cases, lack of motivation plays a major role. A common feeling of new instructors is that they have done something to "turn off" their students and that they are somehow to blame for their students' disinterest. Although instructors must realize that they likely are not the cause of the problem, they also should realize that they are part of the solution. For example, if the student drop rate were used as an index, while many classes have 20% to 30% drop rates, some instructors consistently have drop rates of less than 5%. There are things you can do to help students stay in class and work hard.

Helping Students Succeed

The most important thing you can do is to want your students to succeed. To transfer that desire to them, encourage them in as many ways as possible. A lack of motivation is often rooted in a lack of self-confidence. Many of your students will be quite convinced that they cannot do well before they even begin. Part of your job will be to convince them that they can succeed. The instructor who communicates to students – either vocally or by his or her behavior – that “this class is so hard most of you won't make it” has no place in a classroom at Moorpark College.

There are very few instructors who fail to care about their students' success. “Negative” instructors mistakenly believe their negativism will be a motivating factor. All instructors need to be reminded of *positive* ways to motivate their students through:

1. Learning your students' names and using them often, in and out of the classroom.
2. Using the entire class time during the first meeting and every meeting thereafter. This informs students they and the material are important.
3. Meeting your students with enthusiasm on the first day, the last day, and every class meeting in between.
4. Calling students at home or emailing them and letting them know they were missed when they have been absent from class. One instructor increased her retention rate from 65% to 95% with this method alone. (Phone numbers and email addresses are available through WebSTAR for this purpose.)
5. Providing “early alert” systems for your students and yourself by giving quizzes and providing homework assignments early and often in the semester and by grading and returning these materials at the next class meeting.
6. Seeking out and talking to those students who seem to be having special problems. Tell them you want them to succeed and have every confidence that they will succeed. Inform them of the range of services open to them – from tutoring to specialized services such as EOPS, ACCESS or The Learning Center.

To Maximize Students' Potential for Success

To motivate your students and maximize their potential for success in your class, consider the following tips:

1. Challenge each student each class
2. Treat students as individuals

Teaching Tips

3. Be cautious not to prejudge students
4. Treat students as motivated and educable adults
5. When appropriate, give consideration to students' personal problems
6. Provide every opportunity for flexibility in the classroom
(Grieve, 1984, pp 63-66)

Remember: The best way to motivate students is to be a motivated instructor!

Organizing the Course and Your Instructional Materials

The Course Outline of Record (COR)

The first step in preparing your material is to get a copy of the Course Outline of Record (COR) from your Department Chair or Division Dean. The COR has been prepared so that the objectives and content of any course will be the same across Moorpark College, regardless of the instructor. How the course content is presented and how the course objectives are met is a matter of academic freedom and will vary from instructor to instructor. The information in the COR that is of concern to all instructors includes: (1) the catalog description; (2) the course objectives; (3) the course content – including main and sub-topics, estimated time per topic, and related objectives; (4) typical assignments – outside assignments, writing assignments, and critical thinking assignments; (5) typical methods of instruction; (6) typical methods of evaluation; and (7) representative texts and other course materials. Your class goals, objectives, and topics should conform to those on the COR. If you believe the COR does not reflect what needs to be accomplished in the course talk to your Department Chair about how to effect changes to the COR. However, your instruction *must* follow the COR until changes have been approved by the Moorpark College Curriculum Committee.

Planning the Semester

With the COR, the academic calendar, and a copy of your adopted text in hand, you are now ready to write your Class Syllabus. Plan when and in what order you will be covering the material. Decide when examinations will be given, when assignments are due, and the specific days you plan to use films/videotapes or other resource material. You also should indicate which chapters of the text the students are to have read for each class meeting. Planning prevents situations many instructors have experienced such as completing the first two-thirds of the semester but having covered less than half of the material, thus trying to cover the remainder of the material in the last few weeks of class and leaving the students overwhelmed and confused.

The Class Syllabus

The most important document that you give your students is your Class Syllabus. The Class Syllabus should be distributed at the first class meeting. It is the road map your students will use to follow the course you have charted. If it is well prepared and closely followed the students will learn to depend on it and will refer to it often, making both their job, and yours, infinitely easier. A detailed Class Syllabus encourages and facilitates student success. When “what the instructor wants” is shared with all the students at the beginning of the semester and can be referred to throughout the semester many more students will succeed in the course (Altman, 1989). The more complete and detailed the Class Syllabus the better. A model Class Syllabus contains:

1. **Personal Information:** This section includes the course name, course number, number of units, day(s) and time(s) the class meets, and the location where the class is held. It includes your name, office location (if applicable), times and days the students can reach you, and the telephone number(s) and/or email address you wish them to use. [NOTE: You may wish to provide only your Moorpark College number and email address rather than home and/or work phone numbers and email addresses to protect your personal security and privacy.]
2. **Course Description:** Provide a brief description of the nature of the course. This may be easily

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- taken from the COR using the Course Description for the Catalog.
- Course Objectives:** This section includes general or specific objectives that the instructor will be meeting and which students should achieve. The Academic Senate recommends that these should include, at a minimum, the Course Objectives listed in the COR. These performance statements detail what students are expected to be able to do by the end of the class that they could not do at its beginning (the student learning outcomes for the course).
 - Class Calendar:** Your class calendar should provide all the relevant dates for assigned class topics, lectures, readings, projects, exams, papers, etc. If you change your class calendar during the semester, the change(s) should be supplied to the students in writing. College dates from the *Schedule of Classes* such as college holidays, the last date to add your class, to drop your class, to choose credit/no credit grading option, the day and time of the final exam, etc. should also be part of your class calendar. Because the college submits the negotiated yearly calendar to the State as part of the accountability for funding purposes it is NOT within your authority to change the class meeting days or times, including the final examination date or time.
 - Course Requirements:** This section delineates exactly what students are expected to do in the class as well as outside of the class and what will be evaluated by you. Explain specifically how homework, class attendance, class participation, exams, paper(s), etc., will be evaluated. Specificity helps students.
 - Text(s) and Other Materials:** Required and recommended texts and other materials should be listed. Which books and materials are on Reserve in the Library, for sale through the Bookstore, and/or provided by you as handouts? It is a courtesy to the students for you to have checked at the Bookstore ahead of the first meeting of the class to make sure that the book(s) and materials have arrived and are on the shelf. If not, check with the Bookstore Manager as to when everything will be available. Another courtesy is to provide verbally to the students at the first class meeting both the availability and the price of each item.
 - Course Grading:** Students read this section eagerly for it spells out the procedures for evaluating their class performance and achievement. You should indicate what percentage of the class grade you will assign to each class activity (exams, reports, papers, homework, class participation, lab work, etc.) Students are better able to budget their time when they know the relative importance of each class requirement.
 - Caveat:** Since the Class Syllabus is a written legal covenant between you and the students in the class it should end with a caveat of the following sort: "The above schedule and procedures are subject to change in the event of extenuating circumstances." This caveat protects you if changes in the syllabus need to be made once the class is under way.
 - The ACCESS Statement: All syllabi must include a statement for students with disabilities, such as the following.**
"Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact ACCESS as soon as possible to ensure that such accommodations are implemented in a timely fashion. Authorization, based on verification of disability, is required before any accommodation can be made. The phone number for ACCESS is 805-378-1461 and its office is located in LMC 106."
 - The college "No-Smoking" Policy: This is optional but strongly suggested, for example:**
"In the interest of the health and welfare of students, employees, and the public smoking is not permitted anywhere on the Moorpark College campus other than in the parking lots."
 - Drop Policy (optional but strongly suggested):** Please tell students if they need to drop your class that they must do this online or with Registration and Records (R&R). (Do not tell them they will be dropped if they don't pay for the class. Some students use "non-payment" as their "drop procedure" and this doesn't always work.)
 - Student Services Syllabus (optional but strongly suggested):** The Student Services Council provides a two-page (front-to-back) syllabus delineating the services available to your students. This document is designed for you to easily attach it to your current Class Syllabus.
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Teaching Tips

Methods of Instruction

Once you decide on your class goals and objectives and have identified your topics the next step is to decide on the best way to help students learn the material. Often instructors fail to realize the variety of methods available. Use variety in your presentation. Choose methods that will best help you and the students achieve the course goals and objectives as determined by the nature of the material, your own personality and skill, and the nature of your students. The following list is by no means exhaustive and no one method is superior to another all of the time. Never use a single method throughout the class or class session. Methods should be changed every few minutes to retain student interest and attention. One recent book that offers many ideas and alternatives is Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*.

Lectures

The most widely used method, by far, is the lecture. This is not to say that it is the best, and often it could be the worst. Too often the lecture method causes students to become bored and not listen. But a good lecture has advantages, if done well. It can cover more material allowing instructors to observe the responses of their students. Perceptive instructors can read their students' expressions and know if the lecture should be speeded up, slowed down, changed in direction, another medium should be used, or students should be given a break.

There are no handbooks that can teach an instructor 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. Some suggestions, though, are helpful. Be organized. Have your objectives and goals for the class period outlined clearly in writing and systematically organize the concepts that relate to those goals and objectives. Discard even interesting material if it does not directly relate to the objectives. Remember that your students are trying to take notes (or should be) on what you are saying so that they can remember it for future applications. Make it easy for them. Using the chalkboard, overhead transparencies, PowerPoint presentations, or other methods, present the major topics of your lecture at the start of the class. Inform your students when you are moving to another concept or lecture point and help them know what you identify as the most important ideas, concepts, and/or points. The use of chalk- or whiteboard, overhead transparencies, or PowerPoint is also helpful in this regard.

The major complaint about many lecturers is that they are boring. Keep your delivery interesting by using examples that illuminate and show application. Change the volume and pitch of your voice and move around as you talk. Always stand when lecturing; never make presentations sitting down or leaning on the podium. Don't be afraid to use notes, but never read your material. Maintain eye contact so you know if your students are with you or not.

Small Group Collaboration

Consider breaking the class into small groups of about 3 to 5 students with a specific problem to solve or assignment to complete. Groups can then share their conclusions with the entire class. For more information see the [Moorpark College Faculty Strategies Handbook](#), the master teacher Donald Fink's *Teaching With Your Mouth Shut*, Parker J. Palmer's *The Courage to Teach*, or for those teaching writing, Peter Elbow's books such as *Embracing Contraries: Explorations in Learning and Teaching or Writing Without Teachers*. An excellent article on using small groups in the classroom is "Building Learning Teams: The Key to Harnessing the Power of Small Groups in Higher Education" by Larry Michaelsen and Robert Black in *Collaborative Learning: A Sourcebook for Higher Education*, Vol. 2, State College, PA: National Center for Teaching, Learning and Assessment. An excellent article relating to the *perils* of small group collaboration is "Lost in Action" by Gilbert T. Sewall in *The American Educator*, Summer 2000. Perhaps the best sources to learn from are your discipline colleagues using small group methods as part of their repertoire.

There are some problems with the small group method. One relates to the matter of control. If the groups'

Teaching Tips

discussions go beyond the objectives of the class it turns into a chatting session that wastes time and causes students to lose interest. The instructor must be perceptive enough to know when to terminate the groups' discussion period, perhaps by saying, "We can take only two more comments." Another problem is that the instructor can't possibly listen to all the groups simultaneously and there may be a feeling of loss of control or unwise use of time. This concern is less serious if the group topics are clearly related to the overall course objectives and goals, and the groups work in relatively short time spans of no more than 10 to 15 minutes.

Discussions

Discussions are often used successfully with the lecture method. Students are far more interested in what is transpiring when they are involved. Involvement should be encouraged by meaningful exchanges of ideas, usually facilitated by questions. Students should feel comfortable enough to ask questions. Instructors would do well to ask their students some questions. These can be straightforward inquiries relating to materials they should know already or queries requiring them to reason or apply the ideas under consideration. As with small group exercises discussed above, the instructor must pay close attention to the direction that the discussion is going and should terminate the discussion period when the objective(s) has/have been met. An excellent paper on how to facilitate class discussions is our own English instructor Nils Slattum's "Constructing Better Discussion: A More Effective Learning Environment and More Effective Learning."

Audio/Visual (AV) Aids

Films, photos, video clips, filmstrips, PowerPoint, and other visual media can be welcome alternatives to traditional lectures and discussions. To be successful, however, they must be directly related to the class objectives. Watch, also, that the material is recent; nothing turns students off faster than outdated films or videos. In fact AV aids should be used only when the concepts an instructor wants to present can be best delivered by using them. To get maximum advantage of AV materials the instructor should state specifically what students should understand from the medium and the specific things they should watch for. Provide students with a handout to complete while watching the visual presentation. A discussion should take place after the presentation at the points where specific concepts can be reinforced. [NOTE: nowhere is it "written" that an instructor must show the complete recording or film. Stop once the pertinent section has been shown. Better yet, through the equipment available in the Staff Resource Center, instructors can edit films for precisely the material needed for the class, thereby eliminating extraneous material.]

The Whiteboard

The whiteboard is a valuable teaching aid and should be used frequently. It helps those students who are visual learners by serving to emphasize important points and by ensuring that assignments and particular information, such as test dates, are clearly communicated to the students. Some pointers:

1. Don't get caught up in your work and lose contact with the class. Turn around often to address the students making sure they are following you, to emphasize points, or to receive questions. Never talk with your back to your students.
2. Encourage students to use the board to demonstrate points, finish problems, or discuss a response.
3. Having used the board, stand in a position in which your body isn't blocking your work.
4. Use the board in place of handouts except when the material is extensive and which students would find difficult to copy and retain.
5. Use the board to emphasize definitions, steps in performing operations, lists of principles, and/or important concepts.
6. Prior to the beginning of each class session use the board to provide your students with the day's objectives and outline.

Teaching Tips

Handouts

Handouts are useful as a supplement to the text or to reinforce concepts from the lecture. In some situations there is no good substitute. For example when discussing a contract in real estate, students should have their own copies. However, instructors must be careful to comply with copyright laws if using material printed elsewhere. Usually publishers are happy to give permission for use, if you give credit on the copies, make no profit from the reprint, and make copies only for the students in your class. (SEE ALSO: Appendix B and Appendix C for “Copyright Law Guidelines for Classroom Use” and “Computer Software Copyright” statements.)

Student Reports and Presentations

Student reports can be valuable both for the student(s) making the presentation and for the class as a whole. Presentations can take the form of a single student giving a report, groups of students in a debate, or more elaborate class reports. As a rule keep reports short – usually 10 to 15 minutes is sufficient. Assign, or at least approve, the student-selected topics so that these reflect class goals and objectives. When groups of students work on a single project keep the groups small: 2 is a good size and 4 students is almost too large. Let the class discuss the presentation and give feedback to the presenters. Inform students that the material presented in class will be on examinations and then be sure to follow through later. If presentations are going to take more than 10 minutes each work closely with the students to ensure all stay on their subject.

In Conclusion:

Each of the above methods has its own advantages and disadvantages and must be selected carefully depending on goals and objectives of the class, the nature of the students, and the skills of the instructor. Variety is very important – regardless of the length of the class period. The secret of successful teaching, regardless of the method used, is careful planning liberally seasoned with flexibility.

Teaching Tips

Methods of Evaluating Students

Many instructors find the student evaluation process (“grading”) the most distasteful aspect of teaching. But, if it is done well, it can be one of the most valuable tools an instructor can use. Instructors can measure their students’ performance and adjust their instructional techniques as necessary. Evaluating students is easier with proper planning and direction.

The most important aspect of fair grading is the setting up of criteria for the grades before ever meeting the students – and sticking to them. The Class Syllabus *must* spell out in crystal clear terms just what will be expected of students to earn a specific grade. The number of examinations, papers, other criteria that will influence the grade, and the relative weight of each must be clearly delineated.

Generally it is preferable to have many examinations, papers, presentations, etc., spread over the semester than to have the entire grade determined by a midterm and final examination of a single term paper. First, both you and your students need an early indication of what is expected, or what to expect, so modifications can be made when necessary. Second, students might not do well on one examination for reasons completely unrelated to the class, and if that one test determines a large part of their grade it is not fair to them and does not give you an accurate assessment of their abilities.

It is your responsibility to return assignment or test results to the students as soon as possible. A major function of proper evaluation is the instructional potential it has. The faster the turn-around time, the more value the evaluation has as an instructional tool.

Examinations

There are basically two types of exams: (1) “objective,” including multiple choice, true/false, short answer, and matching type questions; and (2) “subjective” or essay assignments. Both types have strengths and limitations. Objective examinations are most appropriate when measuring factual, statistical, definitive items, or when the material covered requires memory work, details, and/or formulas. Subjective examinations – either short answer or essay length – are most appropriate when critical thinking or writing skills are required, as opposed to memory skills. Most subjective examinations call for the expression of attitudes, opinions, explanations, or interpretations.

In determining what kind of examination(s) to use remember that exams are learning tools and should have instructional value. Certain approaches are more appropriate for certain classes. For example, a computer programming class may not be the right place for a purely essay examination, while an English class is surely a setting for essay-type questions.

Remember: Your goals in administering examinations are to assess your students’ accomplishments and to motivate further achievement – not to raise stress levels unnecessarily or to place obstacles in their road to learning.

Teaching Tips

Academic Honesty

Cheating is willful and intentional fraud and deception for the purpose of improving a grade or obtaining course credit. Cheating includes all behaviors by a student that are intended to gain unearned academic advantage by fraudulent and/or deceptive means. Instructors should not assume all students are going to try to cheat, but some will – and some are so clever at it that instructors will never know. The types of cheating that take place away from the classroom are often the most difficult to catch. These forms of plagiarizing are often recognized only when the student doesn't have a thorough knowledge of the assignment he or she turned in.

One way to discourage the plagiarism that might take place outside the class is to have students write essays in class and then use these assignments as a benchmark for out-of-class assignments. If students know that you plan to compare their writing styles on both types of assignments, they might be more willing to do their own work.

Moorpark College also has a contract with Turnitin.com, a computer software program that is designed to detect possible plagiarism. All instructors have access to the program for use in their classes. Please visit the Writing Center for more details.

Controlling Cheating

It is much easier to prevent cheating, when possible, than it is to deal with the offender. In-class cheating during an examination can be reduced by (1) maintaining a watchful eye during the period, (2) using alternative forms of the exam, and/or (3) re-arranging student seating.

Response to Cheating

When you catch a student cheating you have an obligation and responsibility to deal with it. The options you have are quite broad. You can give the student an "F" on that specific assignment or exam. You are strongly encouraged to report the cheating to the BIT (Behavior Intervention Team), and the Division Deans are always available to discuss specific incidents with you if you want guidance on what to do. Further actions by an Instructor are described in the Student Conduct section in the Appendices of the current *Moorpark College Catalog*.

Most instructors who have had to deal with cheating will first bring the student in for a private conference to discuss the matter before further action is taken. The most serious drawback to this process, though, is that the student will often try to persuade you to take action that is considerably less severe than the cheating warranted. Don't assume that because the student confessed and cried that the person has truly learned a lesson. On the other hand, don't be revengeful. A good rule is to try to treat the student in a way that will be in his or her long-term best interest.

Teaching Tips

Turning Students Off

This *Faculty Handbook* provides a variety of very positive suggestions about how to teach effectively and how to work well with students. In concluding this section it may be worth mentioning some practices that turn students off and cause them to drop out of college. You may be engaging in one or more of these negative practices without being consciously aware of it. Give some careful thought to your interactions with students and, if you see yourself in any of the following, consider how you would react if you were a student in the class.

1. **The Sour Attitude.** Always bellyaching about something. The whole world is wrong and only you, the instructor, is right.
2. **Reading from the Text.** This has to rank among the very top of the negative practices that turn students off. Students can read (although not all do so on a regular basis). This does not include casual reference to the text, but rather long, boring reading with few pauses for explanation.
3. **Hogging the Show.** This is the instructor who drones on and on, faces the board while continuing to lecture and write, or, while engrossed in their yellowish notes, never looks up to allow students to get a word in edgewise.
4. **Playing Favorites.** Calling on the same people all the time.
5. **Monotony.** A monotone can be deadly, whether it is a monotonous voice, posture, or approach. It is boring to do the same thing all the time, whether lecture, discussion, or videotape after videotape. Change method every 10 to 15 minutes.
6. **Constant Assertion. No Illustration.** Try this: Watch the attention of the students perk up when you say, "Let me give you an example."
7. **Discomfort.** This can range from hard seats, to noise, light, heat or cold, or to having to sit too long without a break. Did you ever have to go to the restroom while the instructor talked on and on?
8. **Humiliation.** There are many ways to humiliate a student and they are all negative. They range from ridicule and sarcasm, to posting grades (an illegal act), and/or to teasing.
9. **Hidden Objectives.** Students are always trying to figure out their instructors. They won't be able to, of course, if you are secretive about your goals and objectives for the class, how to pass exams, or earn a good grade. If faculty are consciously or unconsciously hiding their objectives students usually report that they think the instructor does not know what they are doing and then they will drop the course.
10. **Testing What You Have Not Taught.** Keep'em guessing ... which is just what students have to do unless you are up front with them. It makes them very frustrated. How can they prepare?
11. **Picky and Tricky.** Again, on exams, being too minute in your questions or being ambiguous will turn students off quickly.
12. **The Dictator.** This is the instructor who says, "Do it because I say to do it" or "It's right because I say it is right." Being inflexible can make many students go right out the door.
13. **The Grinner.** A smile is positive. A grin is negative. The grin says, "Aha, I caught you!" or "Look how smart I am." A grin is a smirk.
14. **Illegible Handwriting.** Especially bad when you are using the board. If you can't write legibly on the board consider printing, or type your material onto an overhead transparency or onto student study sheets, or use a PowerPoint presentation.
15. **The Poor Speller.** Bad spelling written on the board, on transparencies, or in PowerPoint presentations will irritate students and, above all, will discredit your knowledge of your subject area. The same goes for exams that contain misspelled words – students get hung up on the misspellings and concentrate less on answering the question correctly.
16. **Being Late to Class.** Students paid money to sit in your class. They are expected to be on time; you should be as well.

Teaching Tips

17. **Running Overtime.** Most students gauge their schedules around the ending time of a class. In many cases they have another class to get to and only a short time to get there. Allot your precious information so it gets to the end when the class is scheduled to end.
18. **Missing Appointments.** If a student makes an appointment with you to get some extra help, to ask a question outside of class, or whatever, keep the appointment.
(Excerpted from Taylor, 1983, pp 76-80)

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Day-to-Day Information

Day-to-Day Information

Absence from Duty

If you will be unable to meet your class(es) or work responsibility on a given date for any reason – personal illness, bereavement, personal necessity, or personal business – notify your Division Office as far in advance as possible. If your Division Office is closed for the evening (typically after 5pm), contact the Evening Facilitator (805/378.1406) so that they can notify your students.

It is solely the responsibility of college administrators to secure a substitute or to determine if the class is to be cancelled in your absence. The division office will need to know from you any instructions that need to be passed along to your students (or substitute if the class is being covered) regarding class reminders or content. Following your absence, an Employee Absence Report *must* be submitted to the Division Dean.

Academic Calendar and Holiday Schedule

The current calendars and holiday schedules are posted on the college website for your convenience: <http://www.moorparkcollege.edu/apply-and-enroll/academic-calendar>

Behavior Intervention Team-BIT

BIT is a new pro-active campus group designed to assist students who exhibit negative academic, behavior, or mental issues to change their behaviors. Stay tuned for more information about this group.

Early Alert

A new and improved process is being developed...stay tuned for further developments.

Emergencies/Campus Police (x1455 or 378-1455)

In case of emergency, you are to call x1455 (using a campus phone) or 378-1455 from a cell phone. If the campus police do not pick up immediately, the call is rolled over to the police dispatch. This is faster than dialing 911.

Faculty Cancelling a Single Class Session

If you cancel a single class session, the Division Office must be informed as far ahead of time as possible. The instructor must turn in an absence form for this cancellation even though you may have given the students an “outside assignment” or they are to “spend the time doing research in the Library”. If you are not with them ...you are absent.

Field Trips & Off-Campus Class Meetings

Field trips are defined as class sessions that extend beyond regular classroom time. Before scheduling a field trip with your class, be sure that each such activity is necessary and included in the Course Outline of Record, in the college catalogue, or in the *Schedule of Classes* – and that it is fully described in your syllabus. Complete the field trip form that is available from the Division Office, and attach a list of your students and their phone numbers. Submit the completed form and attachment to your Division Office at least two weeks before the scheduled field trip. Instructors who fail to follow this procedure incur personal liability in the event of an accident or emergency, which occurs during the field trip.

If you wish to conduct your class at an off-campus site during your regularly scheduled class period, obtain advance authorization from your Dean and complete the Field Trip/Change of Class Site form, as you would for a field trip. The class must then convene at the site and be dismissed at the site. Do not arrange transportation for students, or you may incur personal liability.

Day-to-Day Information

Requiring Students to attend concerts or visit museums on their own must be fully explained in the syllabus but is not considered a “field trip”.

Listening or Recording Devices

State law in California prohibits the use by anyone in a classroom of any electronic listening or recording device without prior consent of the teacher and school administration. Any student who has need to use electronic aids must secure the consent of the instructor.

Nondiscrimination

Moorpark College takes necessary steps to provide a positive educational and employment environment that encourages the full range of equal opportunities for all, regardless of race, color, religion, gender, sexual orientation, national origin, physical or mental ability, age, marital status or veteran’s status.

Sexual Harassment Policy

Sexual harassment is unacceptable conduct, is unlawful, and will not be tolerated by Moorpark College or the college district. Disciplinary action will be initiated against any individual found guilty of sexual harassment. The district policy is stated in its entirety in the *Moorpark College Catalog*. While not necessarily considered harassment, consensual sexual relationships between faculty and adult students, or between supervisor and employee, while not expressly forbidden, are unwise. Although such relationships may be appropriate in other settings, they are not appropriate when they occur between members of the teaching staff and students or between a supervisor and an employee.

More information can be found in the *Moorpark College Catalog*, as well as in the District’s Board Policy (http://www.vcccd.edu/assets/pdf/board_of_trustees/policies_chapter3.pdf)

Smoking

In the interest of the health and welfare of students, employees and the public, smoking is not permitted anywhere on the Moorpark College Campus except in parking lots. Smoking is not allowed in college-owned vehicles. Please make sure your students are aware of this policy and as you walk through campus, please remind other students who may be smoking that they need to move to a parking area. As a Student Learning college we are all responsible for the learning of all students. Please remind your students that free smoking cessation assistance is available in the Student Health Center.

Managing Paperwork

Typical Semester Deliverables

Syllabi

Your division will request a copy of your syllabus for each of your classes for the semester. Your syllabus is your contract with the student. If there is ever a dispute over *anything* in your class, your syllabus is what the Dean will use to support your faculty decisions. Please see the sample syllabus content list located in the Appendix.

Contact Information/Emergency

Remember to keep your address and phone numbers up-to-date and current in your Division Office as well as at the District Office (Human Resources). Not having the correct information on file can delay important information (as well as paychecks) getting to you. Be sure you have a vcccd.edu email address and be sure to check it. Be sure to let your Division Office know what information may be shared with students. Typically email addresses are shared with students, but not phone numbers.

Office Hour Schedule

Full-time faculty will have an office and, by contract, are expected to maintain five office hours per week (at least 1 office hour per teaching day). Office hours must be posted on their office door or window and be on file with the Division Office and the Office of Student Learning.

Flex Hours Documentation

Each year faculty shall complete a Master Flex Day Contract (Appendix H, Forms B1 or B2) by the last day of finals week of the Spring semester. Activities can be completed by June 30 provided the activities are recorded on the submitted Master Flex Day Contract

Although prior approval is not required for self-assigned flex activities, Form B1 or B2 shall be completed by the faculty member, then reviewed and approved by the department chair, department designee or Dean for consistency with the current Guidelines for the Implementation of the Flexible Calendar Program (published by the California State Chancellor's Office).

College Services Hours Documentation

An average of five hours per week service for instruction-related student-support activities for the academic year shall be submitted in writing to the Dean by December 31 and June 30 for the prior 6 months.

Grades

Grades are required to be submitted within two working days after finals.

Managing Paperwork

Managing Paperwork

Book Orders

Many departments coordinate textbooks through the Department Chair, other departments have each instructor submit their individual textbook orders. Work with your Department Chair to determine the process that is in place in your department.

All faculty are responsible for accurately placing their book order online by the required date each semester. Dates will be sent out each semester but generally expect orders to be due:

Spring Semester	Mid October
Summer Session	Mid March
Fall Semester	Mid April

Department Chairs are responsible for placing book orders for all classes that do not have books ordered by the semester due date. Faculty who teach these classes will be required to use the books that were ordered on their behalf.

It is crucial that textbook orders be submitted in a timely manner for two reasons. First, so textbook orders can be processed and placed so the books are received in time for the next semester. Second, buy-back decisions are made shortly after the deadline. If the bookstore does not have a re-adoption order, student's books are bought back at a much lower price.

When you are thinking about required textbooks and supplemental texts, be sure to keep cost in mind.

Desk Copies

Faculty may order desk and review copies they desire directly from the publisher. Under no circumstances may desk copies or review copies be sold to students or book sellers.

Census Reporting

It is the instructor's responsibility to clear rosters of inactive enrollment including "no show" (zero attendance) or a student that is no longer actively attending/participating before census, since apportionment (FTES) may legally be claimed only for "active enrollment". All census drops must be completed prior to the census date.

Title 5, section 58004 reads, "District shall, according to procedures adopted by the governing board, clear the rolls of inactive enrollment", and defines inactive enrollment as follows:

The student is identified as a "no show" (zero attendance) or a student that is no longer actively attending/participating, must be dropped *prior* to the census date located at the top left side of your Summary Class Roster. (Full-term courses –census is normally the 4th Monday of the semester) If all students are in attendance, you must certify by clicking on the "No Drops to Report" button that you have no drops to report by the DAY BEFORE the census date.

- To drop "no show" students or students who are no longer actively attending/participating, access your Drop Roster on MyVCCCD:
- Check the box next to the student's name
- Click the Submit Students button to process your drops
- *Note:* The "No Drops to Report" button must also be clicked to certify your class for census reporting.
- **If you have no drops to report, click the No Drops to Report (See Below) button at the bottom of**

Managing Paperwork

the drop roster. Once you click on it, the No Drops button will then be replaced by the date/time you certified your roster. This box will disappear as of the 4th Monday of the semester, as the census reporting deadline will have passed.

No Drops to Report

I certify that I have reviewed my class roster and dropped all inactive students or have none to drop at census.

**If students have stopped attending class they MUST be dropped before census.*

Academic Policies

Academic Policies

For complete and up-to-date information on current policies, please visit our online course catalog at <http://www.moorparkcollege.edu/apply-and-enroll/college-catalog>

Attendance – Student

Students are required to attend class regularly. A student who does not attend class the first day may be dropped...especially if other students are waiting to add... but most instructors will wait until the second class session to make this decision. A student who misses more than 1/9th of a class may, after due warning, be failed or dropped from the class if **this is clearly stated in your syllabus**. Instructors may drop a student whose absence from a semester-long class is equal to twice the number of hours the class meets in one week. The instructor may determine if there are special circumstances to allow additional absences as long as you apply the criteria equally to all students. It is strongly recommended that you keep accurate records of daily attendance. Please remember to keep your records available for future petitions and questions.

Academic Integrity (Cheating, Dishonesty, or Plagiarism)

Moorpark College takes academic honesty very seriously, since ethical behavior and integrity are vital components of ensuring mutual respect. Instructors have the responsibility and authority for dealing with any cheating or plagiarism, which may occur in their classes. In addition, the faculty member may direct the matter to the BIT (Behavior Intervention Team) for further disciplinary action.

Student Due Process

If a problem or complaint arises, students have the right to have the matter or disciplinary action investigated as noted in the official Student Grievance Policy (See Student Rights and Responsibilities Section in the *Moorpark College Catalog*). Most problems involve misunderstandings, human error or lack of information about established rules. To address such problems, it is often best to speak directly with the teacher or staff member involved. If the matter is not clarified or resolved, it may be useful to talk next with the Division Dean and/or the BIT (Behavior Intervention Team).

Probation, Dismissal and Readmission of Students

A student who has attempted at least twelve (12) units as shown by the official academic record shall be placed on academic probation if the student has earned a grade point average below 2.0. A student who has enrolled in a total of at least twelve (12) semester units as shown by the official academic record shall be placed on progress probation when the percentage of all units in which the student has enrolled and for which entries of “W,” “I,” and “NC” are recorded reaches or exceeds fifty percent (50%).

A student who is on academic probation shall be dismissed if the student earned a cumulative grade point average of less than 1.75 in all units attempted in each of three consecutive semesters. A student who has been placed on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled and for which entries of “W,” “I” and “NC” are recorded in at least three consecutive semesters reaches or exceeds fifty percent (50%).

A student applying for continued enrollment or readmission must submit a petition to explain what circumstances or conditions would justify continued enrollment or readmission. A student applying for readmission shall not be reinstated until a minimum of one semester has elapsed after academic dismissal. A student who is petitioning shall receive counseling to assess his or her academic and career goals and must have counselor approval of his or her educational program prior to registration. The petition for this purpose, “Petition for Continued Enrollment or Readmission,” is available in the Counseling Office (Admin. Bldg.).

Academic Policies

Student Grievance

A grievance is an allegation of unjust action or denial of student rights. A grievance may be initiated by a student whenever the student believes that he or she has been subject to unjust actions or denied normal rights as stipulated in college regulations and in the California Education and Administrative Codes.

Both informal and formal processes are outlined in the Student Rights and Responsibilities section of the *Moorpark College Catalog*:

<http://www.moorparkcollege.edu/apply-and-enroll/college-catalog>

Faculty Resources

Faculty Resources

Email

Faculty have access to a “vcccd.edu” email account. If you do not already have your email address in place, go online to the portal at <http://faculty.vcccd.edu> click on the Email Account Request Form, click on the Submit button. Note: A currently active email address must be supplied so that an email confirmation/information message alerts you when your VCCCD email account is ready.

You must have and use your vcccd.edu email. If you more regularly use another account, you may have your vcccd.edu email account transferred there. Your vcccd.edu email is the official email account for your work related to the college. The district and college administration will send you many notices, including important messages from Human Resources and Payroll or about your schedule and college meetings. You are responsible for the information sent to you via this email account. In addition, students must be able to reach you through your college email address.

Faculty Lecture Series

Each semester three to four faculty make 1-hour presentations to the campus community. The presentations are scheduled the third Wednesday of each month at 12:00 noon. The “lectures” cover a wide range of topics and are published in each semester’s *Schedule of Classes*.

Great Teachers Seminar

The District supports the participation of 3 to 5 full- and/or part-time faculty in “Great Teachers” Seminars which are ordinarily held in both the Santa Barbara and Hawaii areas during the summer. The Academic Senate Executive Council is charged with selecting the participants. Those wishing to attend make application to the Senate during the spring semester (date is announced by the Executive Council). The activity has proved to be a major enhancement to staff development efforts. Those faculty who have attended the Seminars have been unanimous in their praise of the experience.

Mail

All faculty are provided a mailbox in the Administration Building. Be sure to check your mailbox frequently as student communications and college and district notices are placed in faculty mailboxes. You are responsible for the information provided to you via these mailboxes.

Offices

Full-time faculty will have an office and, by contract, are expected to maintain five office hours per week (at least 1 office hour per teaching day). Office hours must be posted and be on file with the Division Office. Faculty are expected to be in their office during these posted hours. Exceptions for good reasons are subject to the approval of the Division Dean. Office hour schedules should provide students with a maximum opportunity for consultation with faculty. Part-time faculty are paid for, and therefore required to provide, one office hour *per semester*. For more information on this requirement, refer to the *Agreement* or consult your Division Dean.

Part-time faculty can request office space. Many full-time faculty will share their office space with part-time faculty, coordinating office time. Some Division Offices have small office space and/or workrooms to be used. The Staff Resource Center, located on the lower level of the Library, Learning Resources (LLR) building is a great location for office work.

Faculty Resources

Orientation for Faculty

Full-Time Faculty

All new full-time faculty participate in an orientation process by the Executive Vice President of Student Learning in conjunction with Faculty New Faculty Orientation Facilitators. The Full-Time Faculty Orientation program is designed to familiarize faculty with the campus – its people, programs, and procedures.

Part-Time Faculty

All part-time faculty are encouraged to attend the Fall Professional Development session, typically held in the evening during Professional Development week. This meeting provides part-time faculty with information on campus college goals and planning, curriculum requirements, available student services, and answers about day-to-day needs. It also provides an opportunity to meet other Moorpark College faculty and staff, and to share ideas and teaching techniques with one-another.

Additionally, day, late afternoon, and evening flex activities offer part-time faculty an opportunity to meet colleagues, particularly those within their discipline area, thereby helping to establish resource-links. It also is a good time to bring up questions and to share ideas and concerns with colleagues in an open forum. Attendance at Division and Department meetings on the mandatory flex day is especially valuable.

Staff Resource Center

The Staff Resource Center is located on the lowest level of the Library/Learning Resource Center (LLR). The center has computers, printers, scanners, a copier, a Scantron machine and other resources for faculty use. It also has a great view!

Supplies

Supplies for most of your classroom needs can be obtained from the Division Office.

Voice Mail

Full Time Faculty will have a phone and a published extension/ voice mail number. Voice mail will be offered to Part Time Faculty during orientation. Please avail yourself of this convenience so we can transfer calls to you and students can contact you without using your home number.

MyVCCCD Portal: General Information

Web Address: www.moorparkcollege.edu or www.faculty.vcccd.edu

You will need to log in to MyVCCCD Portal using your 900# as the User ID and PIN. Your PIN is originally set as your 6-digit birth date; however, you will be prompted to change this as soon as you log in for the first time. Your new PIN will need to be any 6-digits/characters of your choosing except your numeric birth date. If you forget or disable your PIN, contact Admissions & Records for a PIN reset.

The Main Menu of MyVCCCD Portal is divided into three areas: Faculty Services, Personal Information and Employee Services.

Faculty Resources

MyVCCCD Portal: Faculty Services

Instructor's Detailed Class Schedule

- Your teaching schedule for the semester
- Enrollment counts for each CRN you teach
- The census date and critical deadlines for each CRN you teach

Roster Selection Menu & Summary Class Roster

Basic Roster (shows drop deadlines) displays:

- Seats enrolled, seats available
- Names and IDs of enrolled students including those enrolled with Add Authorization numbers
- Names and IDs of waitlisted students in order of placement on waitlist
- Link to student address and phone number
- Add Authorization Numbers used, numbers still available
- List of students who have dropped

Excel Roster Download, displays the above information plus:

- Student major
- Student phone number
- Student email address

Faculty Schedule by Day and Time

- Your teaching schedule mapped on a day/time calendar grid

Drop Roster

- Drop students until the final drop deadline for your class
- Report Census or certify you have no drops to report for census

Final Grades

- Enter the end-of-term grades for your students
- Enter the attendance hours attended for each of your students (to be used only if your class is positive attendance)

Early Alert

- Indicate students who are not making satisfactory progress in your class
- Matriculation Service personnel will follow-up with a letter to the student
- This screen becomes available the 3rd week of each semester. You will receive detailed instructions on its use.

College Web Links

- Downloadable Forms – prints the following forms:
 - Incomplete Grade Change
 - Incomplete Grade Letter
 - Reinstate Petition
 - Petition for Exception
- Library Resources
 - Link to Moorpark College Library Online Resources

Faculty Resources

MyVCCCD Portal: Personnel Services

- Change your PIN
- View or update your address, email, or phone number

MyVCCCD Portal: Employee Services

- View your benefits, deductions, and health insurance information
- View your salary information including pay stubs, direct deposit information
- View your W-2
- Change your W-4 information

Policies and Procedures for Faculty

Policies and Procedures for Faculty (A-Z Listing)

This is an A-Z listing of Policies and Procedures for faculty reference. Some of these topics are also found in other sections of this handbook.

Absence from Duty

If you will be unable to meet your class(es) or work responsibility on a given date for any reason – personal illness, bereavement, personal necessity, or personal business – notify your Division Office as far in advance as possible. If your Division Office is closed for the evening (typically after 5pm), contact the Evening Facilitator (805.378.1406) so that they can notify your students.

It is solely the responsibility of college administrators to secure a substitute or to determine if the class is to be cancelled in your absence. The division office will need to know from you any instructions that need to be passed along to your students (or substitute if the class is being covered) regarding class reminders or content. Following your absence, an Employee Absence Report *must* be submitted to the Division Dean.

Academic Calendar and Holiday Schedule

The current calendars and holiday schedules are posted on the college website for your convenience:

<http://www.moorparkcollege.edu/apply-and-enroll/academic-calendar>

Assignment Request Forms (ARFs)

Assignment Request Forms (ARFs), per the *VCCCD/AFT Contract Agreement*, are to be submitted via email by all Non-Contract (“Hourly”) Faculty. Submissions are made per instructions found on the VCCCD website: <http://www.vccd.edu/employees/index.shtml>. Click on the MyVCCCD Portal. Select the Faculty Tab. Within the Faculty Self-Service heading, click the Submit ARF Requests link to complete or review prior ARFs.

www.assist.org

ASSIST is the official, statewide database for articulation and transfer information for California. ASSIST includes complete Transfer Course Agreement and Articulation Agreement information for all California public postsecondary educational institutions. The institutions to which courses transfer (“receiving institutions”) and the agencies that determine transfer applicability are responsible for the completeness, accuracy, and currency of the articulation information.

Campus Solicitation

The solicitation, selling, exposing for sale, offering to sell, or endorsing any goods, articles, wares, services (including domestic and foreign tours) or merchandise of any nature whatsoever for the purpose of influencing lease, rental, or sale at the college is prohibited except by written permission of the District Chancellor, President of the College, or the President’s designee. This policy applies to all students, faculty, staff members and citizens.

Cancellation of Classes because of Low Enrollment

Current college policy requires a minimum enrollment of 15 students in attendance by the second class meeting. With certain exceptions, classes which do not have minimum enrollment will be cancelled by the appropriate Division Dean. Once a class is underway, any decision to cancel an individual class session or change the date, time, or place of an individual class session can be made only with the prior approval of the appropriate Division.

Policies and Procedures for Faculty

Catalog, Moorpark College

The *Moorpark College Catalog* is published yearly and becomes available in July/August of each year. The Catalog is a legal document describing the college's and district's services, procedures, and courses offered to the college community. Faculty should avail themselves of the Catalog each year so as to keep current regarding the operation, staff, and academic course content of the college. The Catalog is available online at <http://www.moorparkcollege.edu/apply-and-enroll/college-catalog>

Civility

In order for the college processes to function productively and serve the students as well as possible in the achievement of their educational goals, the authority and dignity of each faculty and staff member must be upheld and his/her safety protected. Likewise, every student should be able to fully participate in campus life without intimidation, fear, or other undue distractions that would hinder his/her rights to gain knowledge and exercise intellectual freedom.

The College Conduct Code is formulated to protect the rights and safety of all students, faculty and staff and to promote and maintain an atmosphere on campus that is congenial to the realization of the college's admirable mission – higher education for all who seek it.

The Student Conduct Code (Standards of Student Conduct – E.C.S. 66300), as detailed in the Student Rights and Responsibilities section of the *Moorpark College Catalog* (<http://www.moorparkcollege.edu/apply-and-enroll/college-catalog>), specifies the acts for which students are subject to charges of misconduct, disciplinary action, and due process.

Classroom Assignment

It is the responsibility of the Deans Council to approve the final assignment of all classroom use on campus. The Master Room Schedule is the source document for all room assignments, and community use of our classroom space. All classroom assignments and changes are initiated by the Division Dean and coordinated through the Student Learning and Business Services Offices.

Classroom Use

Observing the following practices is especially important for all instructors teaching both on- and off-campus, but are particularly important for instructors teaching off-campus since problems occurring at these locations can result in the college being denied future use of these facilities.

- No smoking in any classroom or campus building. Moorpark College has actually become a non-smoking campus.
- Do not take desks, chairs, audio-visual equipment, or other items from another classroom for your use without permission.
- Please ask students to refrain from eating and drinking in classrooms – especially those with carpet. If food or beverages are brought into the classroom, ask the students to clean up after themselves and properly dispose of trash.
- Return all chairs to their original arrangement, if they have been moved.
- Be sure that nothing is removed from the room you are using (e.g., supplies, posters, papers, etc.)
- Be sure to completely erase the board(s) and return all equipment to where it was located when the class began.
- Be sure to turn off the LCD projector and computer (if these are in your classroom) before you leave the room.
- If you are instructing the last class using the room, as you leave the classroom, turn out the lights.

Policies and Procedures for Faculty

Collective Bargaining

The Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO is the recognized collective bargaining agent for all faculty in the Ventura County Community College District. The rights, responsibilities, and working conditions for all faculty are listed in “The AFT/VCCCD Agreement” located on the VCCCD Website: <http://www.vcccd.edu/departments/human-resources/contracts>

College Vehicle Use

Faculty are encouraged to use college vehicles for travel on college business. The proper request forms for this use may be obtained in the Division Office and, when completed, should be submitted to the appropriate Division Dean for approval. The forms are sent directly to the Warehouse/Operations Supervisor who will schedule a vehicle for use for the date and time requested, if one is available.

Conferences and Workshops

Faculty who wish to attend professional meetings related to their College assignments may request District and College support for this purpose. Funds are available for professional travel as negotiated as part of the contract agreement – available to full-time faculty only. Other funds may become available through other sources such as CTEA or Staff Development funds, as budget funding permits.

In order to gain permission to be absent from his or her assignment and to receive District/College/Staff Development/Other reimbursement(s) for expenses, an instructor must submit in advance a Travel Request form, available through the Division Office, which shows the proposed travel plan and the estimated expenses to be incurred. A copy of the conference program, flyer, and/or registration form should be attached to the Travel Request form. The Travel Request form requires approval of the Division Dean and the Executive Vice President of Student Learning prior to the instructor’s absence. It is essential that adequate lead time be allowed in submitting the request form. Be sure to follow instructions carefully to avoid delays in getting the approval processed. The paperwork is returned to the requesting instructor after it has been approved.

Once the travel has occurred, the instructor has 10 days to complete and submit the request form indicating actual expenses incurred. The instructor needs to attach the itemized receipts (or cancelled checks) for all meals, registration, lodging, and transportation expenses. Faculty are encouraged to keep a copy of all receipts and the completed travel form for their own records.

Course Prerequisites, Corequisites, and Recommended Preparation

The Board establishes prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum upon recommendation of the Chancellor in consultation with the Academic Senates. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, corequisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a prerequisite or corequisite may be challenged by a student on grounds permitted by law. Prerequisites, corequisites and advisories shall be identified in District publications available to students. (Board Policy 4260, http://www.vcccd.edu/assets/pdf/board_of_trustees/policies_chapter4.pdf ; Title 5,Section 55200)

Prerequisite: A course prerequisite specifies the preparation required to successfully complete a particular course.

Corequisite: A course co-requisite specifies the course or courses in which a student must be concurrently enrolled.

Policies and Procedures for Faculty

Recommended Preparation: A course recommended preparation specifies the preparation suggested by the department to successfully complete a particular course. While encouraged to do so, students do not have to satisfy recommended preparation guidelines to enroll in a course.

Course prerequisites, corequisites, and/or recommended preparations are included in the Course Outline of Record approved by the Curriculum Committee. They are included in course descriptions in the *Moorpark College Catalog* and are also specified in the *Schedule of Classes* for each course. A course has no prerequisite(s), corequisite(s), or recommended preparation(s) unless so designated. Students must have satisfied the prerequisite or co-requisite requirements for all courses in which they enroll. Students should contact the Counseling Office for guidelines concerning challenge rights and procedures.

Credit by Examination

The Governing Board has adopted a policy that permits students to gain credit for a course by examination only. A complete description of the Credit by Examination policy appears in the “Academic Policies” section of the *Moorpark College Catalog*. An exam given a student under this policy should be administered only after the approval process has been completed. Students who seek to do this should be directed to a Counselor to initiate the required petitioning process.

Curriculum Development

Curriculum development is a major responsibility of all faculty. Though proposals for new courses and programs, or revisions to existing courses or programs may be suggested from any number of sources – students, administrators, advisory committee members, or members of the community – only faculty from Moorpark College may formally propose the addition or change in a course or program.

Preparation of a proposal involves the instructor in a process that is a mixture of research, creativity, and a process set forth by the Curriculum Committee. The content of the proposal has to satisfy criteria established by the Curriculum Committee membership made up of representatives from each of the divisions, students, and administrators. Additional criteria from the district and state chancellor’s office must be met. Though proposals may be presented at any Curriculum Committee meeting during the academic year, to have the proposal reflected in the next year’s *Moorpark College Catalog*, it must be passed by Curriculum Committee members by a specific date typically in the fall semester – be mindful of the Curriculum Calendar (available in the Office of Student Learning).

Disaster/Emergency Plan

The college’s Disaster/Emergency Plan is designated to maximize life-saving efforts for the students and staff. The purpose of the Plan is to delineate staff responsibilities, emergency procedures, campus resources and the College’s relationship to the rest of the community during a disaster or emergency. The President (or designee) is the Incident Commander with the authority in conjunction with the Chancellor, to declare an emergency. This Plan is available to all staff, and can be located in the various division offices, or in the Student Health Center.

Drug Policy

Moorpark College adheres to a drug free campus policy. All students, faculty, and staff assume an obligation to conduct themselves in a manner compatible with the college’s function as an educational institution. Therefore, possession, use, or distribution of alcoholic beverages, narcotics, or other dangerous drugs on campus or at any off-campus college-sponsored activity will result in disciplinary action.

Policies and Procedures for Faculty

Eating and Drinking in Classrooms

Please ask students to refrain from eating and drinking in classrooms – especially those with carpet. Spilled food and beverages create a safety hazard and cause extra work for maintenance and operations. For classes lasting more than 90 minutes, a break of up to 20 minutes may be given (see Hours of Class Instruction and Class Breaks). Ask students to do their eating and drinking during such breaks.

Emergency Communication Plan

Moorpark College has adopted an Emergency Communication Plan for the purpose of facilitating the flow of information to administrators, key staff members, and the media when an emergency event occurs at the college, or involves college students or staff members. This plan extends beyond just dealing with student illness, accident, and injury (see Emergency Procedures immediately below), to dealing with natural disasters and/or other catastrophic campus-wide emergencies.

Emergency Procedures

Life-Threatening Situations (Dial x1600)

The Switchboard Operator answers extension 1600, and will notify the College Nurse and Campus Police. Give the nature and exact location of the accident or medical emergency. **DO NOT MOVE THE VICTIM**, unless to prevent further injury. When the switchboard is closed, x1600 should automatically connect to the Campus Police. (Otherwise, you may dial x1455 if you cannot get through on x1600). When off-campus, dial 911.

Non-Life-Threatening Situations

Contact the Student Health Center (x1413). A nurse is on duty during daytime hours and limited evening hours (not on Friday evening or Saturdays). When the nurse is NOT available or the Student Health Center is closed, contact the switchboard (x1600). NOTE: First-Aid is available from the Campus Police when the Student Health Center is closed. When off-campus, call 911.

Student accidents must be reported to the Student Health Center within 72 hours of occurrence. The instructor or person in charge shall make a written report of injury. Accident reports are essential for insurance claims to be submitted. All student accident reports and insurance claims are processed through the Student Health Center and forms are available at the Center, from the Evening Facilitator, or from the Campus Police. Once an accident report is received that requires an insurance claim, the student will be given information about the College's insurance coverage and the billing procedures. NOTE: An injury resulting from an illness is NOT covered by the college's insurance, but it still needs to be reported to the Student Health Center.

Emergency Phone Numbers

1600	Campus Emergency Number
9-911	Ambulance/Fire/Rescue/Sheriff
1455	Campus Police
1413	College Nurse/Student Health Center

Crisis Intervention

Moorpark College has established a Crisis Intervention Team. The Student Health Center Coordinator leads the Team in providing crisis management across the campus when needed. The Team consists of faculty, staff, and administrators trained in crisis intervention strategies. If there is an emergency or traumatic situation, call the Student Health Center at (805)378-1413, or if the situation occurs during an evening or weekend, call the Campus Police at (805)378-1455.

Policies and Procedures for Faculty

Employee Rights and Benefits

Rights and benefits of faculty, both full- and part-time, are set forth in the VCCCD/AFT Agreement. A copy of the Agreement is available from the AFT Office or online:

<http://www.vcccd.edu/departments/human-resources/contracts>

Field Trip/Change of Class Site Procedures

It is recognized that field trips and excursions are beneficial in the conduct of selected courses and are encouraged. All field trips and excursions must conform to current Educational Code and Title 5 regulations.

Field trips are required activities for a number of courses in the college curriculum. Any such courses are clearly identified in the *Moorpark College Catalog* and the *Schedule of Classes*. In other cases, a field trip may be an optional activity for the students enrolled in a particular class. According to District Policy, all persons making any type of field trip or excursion shall be deemed to have waived all claims for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

The field trip destination should be specifically described on the “Field Trip/Change of Class Site” form which is submitted to your Division Dean at least two (2) weeks prior to the date of the trip. **Field Trip forms may also be filled in online.** A list of student names and phone numbers must be attached. The “Field Trip” request provides protection for the instructor making the request. ***Without having a prior-approved request on file, the instructor may be liable for any accident or injury incurred by one of his or her students, including students driving to and from the field trip site(s).*** Forms for field trips are kept on file in the Division Office. In certain situations the instructor must make available alternate assignments if a student cannot/will not go on the field trip.

It should be noted that all field trips out-of-state need prior approval by the District Chancellor. Forms for such field trips need to be received by the Student Learning Office at least one (1) month prior to the planned activity in order that the necessary approving signatures may be obtained in a timely manner. Students also need to have completed and signed a “Medical Treatment Authorization,” if 18 years of age or older. If the student is under 18 years of age, the “Authorization” must be completed and signed by the student’s parent or guardian. These latter “Authorizations” are retained by the Instructor in case of need for their use.

Final Examination Schedule

The final examination schedule is posted on the website each semester. Each class period has a unique final examination time so there will not be any time conflicts for students. It is helpful to students to list the date and time of the final examination on your class syllabus.

Semester-Length Courses: Instructors are **required** to meet students in their classes during the time provided in the final examination schedule, either to administer a final examination or to complete a review of the semester’s instruction. **Any exception to this must have PRIOR APPROVAL in writing from the Executive Vice President of Student Learning.**

Short-Term Courses: All short-term classes, regardless of the begin or end date, will have the final examination on the last day of the class, NOT during the final exam week.

The Final Exam Schedule is located at:

<http://www.moorparkcollege.edu/apply-and-enroll/academic-calendar>

Policies and Procedures for Faculty

Professional Development “Flex” Days

Education Code and Title 5 allow the district to reduce the number of instructional days from the required 175 to a minimum of 160. The remaining 1 to 15 days must be used for authorized staff, student and/or instructional improvement activities.

The *Agreement* provides for an academic calendar that allows designated days each semester for staff development “flex” activities. Some of these days are designated “self-assigned” flex days allowing faculty to determine how the days will be utilized. Other days are designated “mandatory” flex days requiring on-campus participation. A copy of the Agreement is available from the AFT Office or online: <http://www.vcccd.edu/departments/human-resources/contracts>

Generally the days before the start of instruction each Fall and Spring semester are designated as flex days and are reserved for professional development activities. These days are designated on the official Academic Calendar. There is NO instruction on a flex day.

Full-Time Faculty

For each “self-assigned” flex day, full-time faculty are required to participate in six (6) hours of flex activity. These hours may be completed over the course of the semester, and each instructor must document their activity on the Flex Day Contract, which is turned in to their Division Dean at the end of the academic year.

Full-time faculty ***must*** participate in each “mandatory” flex day.

Part-Time Faculty (and full-time faculty with extra-hourly assignments)

Each part-time instructor (and full-time instructor with an extra-hourly assignment) has a unique flex day obligation as determined by their individual teaching schedule. If the part-time instructor is scheduled to teach on a day that is marked as a “self-assigned” OR “mandatory” flex day, then the hours that the instructor would have been in the classroom IS the number of hours owed in their flex day obligation. This flex day obligation can be met through various activities (samples are listed in the *Agreement*) over the course of the semester, and each instructor must document their activity on the Flex Day Contract. The Flex Day Contract is then turned in to their Division Dean at the end of each SEMESTER.

The college offers many professional development activities during “flex week,” and sometimes will offer activities throughout the semester. With the approval of the Department Chair or Division Dean, faculty may meet their flex day obligation by attending conferences, workshops, continuing education coursework, etc. Simply seek prior approval from your Department Chair or Division Dean to prevent any confusion.

Gifts/Donations

All proposals of gifts or donations to the District are subject to approval of the Governing Board before acceptance by any employee of the District. A gift, once accepted by the Board, becomes the property of the District without conditions or restrictions, except as may have been specifically stipulated at the time of acceptance.

Grade Changes

See: Record Keeping Procedures: Grade Change Petition in this Section.

Policies and Procedures for Faculty

Grade Determination

The Education Code states that the instructor of a college class has *the sole authority and responsibility* to evaluate the students' performance in the class and that, in the absence of fraud, incompetence, bad faith, or mistake, the instructor's grades are final.

Normally, any student who questions or complains about a grade or the grading process is first referred directly to the instructor. If that does not provide a satisfactory resolution or, if arbitration is necessary, the appropriate Department Chair, Division Dean, and then the Executive Vice President of Student Learning is contacted.

Since students sometimes dispute the grades they receive, instructors should be prepared if a grade dispute arises. All instructors should be familiar with the Student Grievance Policy found in the "Student Rights and Responsibilities" section of the *Moorpark College Catalog*. It is best that instructors base their grades upon a distinct set of criteria which must be communicated to their students clearly and often and which are in writing in the Class Syllabus. At its best, grading is both a form of communication and an evaluation of student performance. If instructors made several assessments of student performance during the semester rather than just one or two and if the results are recorded as scores or grades which are communicated to the students periodically, fewer disputes concerning final course grades are encountered.

It often is helpful for instructors to discuss grading procedures and standards with their departmental/discipline colleagues to become aware of any informal practices. If there are no departmental/discipline standards, it may be possible to establish some. Reference to departmental standards will often avert a formal grievance.

Grading Policy

Performance in all courses acceptable in fulfillment of the requirements for associate degrees, certificates, diplomas, licenses, or baccalaureate-level work shall be graded in accordance with the provisions adopted by the District Governing Board for the sections which relate to the letter grading scale, the Credit/No Credit (soon to be Pass/Fail) options, or Credit by Examination.

Grading System Options

Moorpark College offers courses under two grading systems: One system uses the letter grades to evaluate performance on a "Letter Grade" – A, B, C, D, F – basis. The other system allows evaluation of student performance on a "Credit/No Credit" (soon to be Pass/Fail) basis. The grading policy permits the college to offer courses in both systems and the college has specified in the *Moorpark College Catalog*, and the Course Outline of Record, the category into which each course falls.

Letter Grade System

For courses that are designated as being in the "Letter Grade" system, students are given the option to choose the "Credit/No Credit" system. Students must elect the "Credit/No Credit" option through the Records and Registration office by a given date listed in the *Schedule of Classes*. Instructors are not notified of this change in grading until they submit all student grades at the end of the term.

Credit/No Credit (Pass/Fail) System

Units earned on a "Credit/No Credit" basis are not used in calculating grade point average (GPAs), but units attempted for which "No Credit" (NC) is assigned shall be considered in probation and dismissal procedures. The "Credit" (CR) grade is "at least satisfactory," which means it is equivalent to a "C" grade or better under the letter grading scale.

Policies and Procedures for Faculty

Non-Evaluative Symbols

The District Governing Board has authorized the use of only the non-evaluative symbols: I, RD, and W which are defined as follows:

- ***I – Incomplete***: Students who are at the end of a term and have failed to complete the required academic work of a course because of *unforeseeable, emergency, and justifiable reasons* may receive a symbol “I” (Incomplete) on their records. The conditions for receiving a letter grade and for the removal of the “I” must be stated by the instructor in a written record (the “Incomplete Grade” form). This record is sent by the Records and Registration Office to the student, a copy is given to the instructor, and a copy is placed on file with the Registrar until the conditions are met or the time limit has passed. A final grade is assigned when the work stipulated has been completed and evaluated, as indicated by the instructor on the “Grade Change” form, available at the Records and Registration Office. The “I” must be made up no later than one (1) year following the end of the term for which it was assigned. The “I” symbol is neither used in calculating units attempted nor for grade points (GPAs).
- ***RD – Report Delayed***: The “RD” symbol is assigned only by the Registrar. It is 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 GPAs.
- ***W – Withdrawal***: A student may withdraw from a class through the deadline date (at the 75% mark of a class) set for the specific course. The academic record of a student who remains in a class beyond this time limit must reflect a grade other than a “W.” No notation (“W” or other) is made on the academic record of the student who drops by the “Withdrawal Without Record” deadline (30% into the course). Instructors may drop students for non-attendance up through the last day for withdrawal (75% into the course).

Grade Submittal

Instructors are to submit grades online through MyVCCCD Portal. In accordance with the AFT contract, grades must be submitted within two working days after finals.

A copy of the contract can be found at: <http://www.vcccd.edu/departments/human-resources/contracts>

Guest Speakers

It is recognized that educational programs may be enhanced by using appropriate guest speakers to provide various points of view and new information. Faculty inviting guest classroom speakers carry the same obligation for creating a balanced and responsible presentation of controversial issues as described in the *Board Policy Manual* (e.g., while a guest speaker may represent one point of view, it is the instructor’s responsibility to balance the speaker’s presentation within the context of the total course). The instructor must be present and remain with the class while the speaker is there. Guest speakers invited to speak at the college in other than a classroom setting must be approved in advance by designated authorities. Payment for services of speakers can be facilitated by the Office of Student Learning. Such payment must be pre-approved.

Holiday Schedule

The current calendars and holiday schedules are posted on the college website for your convenience:

<http://www.moorparkcollege.edu/apply-and-enroll/academic-calendar>

Policies and Procedures for Faculty

Homework/Outside Assignments

The credit hours or units awarded for classes are based on the assumption that in lecture classes students work 2-3 hours outside of class for each hour they are in class. Therefore, in a full semester, 3-unit class that meets three hours per week, 6-9 hours of homework per week is expected. However, the same class taught in a 12-week session would meet 4 hours per week, and therefore 8-12 hours of homework per week would be expected. If taught in an 8-week session, the class would meet 6 hours per week and 12-18 hours of homework per week would be expected. Homework may consist of reading in the textbook or other assigned materials, problem solving, library and/or internet research, writing assignments, group assignments, etc. The Course Outline of Record includes a list of typical outside assignments for the course.

You should make sure that your students are aware of the amount of homework/outside assignments that is expected so that they can plan their schedule accordingly. You can make them aware through a statement in your Class Syllabus as well as discussing expectations in class at the beginning of the semester as well as throughout the semester.

Hours of Class Instruction and Class Breaks

The college and the district submit the Academic Calendar to the State Chancellor's Office as part of accountability for funding purposes. Therefore, it is NOT within your authority to change the class meetings days or time, *including* the final exam date.

It is very important that an instructor is prepared to meet the class on time and to keep the class in session for the entire allotted time period, less break time(s). All classes, regardless of daily time, have been scheduled with a 10-minute "passing time" period. However, Title 5 indicates that for classes longer than 50 minutes in length, a break is permissible. For the 3-hour class, normally there can be a 20 minute "break" time in addition to the 10 minute "passing" time. The timing of the break is up to the instructor. It is unsound policy to allow classes lasting more than 90 minutes at a time in session to skip their break and then dismiss the students earlier than scheduled. If you have any reason to dismiss your class early, you need to obtain prior approval from your Division Dean.

Independent Studies (M122) Courses

The college has made provision for students to do additional study on a specific aspect of a discipline in which they have previously completed course work. Such study is performed in an individually arranged class under the "Independent Study" course heading. The college has adopted the generic course number "122" (e.g., ENGL M122) in all disciplines for this type of class. Each such class is the result of the student having made an agreement with an individual instructor to do specified study and produce a required outcome. The Independent Study agreement between the student and the instructor must have the approval of the appropriate Division Dean.

The request form needed to initiate an Independent Study class is available in each Division Office and in the Student Learning Office. Because of the manner in which it is normally arranged, an Independent Study class does not appear in the printed *Schedule of Classes*.

For audit purposes, it is necessary for the instructor of an Independent Study class to keep complete and accurate records of all contacts with each student enrolled in the class. At the end of the semester these records are put on file in the Division Office. Since an Independent Study project is NOT part of an instructor's load or hourly assignment, no payment is made to the instructor for his or her supervision of the student(s).

Policies and Procedures for Faculty

Instructional Supplies and Equipment

Based on available funds, an instructional supplies budget, as well as a capital equipment budget, is prepared for each Division each year. Recommendations for capital equipment should be made early in the program planning process for inclusion in the preliminary budget. It is the faculty's responsibility to participate in recommendations regarding selection, utilization, care and maintenance of equipment. Department Chairs and/or Division Deans should be consulted regarding funds available for instructional supplies and to place requests for specific supplies. Under no circumstances are faculty or staff authorized to contract for the purchase and/or delivery of equipment or supplies.

International Study (Study Abroad)

The Governing Board has adopted a policy that supports the colleges of the district in offering educational programs outside the United States. The Board's International Education Policy and the administrative procedures for implementation of the Policy are available in the Student Learning Office.

Faculty who are interested in developing a study program to be offered in a foreign country should be thoroughly familiar with the district's policy and the corresponding administrative procedures. Before proceeding with the planning of such a program, the proposer(s) of the plan should consult with the appropriate lead Dean or the Executive Vice President of Student Learning in order to learn Moorpark College's own guidelines for implementation of programs abroad.

Keys

Keys to the college's facilities are issued as needed to Moorpark College employees. All keys are obtained through your Division Office. All key requests require the signature of the requester's Division Dean as well as the signature of the Vice President of Business Services.

The issuance of keys to the college facilities is a contract between the employee being issued the key and the college. The unauthorized duplication or unauthorized possession of keys to the college is a misdemeanor prohibited by Section 469 of the California Penal Code.

Normally classroom keys are not issued to faculty who teach day or evening classes Monday through Friday as rooms throughout the campus are opened by custodial staff members, or campus police. If you feel you need to have a key issued to you, consult with your Division Dean.

When a key is no longer needed or authorized, it is to be returned to Maintenance and Operations or your Division Dean.

Leaves

The *Agreement* defines a number of different types of leaves/absences for which faculty may be eligible in various circumstances. Some of these leaves are defined as absences without pay, while several other leaves are paid absences. The different kinds of leaves are full explained in the current *Agreement*. (A copy of the *Agreement* is available from the AFT Office or online: <http://www.vccd.edu/departments/human-resources/contracts>)

For any personal necessity leave in which the necessity is determined within the discretion of the instructor, it is required that reasonable advance notice (in cases other than emergencies, 48-hours constitute reasonable notice) be given to the Division Dean. It should be noted that the district may limit the total number of faculty taking such leave at any one time to a reasonable number.

Policies and Procedures for Faculty

Listening Devices

State law in California prohibits the use by anyone in a classroom of any electronic listening or recording device without prior consent of the teacher and school administration. Any student who has need to use electronic aids must secure the consent of the instructor.

Lost and Found

Items left in the classroom or found on campus grounds should be taken to the Campus Police Department which serves as the collection point for all lost and found items.

Mailboxes

The college mailroom, located in the Administration Building, provides an individual mailbox for each full- and part-time instructor. U.S. mail, inter-district, and intra-college mail are distributed to these mailboxes on a daily basis. Faculty are personally responsible for checking their mailboxes on a regular basis in order that pertinent and timely notices (e.g., time sheets for payroll, student petitions) and correspondence are not overlooked. Note that mailboxes may also be found within the Division Offices for within-division mail and notices for faculty.

Make-Up Examinations

Each instructor should develop his/her own general policy regarding make-up exams. This policy should be clearly stated in the *Course Syllabus*. However, it is important that all instructors are aware of the Education Code with administering tests and examinations. The Code mandates that a student who is unable to take a test or exam at the scheduled time because of a religious conflict must be given an opportunity to take the test or exam at a time which would not conflict with the practice of the student's religious belief. This policy should also be clearly stated in the *Class Syllabus*.

Mileage Reimbursement

If there is no college vehicle available for college-related travel, or for other reasons if it is more desirable for the instructor to use his or her own car for college business, the college may reimburse the instructor for mileage costs at the current district rate for mileage. In order to receive this repayment, the college-related travel must be approved in advance by the Division Dean, to ensure that the Division budget has the necessary funds to reimburse the instructor. If approved, the instructor must file a "Local Mileage Claim" form with the appropriate Division Dean within a timely manner.

Minimum Class Size

In accordance with the *Agreement*, Moorpark College operates on a minimum class size of 15 students in regular credit courses. The Division Dean and the Executive Vice President of Student Learning are responsible for all class cancellations. Exceptions to the minimum class size may be made by the Executive Vice President of Student Learning in accordance with the *Agreement*. A copy of the Agreement is available from the AFT Office or online: <http://www.vcccd.edu/departments/human-resources/contracts>)

Office Assignments

The assignment of offices for full-time faculty is the responsibility of the Executive Vice President of Student Learning. Though office space is not assigned to part-time faculty, space *may* be made available through the Division Offices and individual full-time faculty. Contact your Division Dean for additional help in locating office space.

Policies and Procedures for Faculty

Office Hours

Full-time faculty will have an office and, by contract, are expected to maintain five office hours per week (at least 1 office hour per teaching day). Office hours must be posted and be on file with the Division Office. Faculty are expected to be in their office during these posted hours. Exceptions for good reasons are subject to the approval of the Division Dean. Office hour schedules should provide students with a maximum opportunity for consultation with faculty. Part-time faculty are paid for, and therefore required to provide, one office hour *per semester*. For more information on this requirement, refer to the *Agreement* or consult your Division Dean.

Open Enrollment

Every class for which Full-Time Equivalent Student (FTES) State aid is received shall be open to enrollment by any person who has been admitted to the college and who meets such prerequisites existing in the Education Code and Title 5 regulations and listed on the Course Outline of Record.

Parking

A parking permit is required in all lots on campus except for the 20 and 30 minute parking stalls. Faculty can obtain a parking permit from the campus police office at no charge. Decals are issued and need to be affixed to the lower left corner of the inside front windshield. A permit may not be transferred to a different vehicle; it is only valid on the vehicle, which it was registered to. Staff spaces are marked with the word "STAFF" and yellow painted lines.

All persons driving a vehicle to the Moorpark College campus are responsible for being legally parked. If the permit is not displayed as specified, the car may be ticketed. Traffic citations written are the responsibility of the owner of the vehicle. Parking is valid anywhere in campus parking lots, except for handicapped zones (unless the faculty member has a special handicapped permit) or fire zones. The staff parking permit is honored at all district locations.

When inviting guests to the campus, provision should be made for a visitor's parking pass. Visitor passes are available at the Campus Police Office. Pay parking is also available for visitors for \$2 per day.

Publications

Moorpark College maintains a Publication Department in order to provide printing services to the college community. All requests for printing services should be submitted through your Division Office. In completing the Publications Request form, careful attention should be given to the recommended time parameters. In case of questions regarding the complexity of a printing request, direct inquiries should be made to Publications Department personnel. Account numbers for charge-back of printing services must accompany all Publication Request forms.

Service Hours Obligation

In addition to his/her classroom teaching and office hours obligation, each full-time faculty has a contractual obligation to serve five (5) hours per week in instruction-related and student support activities. With the advent of participatory governance, it is important that faculty view this responsibility in a positive way by becoming involved in college and district committees, student activities and clubs, and other similar activities. Faculty are now required to document this obligation much like they document their flex hour obligations.

See the *Agreement* for more information. A copy of the Agreement is available from the AFT Office or online: <http://www.vcccd.edu/departments/human-resources/contracts>)

Policies and Procedures for Faculty

Sexual Harassment and Sexual Assault Policies

Sexual harassment is unacceptable conduct, is unlawful, and will not be tolerated by Moorpark College or the college district. Disciplinary action will be initiated against any individual found guilty of sexual harassment. The district policy is stated in its entirety in the *Moorpark College Catalog*. While not necessarily considered harassment, consensual sexual relationships between faculty and adult students, or between supervisor and employee, while not expressly forbidden, are unwise. Although such relationships may be appropriate in other settings, they are not appropriate when they occur between members of the teaching staff and students or between a supervisor and an employee.

More information can be found in the *Moorpark College Catalog*, as well as in the District's Board Policy (<http://www.moorparkcollege.edu/apply-and-enroll/college-catalog>)

Quick Help Reference

Quick Help Reference

Where to turn for the following information:

Information Regarding . . .	<u>Your Reference</u>	<u>Phone/Location</u>
<ul style="list-style-type: none"> • Current Enrollment Info (click your CRN) 	Moorpark College Website	www.moorparkcollege.edu
<ul style="list-style-type: none"> • Log Into MyVCCCD Portal • Class Schedules • Class Rosters • Add Authorization Numbers • Early Alert • Payroll Information (Pay Stubs, Direct Deposit Info) • Log Into WebCT/Blackboard 	MyVCCCD	Log in through college website
<ul style="list-style-type: none"> • Class Schedule Issues • Rooming Issues • Maintenance or Repair Requests • Key Requests • Need to Cancel Class Due to Illness • Course Outlines of Record • Supplies/Budget Needs • Turn In Syllabi 	Division Dean/Division Admin	Division Office
<ul style="list-style-type: none"> • Technology Training 	Instructional Technologist	Division Office
<ul style="list-style-type: none"> • Student Support Services 	Moorpark College Website/ Division Dean	http://www.moorparkcollege.edu/departments/student-services
<ul style="list-style-type: none"> • After-Hours Questions and Help 	Evening Facilitator	Fountain Hall

Appendix

Appendix

Appendix A: Syllabus Content

The following information is recommended for your syllabus:

- Your name
- The name of the Department Chair, Dean and Division Office location and phone number
- Specific class hours/days//location for the specific semester
- Course objectives as written in the state approved course outline (available from the division office or on CurricuNet)
- Student Learning Outcomes as defined by your department
- Your specific grading criteria, as clear and objective as possible
- A projected outline of assignments and due dates *with a disclaimer that this could change.*
- Important dates for the semester: last day to add/drop, finals schedule, holidays, etc.
- Participation requirements: This could be considered “attendance” but it is preferred that the word “participation” be used.
- Your contact information
 - Full-time faculty: email, office phone and location, and 5 scheduled office hours
 - Part-time faculty: email and contact phone number, if available.
- The ACCESS Statement:

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact ACCESS as soon as possible to ensure that such accommodations are implemented in a timely fashion. Authorization, based on verification of disability, is required before any accommodation can be made. The phone number for ACCESS is 805-378-1461 and they are located in the building just to the right of the Campus Center.
- The college “No-Smoking” Policy (optional but strongly suggested)

In the interest of the health and welfare of students, employees, and the public, smoking is not permitted anywhere on the Moorpark College campus other than in the parking lots.
- Drop Policy: Please tell students if they need to drop your class they must do this online or with Registration and Records (R&R). Do not tell them they will be dropped if they don’t pay for the class. Some students use “non-payment” as their “drop procedure” and this doesn’t always work.

The above information is essential, but the more detailed your syllabus, the less scope for confusion exists for everyone. Be sure to discuss your syllabus in class and give a syllabus to each new student who adds. Again, this is your contract with the student and it needs to be clear.

Appendix

Appendix B: Copyright Law Guidelines for Classroom Use

The following statement of Guideline is not intended to limit the types of copying permitted under the standards of fair use as stated in Section 107 of the Copyright Revision Bill.

Guidelines:

1. *Single Copying for Teachers*

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- a. A chapter from a book;
- b. An article from a periodical or newspaper;
- c. A short story, short essay or short poem, whether or not from a collective work;
- d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

2. *Multiple Copies for Classroom Use*

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- e. The copying meets the tests of brevity and spontaneity as defined below;
- f. Meets the cumulative effect test as defined below; and,
- g. Each copy includes a notice of copyright.

Definitions:

- i. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages, or (b) from a longer poem, an excerpt of not more than 250 words.
- ii. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.
- iii. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- iv. "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding, such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing no more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity:

- i. The copying is at the instance and inspiration of an individual teacher and,
- ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permissions.

Appendix

Cumulative Effect:

- i. The copying of the material is only for one course in the school in which the copies are made.
- ii. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- iii. There shall be not more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in “ii” and “iii” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

3. *Prohibitions as to (1) and (2) Above*

Notwithstanding any of the above, the following shall be prohibited:

- A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts thereof are accumulated or are reproduced and used separately.
- B. There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets, and like consumable material.
- C. Copying shall not:
 1. Substitute for the purchase of books, publisher’s reprints or periodicals;
 2. Be directed by higher authority;
 3. Be repeated with respect to the same item by the same teacher term to term.
- D. No charge shall be made to students beyond the actual cost of the photocopying.

Appendix

Appendix C: Computer Software Copyright

Most computer software purports to be licensed rather than sold. Frequently the package containing the software is wrapped in clear plastic through which the user agreement is presented. One should assume that such licenses are in fact binding contracts. Therefore, by opening and using the software the instructor and institution may become contractually bound by the terms.

The terms of these agreements vary greatly between software producers and sometimes between programs produced by the same producer. Programs authorized for use by the district and installed by their staff are licensed and authorized copies. Many programs that are used by staff explicitly prohibit lending; some limit the program to use on one identified computer or one user's personal use.

Remember, many computer programs are protected by copyright and unauthorized copying may be prohibited by law.